



YEAR 10 OPTIONS BOOKLET

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Welcome to the Year 10 Options Booklet

Introduction

This booklet is designed to help you make the best choices for Year 10 and 11 courses (Key Stage 4). Our aim is to provide you with a wide range of appropriate courses, so that you are able to select subjects and qualifications that interest you and you are able to succeed in. Take your time, consider different options carefully and use all of the help and advice available to you. Discuss possible options with your parents, tutor and subject teachers. You will be placed into a particular pathway (additional, core or foundation) depending upon your Year 9 examination performance outcomes. Some courses appear in all three pathways, whilst others only appear within the pathways they are appropriate for.

We will do our best to give you your first choices, but that is not always possible. Some courses have maximum numbers because of limited space in specialist rooms or number of teachers available. If very few pupils opt for a subject, it may not be viable to run it. If we are not going to be able to offer you a first choice subject, Mr Jeffery, Head of Year will meet with you individually to explain why, and to consider the most appropriate alternative.

General Guidance

- Consider taking the subjects that interest you most, as you will study them for two years.
- Think about which subjects you are good at, as this may lead to your best results.
- Find out which subjects may help with your future career (if you already have some ideas).
- Do not choose a course because you get on with the teacher or your friend chooses it – you may end up with a different teacher and you may not be in the same class as your friend.

Time Schedule

5th February – The Options Information Event provides detailed information about all of the courses on offer. A link to the Option forms will also be sent to parents on this day.

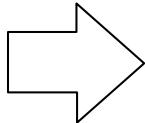
24th Feb – The Deadline for completed option forms to be submitted.



Options Pathways Framework

OPTION PATHWAY

ADDITIONAL

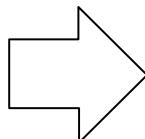


Pathway allocation will be based on a pupils' average performance grade across all subjects in their Year 9 examinations. Pathways are designed to ensure appropriate challenge and support.

OPTIONS ADVICE

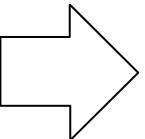
- Pupils in this Pathway are required to make 4 choices.
- A language must be one of these choices.
- History or Geography must be one of these choices (pupils can select both if they wish).
- It is also recommended that pupils choose a practical/creative subject to ensure a balanced curriculum.
- Some OCR Cambridge National Certificate courses are also available.

CORE



- Pupils in this Pathway are required to make 4 choices.
- We would strongly advise all pupils to continue with their language.
- History or Geography must be one of these choices (pupils can select both if they wish).
- It is also recommended that pupils choose a practical/creative subject to ensure a balanced curriculum.
- Some OCR Cambridge National Certificate courses are also available.

FOUNDATION



- Pupils within this pathway are required to make 4 choices.
- History or Geography must be one of these choices (pupils can select both if they wish).
- Several OCR Cambridge National Certificate courses are also available.

Core Subjects

Which Subjects are in the Core?

The core curriculum is made up of subjects that all pupils continue to study.

	Lessons per week
English – Language GCSE and Literature GCSE	4
Mathematics – Mathematics GCSE	4
Science – Combined Science GCSE (Separate Science is available as an option, which provides an extra 5 lessons per fortnight)	4
Physical Education (PE)	2
Personal, Social, Health, Relationships and Economic Education / Citizenship (PSHRE) Core RE	0.5
Assembly	0.5

Option Subject Time

You will study four option subjects, one chosen from each block. Each option subject is taught for 5 lessons across a 2 week period.

The English Baccalaureate

The English Baccalaureate was introduced by the government to encourage the study of a broad range of academic subjects.

These are the subjects that count towards the EBacc:

- English
- Mathematics
- Science (including Computer Science)
- Humanities (History or Geography)
- Modern or Ancient Foreign Language

English and English Language

**Examination Board: AQA Specification No. 4700 English
4705 English Language**

Brief Description of Course

Enjoyment, challenge, opportunity and achievement!

The courses encourage you to develop and demonstrate your ability to express yourself in reading, writing, speaking and listening. You will be encouraged to develop an investigative and analytical approach to English across a whole range of language.

Methods of Teaching

You will learn by engaging in a variety of learning experiences: whole-class activities, discussions, research, personal study and more formal testing and assessment. You will be developing your English skills with an emphasis on critical, analytical and personal response.

Method of Assessment

Paper 1 – Explorations in Creative Reading and Writing

- Reading Literary Fiction – 19th /20th /21st Century Fiction - 25%: 1 hour incl. reading time
- 1 short question 4 marks
- 2 longer questions 2 x 8 marks
- 1 extended question 1 x 20marks
- Writing to describe and narrate 25%: 45mins
- 1 extended writing question 40 marks; 24 for content and 16 for technical accuracy

Paper 2 – Writers' Viewpoints and Perspectives

- Reading one non-fiction text and one literary non-fiction text - 25%: 1 hour incl. reading time
- 1 short question 4 marks
- 2 longer questions 1 x 8 marks, 1 x 12 marks
- 1 extended question 1 x 16 marks
- Writing to present viewpoint 25%: 45mins
- 1 x extended writing 40 marks, 24 for content and 16 for technical accuracy

For further information please contact Miss Player (Head of English and Psychology).

English Literature GCSE

Examination Board: AQA

Specification No. 4710

Brief Description of Course

A challenging, interesting and rewarding course requiring pupils to explore a range of literary texts in drama, prose and poetry. Critical analysis and comparison are central to the course.

Methods of Teaching

Pupils will engage with the material in an individual, small group and whole class context. Knowledge and skills are practiced and reinforced to prepare you for assessments and examinations. You are encouraged to develop your own critical, personal responses to the texts studied.

Method of Assessment

Paper 1 - 1hr 45mins: 40%

Section A: Shakespeare

- 1 question on the play i) Write in detail about an extract ii) Write about the play as a whole

Section B: 19th Century novel

- 1 question on the novel i) Write in detail about an extract ii) Write about the novel as a whole

Paper 2 – 2hr 15mins: 60%

Section A: Modern Texts

- Write one essay from a choice of two questions

Section B: Poetry

- Answer one comparative question – one named poem and one other from the Anthology cluster

Section C: Unseen poetry

- Answer one question on each of two unseen poems and one comparative question

There is no controlled assessment or coursework.

For further information please contact Miss Player (Head of English and Psychology).

Mathematics GCSE

Examination Board: Edexcel

Linear Mathematics 9-1

Brief Description of Course

The study of mathematics will enable you to:

- develop knowledge, skills and understanding of mathematical methods and concepts
- acquire and use problem-solving strategies
- select and apply mathematical techniques and methods in mathematical, every-day and real-world situations
- reason mathematically, make deductions and inferences and draw conclusions
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

You will study topics from six broad areas of mathematics:

1. Number
2. Algebra
3. Geometry and Measure
4. Ratio, proportion and rates of change
5. Statistics
6. Probability

Methods of Teaching

You will continue to study mathematics following on from your Year 9 work at an appropriate level for you. Your knowledge and understanding of the subject will develop as you experience and participate in a range of activities such as:

- Practicing and consolidating skills in class and at home.
- Working in pairs and groups to share ideas and compare strategies when solving problems.
- Using ICT efficiently to explore patterns, shapes and graphs.

Investigating and solving problems in real-life contexts.

Method of Assessment

- This course is linear and is assessed with three exams at the end of the course in Year 11.
- Each exam paper contributes to one third of the qualification.
- Each paper lasts 1 hour 30 minutes.
- Each paper contains 80 marks in total.
- Paper 1 is Non-calculator, Paper 2 and 3 are Calculator.
- Higher grades range from 9-3, Foundation grades range from 5-1.
- Assessment objectives mean that pupils will be questioned on their mathematical fluency, reasoning and problem-solving abilities.

For further information please contact Miss Hansen (Head of Mathematics).

Science

	Combined Science: Trilogy (Core)	Separate (Triple) Sciences (Option)	
Examination board and specification	AQA Trilogy 8464	AQA Biology 8461 AQA Chemistry 8462 AQA Physics 8463	
Brief description of the course	The Combined Science: Trilogy GCSE qualification equates to 2 GCSE's. Pupils follow a three-year course consisting of a series of units which develop competence in the science disciplines of Biology, Chemistry & Physics.	The Separate Science GCSE qualification, sometimes called Triple Science, equates to 3 GCSEs in which pupils study an extra module, Space Physics, and further additional content to the Combined Science GCSE. As this option is the highest level of Science available at King's, it requires extra commitment and a strong work ethic to be able to complete independent study outside of the classroom. Triple Science will be beneficial for those pupils who are expected to achieve highly in Science, thoroughly enjoy Science and are considering a future career that is based on scientific knowledge and understanding.	
	<u>Biology</u> 1. Cell Biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation, and evolution 7. Ecology	<u>Chemistry</u> 1. Atomic structure and the periodic table 2. Bonding, structure & properties of matter 3. Quantitative Chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	<u>Physics</u> 1. Energy 2. Electricity 3. Particles model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space (Separate Science only)
Entry requirements	Due to the academic nature of Triple Science, please be aware that we will only accept pupils onto the Triple Science course who are in quintile 1 and 2 from their Y9 Autumn data drop. Furthermore, pupils must remain in the top 2 quintiles for their Y9 Summer data drop. Classroom teachers may also provide recommendations for students to study Triple Science. Pupils are not limited in anyway by studying Combined Science; they can go onto take any Science based course at A-level and then university if they wish. If there are exceptional circumstances, please contact the Head of Science, Miss Faulkner.		
Methods of teaching	Both courses identify activities and experiences learners will come across in everyday life, and link these to scientific ideas and their implications for society. It provides the opportunity to acquire and develop scientific skills, knowledge and understanding essential to the development of responsible attitudes to the world in which we live. The course content will be covered using various methods including independent learning, practical investigations, ICT simulations, data collection, class discussion, practice questions and quizzes.		
Practicals	There are 21 required practical's that are spread throughout each Science.	There are 28 required practical's that are spread throughout each Science.	
Method of assessment	There are 6 exams for both qualifications, 2 for each discipline.		
	Each exam is 1 hour 15 minutes for Combined Science: Trilogy	Each exam is 1 hour 45 minutes for Separate Sciences	
	<u>Biology</u> Paper 1: Topics 1-4 Paper 2: Topics 5-7	<u>Chemistry</u> Paper 1: Topics 1-5 Paper 2: Topics 6-10	<u>Physics</u> Paper 1: Topics 1-4 Paper 2: Topics 5-7 (8)

For further information please contact Miss Faulkner (Head of Science).

Non Examined Core Subjects

Personal, Social, Health, Relationships and Economic Education (PSHRE), which includes Citizenship and Careers Education

All pupils continue to spend 60 minutes per week focusing upon areas of PSHRE education, Citizenship and Careers. The topics covered are: Healthy Lifestyles including Relationships and Sex education (RSE), Mental Health and Drugs education, The World of Work including work experience and college preparation, Global Communities including British Values and Extremism, Personal Finance, Government and Parliament, and Safer Driving. The aim of PSHRE is to enable the pupils to be 'Safe, Healthy and Prepared for Life.'

Pupils sometimes take part in more in-depth sessions where relevant. These sessions may involve outside agencies working in the fields of health promotion and voluntary work. Some aspects of PSHRE are delivered during year group assemblies, tutor time and core subjects such as PE and Science.

Pupils are given the opportunity to contribute to the life of the School through Year and Whole School council, taking part in assemblies, hosting during open evening/parents' evenings and supporting tutor groups during the transition from Year 6 to 7.

Core Religious Education at KS4

The statutory requirement for the provision of Religious Education in KS4 is timetabled every other week. A dedicated team delivers a programme of Religious Education with the sessions covering a variety of religious, philosophical and ethical issues: what are ethics, how do we apply ethical theories to abortion, euthanasia, medical ethics and the use of animals, is it ever right to go to war, crime and punishment, equality and the origins of the universe.

The activities are varied and stimulate debate, individual reflection and philosophical enquiry whilst studying contemporary issues.

Core Physical Education – Key Stage 4

Brief Description of Course

Physical Education at Key Stage 4 is a core subject taken by **all** pupils. All pupils must continue to bring all the correct kit and equipment for each activity. Even if they have a note excusing them from full participation, they must still bring their kit and some additional clothing if necessary, so that they are still part of the lesson.

Pupils will have 2 lessons per week following their selected pathway as follows:

Lesson 1 – Fitness for Life - Pupils will follow a diverse range of activities designed to develop their personal health and wellbeing. Examples of lessons/activities are circuits, health suite, exercise to music, aerobics, trampolining, climbing/ traversing and swimming.

Lesson 2 – Games for Life – Pupils will experience a wide variety of games. In addition to the traditional games covered at Key Stage 3, new and exciting experiences are provided such as volleyball, golf and ultimate Frisbee. There will also be numerous opportunities to gain sports leadership experience in these lessons.

Both lessons are intended at instilling a life-long interest in physical activity post-16 and should provide some catharsis from their academic study.

Methods of Teaching

Pupils will be assessed each half term on their effort, attainment, behaviour, quality of work and reliability in terms of bringing the correct kit and equipment to maximise their performance and progress. This program recognises that all pupils are different, and it is hoped that what is included will serve to inspire and motivate all pupils toward the development of a healthy and active lifestyle both in school and when leaving and entering society.

Method of Assessment

Grades awarded are Pass, Merit, and Distinction.

For further information please contact Mr Birch (Head of PE) or Mr Osbourne (Head of Games).

Art GCSE

Examination Board: Eduqas

Specification No. C650QS

Brief Description of Course

GCSE Art is a two year course which encourages pupils to develop a portfolio of work encompassing a rich and varied range of skills and techniques. They will complete 2 units of coursework and a final exam.

Within each unit there are four assessment objectives that must be completed, which are:

Artists Study– Researching Artists and Designers and cultures through different periods of history.

Research – collecting images, drawings, photographs and information that is relevant to the given theme.

Developing Ideas – creating imaginative and original responses to the given theme and experimenting with a variety of media.

Final Piece and Evaluation – create your own individual piece of artwork, then explain how it was achieved and if you have been successful.

Please note that pupils cannot take this subject with both Photography and Textiles.

Methods of Teaching

The units are developed around a central theme e.g. Portraits, Natural forms etc. This will provide the focal point for all the practical work undertaken. Pupils will then be encouraged to explore a variety of avenues of research and compile evidence in a portfolio. This will include sketches, photographs and any other relevant images and information. They will research the work of other Artists and Designers, both historical and contemporary. Pupils will also explore other cultures looking at their traditions, artefacts and history. This research will provide the pupils with a wealth of information that they can use to help them develop their own original ideas for a final piece. Pupils will be encouraged to experiment with a wider variety of processes, techniques and media, whilst building upon the skills they have learned previously. In the making of a final piece, pupils are given the opportunity to experiment with mixed media, alongside and in conjunction with paint and pastels.

Method of Assessment

Pupils will be assessed at the end of each unit and again at the end of the course.

They will sit a final exam in Year 11, comprised of 8-10 weeks preparation time followed by a 10 hour practical exam. It is important to note: 60% of marks – coursework, 40% of marks – final exam.

It is therefore vital that all coursework is completed fully during the two years.

For further information please contact Mrs Churcher (Head of Art and Textiles).

Business GCSE

Examination Board: Edexcel

Specification No. 1BS0

Brief Description of Course

Developing Enterprising Minds

Engaging themes will spark your child's imagination and inspire commercial thinking as they develop their business knowledge by studying this dynamic subject. We will deliver practical activities by using up to date and engaging real life business case studies. This will allow your child to apply their knowledge and understanding to different business situations. Pupils will study businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

This subject prepares your child for many aspects of their future working life whether they choose to run their own business or to work in the private or public sector.

Methods of Teaching

While studying the first unit of this course you are likely to learn a lot of new things. You will be introduced to the world of small business and will look at what makes someone a successful businessperson. You will find out how to develop an idea and spot a business opportunity and turn that into a successful enterprise. You will understand how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved. In the second unit you will understand how a business develops beyond its start-up phase, to a national and global scale. You will examine how the interactions between departments and between the business and the outside world affect the success or failure of a growing business.

Please be aware that GCSE Business is not about IT or Computers, it is different to what you have been studying at KS3 Computing. If you enjoyed the Apprentice Activity, then you will enjoy GCSE Business.

Method of Assessment

Paper 1: Investigating small business you will take a written examination paper worth 50% of the final grade.

Paper 2: Building a business is also worth 50% of the final grade.

Both question papers are 1hr 45 minutes long and will be a mixture of multiple choice, data response, short answer, extended writing and scenario-based questions.

For further information please contact Mrs Bamford (Head of Business and Computing).

Child Development Cambridge Nationals Level 1 / 2

Examination Board: OCR

Specification No. J818

Brief Description of Course

The Cambridge National Level 1 / 2 award in Child Development has been designed to fit into the curriculum and form a key part in a student's Progress 8 and Attainment 8 approved subjects. This optional qualification focuses on the development of a child from conception to the age of five, developing knowledge, understanding and skills related to all aspects of child development. It is a flexible and practical work based qualification, suitable for pupils interested in working with children and would lead well into careers in nursing, midwifery, child care and primary teaching. It would also make ideal additional learning for anyone interested in taking the Cambridge National Level 1 / 2 award in Health and Social Care.

Methods of Teaching

Pupils will be expected to participate fully in a wide variety of interesting tasks and activities. The coursework element is 60% of the award and pupils should be prepared to carry out independent research both in the classroom and as homework tasks. The coursework is completed in school so good attendance is essential. Pupils will also be involved in the planning, completion and evaluation of practical work.

Visits will be made to local nurseries and outside speakers will be invited in to talk about their roles in child development. Pupils will have the opportunity to complete an additional First Aid qualification.

Method of Assessment

Exam - 40% = R057: Health and well-being for child development

In this unit, pupils will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

NEA 1 - 30% (Controlled Assessment) R058: Creating a safe environment and understand the nutritional needs of children from birth to five years

In this unit, pupils will learn how to create a safe environment for children from birth to five years in childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about nutritional and dietary needs.

NEA 2 - 30% (Controlled Assessment) = R059: Understand the development of a child from one to five years

In this unit, pupils will learn the expected developmental norms for children from one to five years. They will use observation, research techniques and skills to investigate these development norms and explore their findings. Pupils will also learn the importance of creating plans and providing different play activities to support children in their development.

For further information please contact Mrs Rossiter (Head of Child Development/H&SC).

Computer Science GCSE

Examination Board: OCR

Brief Description of Course

GCSE Computer Science will enable learners to:

- Develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts.
- Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.
- Use their knowledge and understanding of computer technology to become independent and discerning users of ICT, able to make informed decisions about its use, and aware of the implications of different technologies.
- Acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts.
- Develop computer programs to solve problems.
- Develop the skills to work collaboratively and independently.
- Evaluate the effectiveness of computer programs/solutions and the impact of these issues related to the use of computer technology in society.

Units covered include:

Component 1	Component 2
Systems architecture Memory and storage Computer networks, connections and protocols Network security Systems software Ethical, legal, cultural and environmental impacts of digital technology	Algorithms Programming fundamentals Producing robust programs Boolean logic Programming languages and Integrated Development Environments

Methods of Teaching

There is a mix of both computing theory and practical programming. Pupils will be given the opportunity to create and evaluate coded solutions to various computing tasks using Python.

Is it the right course for me? You must enjoy **mathematics, have a high level of mathematical understanding to be able to be an independent critical thinker and like solving problems**. **Please note this is an extended pathway qualification. It is recommended that you must be able to achieve at least a grade 6** in Mathematics GCSE. Computer Science is included in the English Baccalaureate.

Method of Assessment

The assessment consists of two written examinations.

Component 1 – Computer Systems; Written Paper 50% of the qualification

Component 2 – Computational Thinking, Algorithms and Programming; Written Paper 50% of the qualification

For further information please contact Mrs Bamford (Head of Business and Computing).

Design and Technology GCSE

Examination Board: AQA

Specification No. 8552

Brief Description of Course

The D&T team are extremely dedicated and enthusiastic about our subject, and we ensure that that the course is engaging and exciting by offering a range of diverse and interesting projects that stretch and challenge. In addition, we embed core technical principles including: new and emerging technologies; energy, systems and devices; materials and their working properties and specialist technical principles.

One of the leading benefits of Design Technology is the opportunities for pupils to experience practical scenarios, in that it enables us to provide pupils with problem solving and team-working skills, while encouraging creativity through designing and making. Because of this, we capitalise, improve and build on core principles learned from other STEM subjects.

Our aim is to deliver a broad assortment of relevant practical, theoretical and Computer Aided Design and Manufacturing techniques (CAD/CAM), that ensure that pupils are equipped with the knowledge and skills required to pursue a myriad of different career opportunities in a changing world.

Methods of Teaching

During Year 10 Pupils will design and fabricate a range of focused practical projects to practice and develop the skills, knowledge and experience required to complete their individual design and make project NEA tasks in the summer term of Year 10 and into Year 11. Pupils will develop their creative design and communication skills using 2D and 3D sketching and modelling, isometric and orthographic drawing, and CAD techniques. Pupils will work with the full range of resistant materials including wood, metal and plastics to build confidence and accuracy to produce a Woodworking/Joinery storage box, Engineering/Aluminum Key Lock and a Polymers/Electronics Nightlight. Each week of lessons will require pupils to complete concise theoretical content alongside this practical work in preparation for the exam in Year 11. In addition to the theory lessons delivered by our team, pupils will also be provided with AQA Design Technology Revision Guides and corresponding AQA Workbooks.

Method of Assessment

What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

Non-exam assessment (NEA)

What's assessed

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Non-exam assessment (NEA): 30–35 hours approximately
- 100 marks
- 50% of GCSE

Task(s)

- Substantial design and make task
- Assessment criteria:
 - Identifying and investigating design possibilities
 - Producing a design brief and specification
 - Generating design ideas
 - Developing design ideas
 - Realising design ideas
 - Analysing & evaluating
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence

For further information please contact Mr Chainey (Head of Design and Technology).

Drama GCSE

Examination Board: AQA Specification No: GCSE DRAMA (8261)

Brief Description of Course

The Drama GCSE is studied in an academic setting, interrogating and exploring Drama as an art form and applying pupils' knowledge and understanding to the process of creating and developing their own performance/design work; as well as developing scripted performances and analysing live theatre. We aim to develop confident, creative, independent thinkers with skills in research, working with others, analysis, communication, time management, ICT, problem solving, planning and organising.

Methods of Teaching

The course enables learners to gain a practical understanding of drama, alongside applying this knowledge to their performances and developing their practical skills. Pupils can choose to be a performer or can take on the role of a designer in lighting, sound, set or costume (incorporating make up). Learners must choose one role throughout each component but can choose different roles throughout the course. Pupils will study a variety of classical and contemporary texts, practitioners, genre and stimuli developing their understanding of how to use specific processes to communicate meaning in theatrical performance. Pupils will apply theatrical skills to realise artistic intentions, as well as analyse and evaluate their own work. Regular theatre visits and workshops with professional theatre companies will also develop performance skills and inspire creativity.

Method of Assessment

Component 1: Understanding Drama: 40%, written exam, 1hour 45 minutes, Open book, 80 marks in total. Marked externally

Component 2: Devising Drama: 40%, Devising log (60 marks), Devised performance (20 marks) 80 marks in total. Marked by teacher, moderated by AQA

Component 3: Text in practice: 20%, Performance of extract 1 (20 marks) performance of extract 2 (20 marks) 40 marks in total. Marked by external AQA examiner

For further information please contact Mrs Hawker (Head of Drama).

French GCSE

Examination Board: Edexcel

Specification No: 1FR1

Brief Description of Course

GCSE French is focused on the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop students into global citizens.

Pupils will continue to study the 4 skills: listening, speaking, reading and writing. Each skill is worth 25%. They will also work on translation skills and explore authentic texts.

The six themes studied are:

My personal world, Media and technology, Travel and tourism, Lifestyle and wellbeing, Studying and my future and My neighbourhood.

Methods of Teaching

The GCSE French course is highly interactive, with a particular focus on active learning and language production. Pupils will continue to learn through a variety of activities, including pair and group work, independent activities, interactive resources such as ActiveHub and the Pearson Edexcel textbook.

Pupils are expected to be disciplined in their approach to learning vocabulary and grammar so that they are knowledgeable, confident and can perform to the best of their ability.

Method of Assessment

Speaking	7-9 mins Foundation 10-12 mins Higher	Includes a role play, reading aloud task, a conversation and a picture-based task.
Listening	45 mins Foundation 60 mins Higher	Answer questions in response to spoken French. Includes a dictation.
Reading	45 mins Foundation 60 mins Higher	Answer questions in English based on written texts in French. Includes a translation from French into English
Writing	1 hour 15 mins Foundation 1 hour 20 mins Higher	Includes two open-response questions in formal or informal French language, and a translation into French.

For further information please contact Mrs Jarrett (Head of French).

Food Preparation and Nutrition GCSE

Examination Board: Eduqas

Brief Description of Course

A Food GCSE to challenge the brain as well as the taste buds.

This exciting course focuses on creative high level practical cooking techniques to ensure that pupils develop a thorough understanding of the scientific principles behind food and nutrition, healthy eating, food provenance, seasonality and the working characteristics of food materials. It prepares pupils for living in a contemporary, changing and multi-cultural society. It places an emphasis on the choice and management of resources and making justified decisions to meet individual dietary needs.

Food preparation and cooking techniques will be assessed through the non-exam component.

Methods of Teaching

The following topics will be covered:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Lessons will alternate between theory and practical work.

Food Investigation provides an opportunity to explore a board set task through practical work. Pupils must apply and demonstrate their understanding of the function and performance characteristics of food commodities - ingredients. The written report must include photographic evidence of the practical work.

Food Preparation assessment requires pupils to research, select, plan, prepare cook and serve a final menu of three dishes within a 3-hour period to fulfil a chosen task. A written portfolio must include photographic evidence of the practical work.

Method of Assessment

Component 1: Principles of Food Preparation and Nutrition will be assessed through a written examination.	
1 hour 45 minutes 50% of qualification 100 marks	
Component 2: Food Preparation and Nutrition in Action will be assessed through two non-examination assessment: marked by your teacher, externally moderated by Eduqas. These are worth 50% of the total qualification.	
Assessment 1: The Food Investigation Assessment 8 hours task - 15% of the total marks Will involve practical experimental work and written work based on a specific food commodity e.g. bread, pastry.	Assessment 2: The Food Preparation Assessment 12 hours task - 35% of the total marks Will involve research to respond to a given brief plus planning, preparation, cooking (1 x 3-hour session) and presentation of three dishes

For further information, please contact Mrs Wright (Head of Food Technology).

Geography GCSE

Examination Board: AQA

Specification: 8035

Brief Description of Course

This is a rich and diverse course that highlights the critical importance of Geography for understanding the world and stimulating interest in places. It will inspire pupils to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment. It adopts a traditional approach covering all the key ideas and debates such as climate change, globalisation, economic progress, urban regeneration and management of world resources. Topics include natural hazards, physical landscapes, ecosystems, how human activities shape towns and cities, the effects of global industries on different countries and the challenge of managing energy resource.

This course will include two separate fieldwork days linked to the third examination as well as a decision making exercise based on a pre-release topic in March of the examination year. Topics for Geography GCSE pupils include:

- Natural Hazards – tectonics, weather, climate change.
- Living World – ecosystems, tropical rainforests, hot deserts.
- Physical Landscapes – coasts, rivers.
- Urban Issues – urbanisation, Lagos, London.
- Economic Development – development, Nigeria, UK Economy.
- Resources Management – food, energy, water.
- Issue Evaluation and Physical and Human Fieldwork.

Methods of Teaching

Geographers study the issues and changes in the world around us. The case studies and topics that we cover are therefore always changing. Methods of teaching include:

- Opportunities for both independent learning and group work
- Map and graph drawing and reading
- Debate and discussion
- Problem solving and decision making
- Research
- Describing and explaining processes

Method of Assessment

Paper 1: Living with the physical environment
Written paper – 1 hour 30 minutes – 35%

Paper 2: Challenges in the human environment
Written Paper – 1 hour 30 minutes – 35%

Paper 3: Geographical applications – 1 hour 15 minutes - 30%
Local fieldwork investigation and decision-making exercise

For further information please contact Mr Baker (Head of Geography).

Health and Social Care

Cambridge Nationals Level 1 and 2

Examination Board: OCR

Specification No. J811

Brief Description of Course

The Cambridge National Level 1 / 2 award in Health & Social Care follows the Certificate course which is the equivalent to a GCSE, and forms a key part in a student's Progress 8 and Attainment 8 approved subjects.

This exciting course provides pupils with the opportunity to understand Health and Social Care within the community as well as for individuals. Through a more applied approach to learning, pupils will not only increase their knowledge and awareness of how health and social care organisations operate but will also develop skills that will be of use to them in any line of work.

Methods of Teaching

Pupils will be expected to participate fully in a wide variety of interesting tasks and activities. The coursework element is 60% of the award and pupils should be prepared to carry out independent research both in the classroom and as homework tasks. Good attendance is essential as the coursework component is completed in school, throughout the two years of the course.

Visits will be made to a local Care Home. Outside speakers will be invited in to talk about their roles in the Health & Social Care industry. Pupils will have the opportunity to complete an additional First Aid qualification.

Method of Assessment

Exam – 40% = R032: Principles of care in health and social care

In this unit, pupils will learn about the importance of the rights of service users, person-centred values and how to apply them. Pupils will also learn about the importance of effective communication skills when providing care and support for individuals using care settings and the procedures and measures used to protect service users and service providers such as safeguarding, hygiene and security.

NEA 1 – 30% = R033: Supporting individuals through life events

In this unit, pupils will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. Pupils will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

R035: Health Promotion Campaign

In this unit, pupils will learn about a current health promotion campaigns, and their importance in creating a healthy society. Pupils will learn how to plan and deliver their own health promotion campaign with an individual or group, and evaluate both their planning and delivery.

For further information please contact Mrs Rossiter (Head of Child Development/H&SC).

History GCSE

Examination Board: AQA

Specification 8145

Brief Description of Course

This exciting and wide-ranging course explores three major historical periods alongside a thematic study spanning time, offering students the opportunity to deepen their understanding of the past while developing critical thinking and analytical skills.

Conflict and Tension between East and West, 1945–1972

This unit begins in the closing stages of the Second World War, when relations between the USA and the USSR began to deteriorate. Students examine the key events of the Cold War, with a particular focus on Europe. This study provides valuable insight into modern geopolitical tensions, especially those between Russia and NATO countries. It is particularly engaging for students with an interest in politics and international relations.

Elizabethan England, 1568–1603

Covering the final 35 years of Elizabeth I's reign, this topic investigates daily life in Elizabethan society and the political, religious and military challenges faced by England at home and abroad. Students also complete a Historic Environment Study, which changes annually, ensuring the course remains fresh and relevant.

Germany, 1890–1945

This unit traces Germany's transformation from the rule of Kaiser Wilhelm II through the Weimar Republic and into the rise and consolidation of the Nazi dictatorship. Students explore how economic hardship, political instability, and social change shaped one of the most significant and impactful periods in modern European history.

Thematic Study: Medicine Through Time

Students gain an overview of the development of medicine from the medieval period to the modern day. The course explores the factors that drove change in public health, surgery, vaccination and medical knowledge, as well as the contributions of key individuals. This unit helps students understand the historical roots of modern healthcare, including the establishment of the NHS.

Why Choose GCSE History?

History is a highly popular and respected GCSE option. Many students go on to study the subject at college and university. The course develops transferable skills that support success across a wide range of subjects, including analysis, extended writing, critical judgement and evaluation, all highly valued by colleges, universities and future employers.

Methods of Teaching

Students are supported through challenging reading and enquiry-based learning, structured around key analytical themes to help them form sophisticated judgements. Scaffolded writing activities are used to strengthen clarity, organisation and precision in extended responses. Teaching is carefully sequenced to ensure deep understanding from the outset, allowing revision to be effectively spaced throughout Key Stage 4.

Method of Assessment

Two written examination papers at the end of the course of study:

- Paper 1: 2hr – 84 marks – 50% of the GCSE
- Paper 2: 2hr – 84 marks – 50% of the GCSE

For further information please contact Mr Raymer (Head of History).

Level 1 / 2 Vocational Award ICT (Technical Award)

Examination Board WJEC/EDUQAS Specification No. 5539

Brief Description of Course

WJEC Level 1/2 Vocational Awards (Technical Awards) provide learners with opportunities to study vocational subjects alongside GCSEs and other general and vocational qualifications as part of a broad programme of study. The ICT sector is growing rapidly, with a strong demand for skilled professionals. This trend is expected to continue, providing good job security and opportunity. ICT skills are applicable in almost every industry, from healthcare to finance to entertainment. This means you can find a niche that aligns with your interest.

Methods of Teaching

Unit 1 allows learners to explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology. Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings.

Method of Assessment

Summary of Assessment	
Unit 1: ICT in Society	
On-screen examination: 1 hour 20 minutes	
40% of qualification	80 marks
Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.	
Unit 2: ICT in Context	
Controlled assessment: 40 hours	
60% of qualification	120 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.	

For further information please contact Mrs Bamford or Mr Jefferson.

Italian GCSE

Examination Board: AQA

Specification No. 8633

Brief Description of Course

Pupils will continue to study the four skills: listening, speaking, reading and writing. The three themes we will study are: Identity and Culture, Local, national, international and global areas and Current and future study and employment.

The emphasis will be on producing engaging and informative language in both speaking and writing whilst developing a good ability to understand the spoken and written word.

Methods of Teaching

Pupils will continue to learn through a variety of activities, including pair and group work, independent activities, interactive resources and textbooks. Pupils will be expected to learn vocabulary on a regular basis, throughout the course and progress will be measured by regular assessment of writing and speaking where we will see language becoming more confident, creative and imaginative.

Method of Assessment

All four skill areas are to be assessed at the end of the course in the May/June exams.

Listening - 25% - Final exam (35 minutes Foundation Tier / 45 minutes Higher).

Speaking – 25% - Final exam. This includes a roleplay, discussion of a photo card and a general conversation (7-9 minutes Foundation / 10-12 minutes Higher).

Reading – 25% - Final exam. This involves various tasks including translation from Italian to English (45 minutes Foundation / 1 hour Higher).

Writing – 25% - Final exam. This includes tasks ranging from translation of sentences or a short passage from English into Italian to more open tasks (1 hour Foundation / 1 hour 15 minutes Higher).

For further information please contact Mrs Birch (Head of Italian)

Media Studies GCSE

Examination Board: EDUQAS

Brief Description of Course

Candidates study the 'mass media', which incorporates television, radio, film, newspapers, magazines, popular music, video, desktop publishing, video games, photography, independent, community and alternative media organisations. Four key concepts are explored: media language, audience, representation and institution. There is an emphasis on the development of practical skills in simulated exercises. Pupils are encouraged to create actual media products. They subsequently analyse and evaluate their effectiveness. There is an increased emphasis on the relevance and importance of the media industry in today's society – it impacts on everyone's daily life and is the fastest growing area of employment.

Methods of Teaching

You will study all popular areas of the media: TV, film, radio, magazines, advertising, pop music, the internet, video games and newspapers. You will create products for these areas using up to date equipment and technology and learn about current products in the Media and how they appeal to an audience and represent certain social groups. You will need to know how to work with others and plan your time. You will need to listen to different opinions and possibly change some of your own. You will work hard and you will learn a lot!

Method of Assessment

Two one hour and thirty minute examinations at the end of Year 11. (70% of the final mark)
One Practical Production assignment during Years 10 and 11. (30% of the final mark)

For further information please contact Mr Palmer (Head of Media Studies and Photography).

Music GCSE

Examination Board: AQA

Specification No. 8271

Brief Description of Course

The course follows the AQA GCSE syllabus, with a broad range of composing, performing and listening activities. Pupils will listen to and explore a wide range of musical styles and genres, both historically (Baroque, Classical, Romantic and 20th Century music), as well as geographically (Caribbean, Latin American, African & Western European), exploring how artists and composers use and manipulate the elements of music. Pupils will perform and compose within this diverse collection of conventions and contexts to enable them to compile their coursework portfolio.

Methods of Teaching

The GCSE Music course is very practical, with considerable performing and composing on the pupil's instrument / voice. The course comprises of 60% coursework and 40% listening. Pupils sit a listening exam at the end of Year 11.

Method of Assessment

Coursework (60%):

Performance pieces include one solo and one piece as part of an ensemble lasting a combined minimum of four minutes. The performance as part of an ensemble must last for a minimum of one minute. Pupils must compose two pieces of music; one in response to an externally set brief in Year 11 and the other a free composition. The combined duration of the compositions must be a minimum of three minutes.

Listening exam (40%):

There are four "areas of study" that pupils cover for the listening exam:

- (1) Western Classical Music – 1600 to 1910 (Baroque, Classical & Romantic Music)
- (2) Pop & Rock
- (3) Traditional Music – covers global styles (Folk, Latin American, Caribbean, African, Blues)
- (4) 20th Century Western Classical – 1910 to present day

In order to be accepted onto this course, pupils must begin the course at a Grade 3 standard or equivalent on their chosen instrument / voice. This is due to the highly practical nature of the course.

For further information please contact Mr Clarke (Head of Music).

Music Technology NCFE Technical Award

Examination Board: NCFE Specification No. QN:603/7008/7

Brief Description of Course

The Level 1/2 Technical Award in Music Technology is designed for learners who want an introduction to music technology that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the music industry or progress onto further study. It is equivalent to GCSE grades 1-8.5.

This qualification aims to:

- focus on the study of the music technology industry
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- understand the place of music technology within the music business
- understand hardware components and software functions of a digital audio workstation (DAW)
- use DAW software to produce musical projects
- understand how music is composed through the study and analysis of musical elements
- analyse the developments in musical style enabled by technology
- select and apply musical elements to create stylistically appropriate musical outcomes
- use sound creation in different forms of media
- apply sound creation to achieve an outcome
- understand planning and undertake multitrack recording and mixing
- use recording equipment to capture and store multitrack audio recordings

Methods of Teaching

The course is delivered across five content areas:

1. Introduction to music technology and the music business
2. The digital audio workstation (DAW)
3. Musical elements, musical style and music technology
4. Sound creation
5. Multitrack recording

Method of Assessment

The qualification has 2 assessments externally set by NCFE:

- One NEA (Non-exam assessment), which makes up 60% of the technical award. The completion time for the NEA is 17 hours plus 2 hours preparation and research time. The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.
- One written EA (Examined assessment), which makes up 40%. The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas.
- Only one attempt at each assessment is permitted.

If you are considering this course as an option, please speak to your Music teacher *before* choosing via the options form to discuss whether this course is suitable for you and your musical interests. Numbers are limited based on available technology in the department.

For further information please contact Mr Clarke (Head of Music).

Photography GCSE

Examination Board: EDUQAS

Brief Description of Course

The photography exam is run along very similar lines to the current Art and Design course. The photography course involves pupils recording observations by understanding and using DSLR cameras and learning how to edit in post-production. They will submit practical work and critical studies from the following:

Portraiture
Documentary

Fashion Photography
Photo Journalism

Experimental Imagery
Location Photography

Please note that pupils cannot take this subject with both Art and Textiles.

Methods of Teaching

Pupils will create a portfolio of work in Year 10 in which they will learn how to use a DSLR, looking at aspects such as aperture control, shutter priority, ISO and lighting. They will then produce their first coursework portfolio based on a response to a set theme, such as Natural Forms or Light and Dark. In Year 11 pupils will undertake their mock exam and GCSE exam, again responding to set themes. They will learn how to use the DSLR cameras manually and understand the process of annotating their work along with studies of Photographer's techniques. Ownership of a digital camera is not essential for this course; however, this does benefit and support the pupils for work set outside of school time. The pupils will also manipulate their digital photographs either physically (mixed-media) or using computer-based software such as Photoshop and a whole host of apps on iOS.

Method of Assessment

They will be marked on four main assessment objectives;

- Recording and Observing
- Analysing and evaluating
- Developing and exploring ideas
- Presenting a personal response

The course consists of 60% Coursework and a 40% weighted Examination (a timed 10-hour exam in which pupils develop their final response).

For further information please contact Mr Palmer (Head of Photography and Media).

Physical Education (Full Award) GCSE

Examination Board: AQA

Specification No. 8582

Brief Description of Course

The theory units studied are as follows.

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

Methods of Teaching

Pupils should expect most of their lessons to entail consolidating theoretical knowledge. They will learn through a combination of classroom and practically based lessons. Pupils must take extensive class notes and complete a series of exam-style questions on each unit's completion.

Pupils will also utilise the Everlearner online learning portal regularly to complete self-assessments. To secure strong practical grades, pupils will attend after school and in some instances before school clubs to develop their skills further.

Method of Assessment

This course leads to 1 GCSE grade in Physical Education. There are two components to the course, one physical and one theoretical.

Practical component (40% of final grade): In this part of the course pupils will be expected to demonstrate a strong ability to perform across three chosen activities. Each assessment will equate to 10% of their final grade. The final 10% of the practical component being assessed via a written controlled assessment, where pupils analyse and evaluate their performance in a chosen activity. These elements will require a high level of physical fitness and/or sporting acumen. Pupils must be assessed in one individual activity, one team activity and then a third activity from either group. The expectation for these is that pupils are performing and competing in all of their assessment activities on a weekly basis.

Theoretical component (60% of their final grade): In this part of the course pupils will need to complete two examinations of 1 hour and 15 minutes each.

Paper one: The human body and movement in physical activity and sport

Paper two: Socio-cultural influences and well-being in sport and physical activity

For further information please contact Mr Birch (Head of PE) or Mr Osbourne (Head of Games).

Psychology GCSE

Examination Board: AQA

Brief Description of Course

Psychology is the scientific study of the human mind and mental states and of human and animal behaviour.

The course is suitable for pupils with an interest in discussion, evaluation and exploring different theories of human behaviour.

The subject is available for anyone in X/Y3 and above for English, Maths and Science.

How will you learn

AQA Psychology at Kings' encourages pupils to:

- Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry.
- Acquire knowledge and understanding of Psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- Understand how psychological research is conducted, including the role of scientific method and data analysis
- Present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- Develop and understanding of the relationship between Psychology and personal, moral, social, and cultural issues, and develop an understanding of ethical issues in Psychology
- Develop an understanding of psychological issues, the contribution of Psychology to individual, social and cultural diversity, and how Psychology contributes to society.

Method of Assessment

Paper 1: 1hr 45mins (100 marks, 50% of the course) Cognition and behaviour

1. Memory
2. Perception
3. Development
4. Research methods

Paper 2: 1hr 45mins (100 marks, 50% of the course) Social context and behaviour

1. Social influence
2. Language thought and communication
3. Brain and neuropsychology
4. Psychological problems

For further information please contact Miss Player (Head of English and Psychology).

Religion, Philosophy and Ethics

GCSE

Examination Board: AQA

Specification No. A (8062)

Brief Description of Course

This is an option for those pupils who enjoy discussing some of the fundamental questions in life. This course will cover an understanding of both religious and non-religious belief through beliefs and practice whilst considering the influence of religion on individuals, communities and societies.

Pupils will engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. Pupils will study two religions and apply this in philosophical and ethical contexts and in particular the themes of:

Religion, human rights and social justice

Religion, peace and conflict

Religion and life

Relationships and the family

The study of two world faiths: Christianity and Islam

Methods of Teaching

Pupils will develop their skills of decision making, collaboration and independent working through examination of a wide range of topical issues using a variety of methods such as debates, questioning, research, analysis, class discussion, practice questions and visits and visitors.

The course develops pupils' ability to construct and develop balanced critical arguments using evidence analysis.

Method of Assessment

Two 1 hour 45 mins papers each worth 50% of the overall marks

For further information please contact Miss Banwell (Head of Religious Studies).

Spanish GCSE

Examination Board: Edexcel

Specification No. 1SP0

Brief Description of Course

Pupils will continue to study the 4 skills: listening, speaking, reading and writing. They will also work on translation skills and look at some authentic texts. The themes studied will include: my personal world, lifestyle and wellbeing, my neighborhood, media and technology, studying and my future, travel and tourism.

Methods of Teaching

Pupils will continue to learn through a variety of activities, including pair and group work, independent activities, interactive resources and text books. Pupils will be expected to learn vocabulary and grammatical structures on a regular basis.

Method of Assessment

- Reading 25% 45 minutes Foundation 60 minutes Higher – includes a translation from Spanish to English
- Listening 25% 45 minutes Foundation 60 minutes Higher
- Writing 25% 1hour 15 minutes Foundation 1 hour 20 minutes Higher – includes a translation into Spanish
- Speaking 25% 7-9minutes Foundation 10-12 minutes Higher – includes a role play, read aloud, conversation and picture based task.

For further information please contact Mr Lopez (Head of Spanish).

Sport Studies OCR Cambridge Nationals Certificate (Level 1/2)

Examination Board: OCR

Specification No: J829

Brief Description of Course

Pupils will typically have 2 theory and 1 practical lesson per week in Year 10, moving to 2 theory lessons in Year 11 in preparation for the external exam. The units studied are as follows:

Contemporary Issues in Sport – This is an externally assessed unit, requiring pupils to sit a written paper unit test/exam which is worth **40% of their final grade**. Pupils will explore a range of topical and contemporary issues in sport relating to participation levels and barriers as well as the promotion of values and ethical behaviour through sport. Additionally, they will look at high profile sporting events and National Governing Bodies in advancing sport's attempts to positively impact upon society and showcase their worth beyond providing entertainment.

Performance and Leadership in sports activities – This unit is assessed by an internally set assignment worth **40% of their final grade**. Pupils look at the skills, techniques, demands, rules, regulations and scoring systems of one team and one individual activity. Pupils also develop their fitness and their ability to coach, officiate and analyse performance. For this unit of work, the pupils are assessed in basketball as their team activity and badminton or table tennis as their individual activity. Furthermore, pupils acquire and apply sports leadership skills and must plan and deliver a sports activity session to their peers.

Increasing awareness of Outdoor and Adventurous Activities – This unit is assessed via an internally set assignment worth **20% of their final grade**. This will allow pupils to identify the range of outdoor activities that are available in the UK and be able to identify organisations that provide access to these facilities. Pupils will take part in a range of outdoor activities in preparation for an internally set written assignment. Please be aware that to complete this module, pupils will need to be assessed in three outdoor activities. This will potentially require them to attend a mandatory residential course and the cost of this will be up to approximately £200.

Methods of Teaching

It is intended that most lessons are vocational. This means that a “real life” context be applied to all lessons and assignments. The focus is on how the material being learned in both theory and practical lessons could be used in the workplace. It is an enjoyable and challenging course suitable for any pupil that has a genuine interest in sport, leisure and recreation. Participation in class discussions and practical tasks is mandatory so please study the BBC Sports website or the sports section of a newspaper on a weekly basis.

Method of Assessment

You will be assessed via completion of two in-depth assignments that have practical and theoretical components. You will also be assessed via a written one-hour unit test paper, for Contemporary Issues in Sport, which is completed in examination conditions in May of Year 11. Each assignment will have a variety of tasks relating to the subject matter covered in lessons and is designed to support your learning and demonstrate your performance and understanding of each unit.

Grades awarded are Pass, Merit, Distinction at levels 1 and 2 with Distinction Plus also available at Level 2.

For further information please contact Mr Birch (Head of PE).

Textiles GCSE

Examination Board: Eduqas

Specification No. C650QS

Brief Description of Course

GCSE Textiles is an exciting and creative course which involves working with traditional and contemporary textiles. Pupils will experiment with a range of media, techniques and concepts to create a portfolio of work. They will complete 2 units of coursework and a final exam. Within each unit there are four assessment objectives that must be completed, which are:

Textile Artists/Designers Study- Pupils research the work of other artists, designers and cultures through different periods of history.

Research- Pupils will collect images, drawings, photographs and samples of things that are relevant to the given theme.

Developing Ideas- Pupils will explore and experiment with a wide variety of textiles techniques and equipment to create a variety of possibilities for a final outcome.

Final Piece- Pupils will create a unique and original final piece based on their research and their artists study.

Please note that pupils cannot take this subject with both Art and Photography.

Methods of Teaching

During the first year of the course, pupils will build up their knowledge and skills through a range of projects which will enable them to experience various techniques, materials and processes. Pupils will use sketchbooks and design sheets in order to develop a body of work. As the course progresses, pupils will gain confidence and will independently generate ideas through extensive personal research and investigation. They will continually evaluate, demonstrating an increased ability to constructively analyse their own work as well as building subject specific vocabulary and terminology. Pupils will look at other textile artists and crafts people for inspiration and will be expected to visit exhibitions and local colleges in order to further enhance their awareness of the subject.

Method of Assessment

Pupils will be assessed at the end of each unit and again at the end of the course.

They will sit a final exam in Year 11, comprised of 8-10 weeks preparation time followed by a 10 hour practical exam. It is important to note: Coursework =60% of the final marks and the Final exam =40% of the overall grade

It is therefore vital that all coursework is completed fully during the two years.

For further information please contact Mrs Churcher (Head of Art and Textiles).

BTEC Level 1 / 2 Tech Award in Travel and Tourism

Examination Board Pearson

Specification No. 603/7048/8

Brief Description of Course

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism is ideal for you if you are a pre-16 student working at level 1 or level 2 and would like to find out more about the travel and tourism sector. This course offers a practical introduction to life and work in the travel and tourism sector. The qualification, which is 120 GLH, is the same size and level as a GCSE. The travel and tourism sector is recognised globally as being fast-paced and dynamic, providing a range of employment opportunities both directly and indirectly across the world. The use of technology and innovation means that the sector is at the forefront of emerging trends and developments, igniting our passion for exploring new destinations and providing exciting opportunities to learn more about the world we live in.

Methods of Teaching

Everyone taking this qualification will study three components, covering the following content areas:

- Component 1: Travel and Tourism Organisations and Destinations, you will investigate travel and tourism organisations, their aims and how they work together.
- Component 2: Customer Needs in Travel and Tourism. In this component, you will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences.
- Component 3: Influences on Global Travel and Tourism, you will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors.

Method of Assessment

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism				
Component number	Component title	GLH	Level	How assessed
1	Travel and Tourism Organisations and Destinations	36	1/2	Internal
2	Customer Needs in Travel and Tourism	36	1/2	Internal
3	Influences on Global Travel and Tourism	48	1/2	External Synoptic

For further information please contact Mrs Bamford or Mr Jeffery.

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