Year 9 Options

Subject Brochure for September 2016
Dear Parents and Carers,

Your son/daughter is now entering an exciting time in their secondary education where they choose the subjects they will study for the next two years. We have tried to make the process as simple as possible but we appreciate it can sometimes be challenging to navigate your way through the choices and pathways. I would encourage you to make full use of all the resources we provide: this booklet, the Options Evening itself and via meetings with subject leaders and senior staff at the School. As Mr Kelly explains after this introduction there are several elements to think about but we have tried to provide as broad a choice as possible and a structure whereby as many students as possible are able to study their first choice subjects.

One change in recent years is the initiative from the Department for Education known as the English Baccalaureate (E-Bacc). The English Baccalaureate is designed to encourage students to choose (and schools to create pathways for) the six subjects within the E-Bacc. These are English, Maths, Science, Computer Science, a language (French or Spanish) and a humanities subject (History or Geography).

We will not be making this pathway compulsory but have provided students with the opportunities to choose these subjects without limiting other choices. This topic will be expanded upon at the Options Evening and there will be an opportunity to ask questions that you may have.

The Department for Education has also changed how the GCSE subjects will be graded. The traditional model of students being awarded an A*, A, B etc. will no longer exist. The new grading system will consist of numbers and students will be awarded these from 9–1.

**Routes through Key Stage Four**

We have constructed our curriculum on the basis of two learning pathways through to examination success. Each pathway contains some examination courses that are accessible to every student in the school, but also some examinations that are only available within that particular route. We are hoping to do this to ensure that our students, with their different strengths and aptitudes can take advantage of the greater flexibility now available at Key Stage Four. This will ensure that they are doing the course that is most appropriate for them.

**Consultation and advice**

We will be actively working with students to inform and consult with them and support them as they move into their Key Stage Four work. We have looked very closely at examination data to assess individual levels of ability as part of our course recommendations. Each student will have an individual discussion with their tutor to talk about their preferences for Key Stage Four study. We are running our Year 9 Options Evening where students can meet with the teachers running examination courses to ensure that they have the information that they need.
In some cases students may not be able to get all of their first choices and we will have to renegotiate what is available. We will always do this with the involvement of parents and students. We do also ask students initially to provide a reserve choice.

I hope that you find this booklet useful and I look forward to meeting you over the next few weeks as we move into the next exciting and challenging part of your son/daughter’s education at The Bishop Wand Church of England School.

Thank you for your continued support and good luck with this process.

D Aldridge
Headteacher

K Kelly
Assistant Headteacher
**Something further to consider**

Entry to university is based on both A levels and GCSEs, so before making your final choice it is worth checking if there are any special requirements for any A levels that you might be interested in. The Bishop Wand School's current Sixth Form programme and subject entry requirements are listed on the next page.

Details on all the subjects and the levels at which you will be studying them are contained in this booklet. GCSEs will be a significant educational qualification for you that can help determine your future career pathway, so it is important that you know exactly what is involved and what you have to do to be successful. So make sure you find out as much as possible before finalising any choices.

- Read this booklet - details on all the subjects and the levels at which you will be studying them are contained in this booklet.
- Talk to your subject teachers.
- Attend the **Y9 Option Evening** on **Thursday 14th January 2016** at 6.30pm
- If anything is unclear **ASK** your Tutor.
- Keep your parent/carer informed – they will need to sign your form.
- If you still have an issue with any part of the process come and see Mr Kelly.

When you have made your final choice, fill out the form at the back of this booklet and return it to your tutor **AFTER Y9 Parents Evening** on **Thursday the 4th February** and no later than **FRIDAY 26th February 2016**.

### A levels and BTECs currently on offer in our Sixth Form

<table>
<thead>
<tr>
<th>A levels</th>
<th>BTECs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Travel and Tourism</td>
<td>Geography</td>
</tr>
<tr>
<td>Biology*</td>
<td>History</td>
</tr>
<tr>
<td>BTEC Business</td>
<td>Law</td>
</tr>
<tr>
<td>BTEC in Computing</td>
<td>Maths*</td>
</tr>
<tr>
<td>BTEC in Performing Arts (Dance)</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Business</td>
<td>Performing Arts Music</td>
</tr>
<tr>
<td>Chemistry*</td>
<td>Performing Arts Theatre Studies</td>
</tr>
<tr>
<td>Economics</td>
<td>Photography</td>
</tr>
<tr>
<td>English Language*</td>
<td>Physics*</td>
</tr>
<tr>
<td>English Literature*</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Extended Project</td>
<td>Product Design 3D</td>
</tr>
<tr>
<td>Fine Art</td>
<td>Product Design Fashion</td>
</tr>
<tr>
<td>Food Nutrition level 3 Diploma</td>
<td>Psychology</td>
</tr>
<tr>
<td>French*</td>
<td>RS</td>
</tr>
<tr>
<td>Further Maths*</td>
<td>Spanish</td>
</tr>
</tbody>
</table>
Entry requirements into the sixth form currently are the equivalent to 5 GCSE qualifications grade 9-4. As a rough guide if the subject is marked with a * it means that you will have to achieve a good grade at GCSE to be successful on this course (usually at least a grade B). If there is no mark next to the subject it generally means you do not need to have studied the subject at GCSE. However it is always best to check with the subject area to get the best advice.

**What GCSE subjects do I need for particular courses at university?**

If you are thinking of applying to university you will need to have a GCSE pass in **English and Maths** (at grade C/number 4 +or higher).

The **Russell Group** universities (the top 24 in the UK) prefer you to take **facilitating subjects** – these are the subjects that will help you to gain entry to the top universities and onto competitive courses.

**Facilitating subjects are:**

<table>
<thead>
<tr>
<th>English Language</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature</td>
<td>French</td>
</tr>
<tr>
<td>Maths</td>
<td>Spanish</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Geography</td>
</tr>
<tr>
<td>Physics</td>
<td>History</td>
</tr>
</tbody>
</table>
The New GCSE’s Grading System

New GCSE’s will be in place when your son/daughter starts Y10 and they will have a new grade system from 9 to 1 as highlighted below.

<table>
<thead>
<tr>
<th>NEW GCSE GRADING STRUCTURE</th>
<th>CURRENT GCSE GRADING STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A*</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
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<tr>
<td>4</td>
<td>D</td>
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<td>3</td>
<td>E</td>
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<td>2</td>
<td>F</td>
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<tr>
<td>1</td>
<td>G</td>
</tr>
<tr>
<td>U</td>
<td>U</td>
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</tbody>
</table>
There are also specific subjects that you need if you want to apply for the following courses that lead to particular types of career:

<table>
<thead>
<tr>
<th>Course</th>
<th>Required Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Maths and Physics (Art is also desirable)</td>
</tr>
<tr>
<td>Art and Design</td>
<td>Fine Art and/or Photography</td>
</tr>
<tr>
<td>Business and Management</td>
<td>Business or Economics or Maths</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>Chemistry, Physics and Maths</td>
</tr>
<tr>
<td>Criminology</td>
<td>Psychology or humanities subjects like History, Law or English</td>
</tr>
<tr>
<td>Design</td>
<td>Product Design or Art or Photography</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama, English Literature or Language</td>
</tr>
<tr>
<td>Economics</td>
<td>Maths or Economics</td>
</tr>
<tr>
<td>Engineering</td>
<td>Maths and Physics</td>
</tr>
<tr>
<td>English</td>
<td>English Literature or Language and two other literary subjects</td>
</tr>
<tr>
<td>Forensic Science</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>History</td>
<td>History plus two other literary or art based subjects</td>
</tr>
<tr>
<td>Law</td>
<td>A wide range of literary or art subjects e.g. History, Law, English</td>
</tr>
<tr>
<td>Maths</td>
<td>Maths, Further Maths and/or Physics</td>
</tr>
<tr>
<td>Medicine</td>
<td>Chemistry, Biology and Maths or Physics</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>French or Spanish or another Language</td>
</tr>
<tr>
<td>Pharmacology/Physiology</td>
<td>Chemistry and Biology</td>
</tr>
<tr>
<td>Theology</td>
<td>Philosophy and Ethics or other literary subjects</td>
</tr>
<tr>
<td>Politics</td>
<td>Politics, History and possibly a Language</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology and other art or literary based subjects</td>
</tr>
<tr>
<td>Sociology</td>
<td>A range of art and science subjects</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>Chemistry, Biology, Maths or Physics</td>
</tr>
</tbody>
</table>
Year 10

Core Subjects

All students will study GCSE courses in the following core subjects:

- English
- Maths
- Science
- RS

All students will also follow a non-examination course in core P.E.
All students will be entered for two GCSEs in English: GCSE English Language and GCSE English Literature with AQA (www.aqa.org.uk).

**GCSE English Language**
Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

Assessment by Terminal Examination:
Paper 1: Explorations in Creative Reading and Writing
1 hour 45 minutes
Paper 2: Writers’ Viewpoints and Perspectives
1 hour 45 minutes

**GCSE English Literature**

Students will develop skills of literal and inferential comprehension, critical reading, evaluation of a writer’s choice of vocabulary, grammatical and structural features and text comparison. In their written responses, students will produce clear and coherent texts and write effectively about literature for a range of purposes. They will use Standard English, including accurate spelling, punctuation and grammar.

Assessment by Terminal Examination:
Paper 1: Shakespeare and the 19th Century Novel
1 hour 45 minutes
Paper 2: Modern Texts and Poetry
2 hour 15 minutes

Please see Ms Dodd or Ms Ward for further information.
The course will cover topics from Number, Algebra, Geometry and Measures, Statistics & Probability and Ratio, Proportion & rates of change as laid down in the National Curriculum, and will be appropriate to the ability level of each set. There is no coursework for GCSE Mathematics.

**Recent Changes—first examination June 2017**

There is a new specification for all tiers with a new examination structure (see below). The content covered has been adapted which is designed to be more rigorous and stretches students at all levels. The GCSE for Mathematics starts in Year 9. This table outlines percentages of topics covered:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Foundation</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>25%</td>
<td>15%</td>
</tr>
<tr>
<td>Ratio, Proportion &amp; Rates of change</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Algebra</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Statistics &amp; Probability</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Geometry &amp; Measures</td>
<td>15%</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Examinations:**

<table>
<thead>
<tr>
<th>Foundation (Grades 1—5)</th>
<th>Paper 1 Non-calculator 1 hour 30 minutes 80 marks (33.3% weighting)</th>
<th>Paper 2 Calculator 1 hour 30 minutes 80 marks (33.3% weighting)</th>
<th>Paper 3 Calculator 1 hour 30 minutes 80 marks (33.3% weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher (Grades 4—9)</td>
<td>Paper 1 Non-calculator 1 hour 30 minutes 80 marks (33.3% weighting)</td>
<td>Paper 2 Calculator 1 hour 30 minutes 80 marks (33.3% weighting)</td>
<td>Paper 3 Calculator 1 hour 30 minutes 80 marks (33.3% weighting)</td>
</tr>
</tbody>
</table>
What is involved in taking GCSE Science?

Students have already started their GCSE Science course in January of Year 9. This means that all students will study for a double GCSE award in Biology, Chemistry and Physics combined, ending Year 11 with two GCSEs (core and additional). In Year 11 a small number of students will be offered the opportunity to study for triple Science.

How is the course structured and what exam board do we use?

The board we use is AQA and the examination part of each GCSE accounts for 100% of the total marks.

What skills do I need to be successful in the subject?

Numeracy and ability to deal with statistics
Good control of language and spelling
Good command of scientific and technical vocabulary
A precise and informative writing style
Familiarity with SI units and use of scientific symbols
Ability to interpret and produce charts and graphs

How will this help me prepare for my future?

Science is a method, process, procedure, and system used to study the physical world. If you can see, feel, hear, taste, smell or measure something, science will investigate. Scientists ask questions about how the world works then gather data to answer the question. Studying Science develops young minds to make informed decisions in the real world.

Studying Science at further education opens a number of doors into modern careers in industry, education, medicine, research, military... The list is endless.
What is involved in taking GCSE Religious Studies?
Christianity and Judaism
Students study the beliefs, teachings and practices of each religion and their basis in sources of wisdom and authority. They examine the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Key beliefs in Christianity include: The nature of God; beliefs about the afterlife and their importance; resurrection and life after death; judgement, heaven and hell. Students examine Jesus Christ and salvation, studying: the incarnation and Jesus as the Son of God, his crucifixion, resurrection and ascension. Other units include worship and festivals and the role of the church in the local and worldwide community.

Key beliefs in Judaism include: God as Creator, Law-Giver and Judge; The importance of the sanctity of human life, including the concept of 'saving a life' and the nature and role of the Messiah. Students will examine the Promised Land and the Covenant with Abraham. Other unit include the role of Moses and the Ten Commandments; The synagogue, worship, family life and festivals.

Thematic studies
Students study religious teachings about the issues raised as well as different religious and Non-religious beliefs about, and attitudes to, those issues found in contemporary British society. This section of the specification is intended to provide an opportunity for the study of: Relationships and families; Religion and life; Religion, peace and conflict; Religion and belief in 21st century conflict; Religion, crime and punishment; Human rights; Wealth and poverty.

How is the course structured and what exam board do we use?
All students undertake the AQA GCSE in Religious Studies. The GCSE consists of two units: Christianity and Judaism Christian Thematic studies. These units are assessed by exams at the end of Year 11.

What skills do I need to be successful in the subject?
- Communication: Written and Oral;
- Good analysis skills
- Independent thought and a questioning mind Evaluation skills

How will this help me prepare for my future?
This unit will provide students with the opportunity to:
Year 10

Option Subjects

In line with the requirements for the E-Bacc, you should choose either:

- Geography or History
- French or Spanish
- Computer Science
What is GCSE Art about?

The GCSE Art course allows you to work in a variety of areas such as drawing, painting, printing, collage, computer graphics, ceramics, sculpture and photography. We have a very well equipped department with kiln, darkroom facilities and also classroom computers with digital manipulation programmes. You will observe the work of other artists, study the reasoning behind their work and gain ideas to inspire your own work. There are also opportunities to visit galleries and exhibitions.

How is GCSE Art structured?

Throughout the course you will complete a Portfolio Unit. The portfolio should be selected from work undertaken during the course of study. It is recommended that the total portfolio submission will comprise approximately 45 hours of work. Coursework starts in Year 10 from day one and homework is very important. Students need to be able to build up sketchbooks and so will need basic art equipment of their own at home. The coursework makes up 60% of the GCSE grade. The exam or externally set assignment is a practical test similar to a coursework project with allocated time for students to prepare after the paper has been given to them. The exam is 10 hours over two days and students are expected to produce a final piece in response to the brief set on the exam paper. The exam is worth 40% of the overall grade.

What skills do I need to be successful?

Throughout the course, students will develop their visual literacy skills with an understanding of form, shape, space and colour with particular emphasis on art, craft and design.

How does GCSE Art help me prepare for my future?

In today’s culture we are surrounded by art, from architecture to sculpture, from fashion to photography, from painting to advertising. The artist is a valuable person in our modern world. Art and Design is a large employment area in the UK and is growing due to the increase demand of digital arts. Art enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage.
What is involved in taking BTEC Sport?

During the two years you will cover 4 units of work, 2 in year 10 and 2 in year 11. The units of work may change slightly but the two compulsory units are ‘Fitness for Sport’ and ‘Exercise’ which is assessed through a one hour computer exam. The main areas studied in this unit are components of fitness, methods and benefits of fitness training and analyzing fitness with fitness testing. The second core unit is ‘Practical Sports Performance’ which studies individual and team sports from a technical and tactical view points as well as analyzing performance in sports. You will also have two other units of study which include leading sports activities and training for personal fitness.

How is the course structured and what exam board do we use?

Over a fortnight you will typically have six lessons (three practical and three theory). The practical element of the course will cover practical performance as well as leading/coaching others and analysis of performance. The theory element of the course involves completing the assignments which work alongside the practical. Typically each unit of work will have 3-4 assignments and each unit is worth the same amount (25%) of the grade. The exam board is Edexcel.

What skills do I need to be successful in the subject?

A reasonable practical ability in a range of sports and fitness will aid understanding and performance for assignments. A willingness to learn new sports, physical skills and development of personal fitness are key skills. An ability to meet deadlines and work independently on coursework assignments are important skills to succeed in Btec.

How will this help me prepare for my future?

A good grade will allow you to study Physical Education further at either A Level or Btec Level 3. Although not essential, studying Physical Education has links to many areas of employment, such as:

- Armed forces
- Chiropractors
- Dance Instructors
- Sports Journalism
- Sports Marketing
- Fitness Instructors
- Lifeguarding
- Sports Coaching
- Youth Work
- Sports Nutrition
- Sports Psychology
- Teaching
- Health Education
- Emergency Services
- Occupational Therapy
- Physiotherapy
What is involved in taking BTEC Travel and Tourism?
During the two years you will cover 4 units of work, 2 in year 10 and 2 in year 11. The units of work may change slightly but the two compulsory units will be related to International travel and travel in the workplace.

Unit 1: The UK Travel and Tourism Sector is an externally assessed unit (Exam Unit)
Unit 2: UK Travel and Tourism Destinations is an internally assessed unit

The rationale for all qualifications in the BTEC First suite in Travel and Tourism is to:
● inspire and enthuse learners to consider a career in the travel and tourism sector
● give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector
● support progression to a more specialised level 3 vocational or academic tourism course or an apprenticeship
● give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the travel and tourism sector, for example posts in travel agencies, visitor attractions and the tourist information centre.
● Learners who take this course must be prepared to visit local tourist businesses as going out on school trips is an essential part of the course.

How is the course structured and what exam board do we use?
Over a fortnight you will typically have six lessons. The course involves completing the assignments which typically each have a unit of work with 3-4 assignments within this. Each unit is worth the same amount (25%) of the grade and the exam board is Edexcel.

What skills do I need to be successful in the subject?
The skills which you gain are applicable to jobs in many different industries. Leisure and Tourism can include working in Sports Centres, restaurants, theatres, cinemas, museums, theme parks, hotels, airports, travel agents and many other places. Other offices and businesses outside the leisure and tourism industries also appreciate the skills that you learn on this course.

How will this help me prepare for my future?
If you are interested in working in the Leisure or Tourism industries, this could be the course for you. It is designed to be a practical foundation for training for a job in these areas or to lead on to study the subject at a higher level in Further or Higher Education.
This GCSE subject is assessed by two written examinations (75%) and a controlled assessment (25%). The course consists of 3 units.

**Unit 1: Setting up a Business**  
**This is a Written Paper (1 hour) 60 marks/40%**  
This unit introduces you to the issues concerning the setting up and operation of a business. It explores the activities of business and the reasons for success or failure. It encourages you to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders who will hold differing perspectives.

**Unit 2: Growing as a Business**  
**This is a Written Paper (1 hour) 60 marks/35%**  
This unit builds upon the content of Unit 1, allowing you to study businesses as they grow and the issues that expansion raises.

**Unit 3: Investigating Businesses**  
**This is a Controlled Assessment 40 marks/25%**  
This is a controlled assessment unit. The work must be your own individual response and must be produced under controlled conditions. The assessment is based on the content taught in Units 1 and 2.

Content

<table>
<thead>
<tr>
<th>Unit 1: Setting up a Business</th>
<th>Unit 2: Growing as a Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Starting a Business</td>
<td>1. The Business Organisation</td>
</tr>
<tr>
<td>3. Finance</td>
<td>3. Finance</td>
</tr>
<tr>
<td>4. People in Businesses</td>
<td>4. People in Businesses</td>
</tr>
</tbody>
</table>
What is involved in taking GCSE Citizenship?

OCR GCSE Citizenship Studies

How is the course structured and what exam board do we use?

4 units as outlined in the previous sheet under the heading ‘Assessment’.

What skills do I need to be successful in the subject?

Research – using a wide variety of sources to find out information on current affairs and wider political issues.

Advocacy & challenge – communicate well in written English as you need the ability to clearly explain your viewpoint and acknowledge and challenge opposing views in essay questions.

Participation – the ability to effectively work with others as part of a small team.

How will this help me prepare for my future?

GCSE Citizenship Studies helps students develop skills such as critical thinking, decision making and collaborative working. It puts students in touch with the world around them giving them the ability to think more widely than their own immediate circumstances.
Why choose Computer Science?
It looks at the importance of computation in the modern world today and how it will do so in the future. A qualification that enables students to apply themselves and give them the skills to succeed in their chosen pathway.

What is involved in taking GCSE?
The course is Computing GCSE (OCR examining board). It is preferred that you will have reached a Level 6 at maths.

How is the course structured and what exam board do we use?
The exam board is OCR, and its structure is: a written paper (80%), and controlled assessment – programming task (20%).

What skills do I need to be successful in the subject?
The skills necessary are that you are competent using the computer, and that you like to look at what is behind the programs with have some knowledge about systems, and programming.

How will this help me prepare for my future?
To help to prepare for the future and it’s a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life.
Students will develop ‘underpinning’ concepts which are useful in many subjects, for example mathematics, science and engineering. The rigorous approach of the subject will facilitate a smooth transition to the next level of study.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Duration</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 01</td>
<td>The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.</td>
<td>1 hour 30 minutes</td>
<td>40% of the total GCSE</td>
</tr>
<tr>
<td>Component 02</td>
<td>This component is focused on the core theory of computer science and the application of computer science principles.</td>
<td>1 hour 30 minutes</td>
<td>40% of the total GCSE</td>
</tr>
<tr>
<td>Component 03</td>
<td>This component is the non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.</td>
<td>Approx. 20 hours</td>
<td>20% of the total GCSE</td>
</tr>
</tbody>
</table>
What is GCSE Performing Arts Dance about?
Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Students will study the anthology of professional dance works which will develop their ability to critically appraise dances of different styles and cultural influences. Students will also look at anatomy and physiology in connection to dance training. Candidates will also focus on performing and choreographing where they can choose any style to perform and choreograph in, providing it meets the assessment criteria. This is an inspiring course which will provide students with the opportunity to study a variety of roles within the performing arts industry. Students will actively participate in performance work and direct and produce their own work. This course provides a worthwhile introduction to a wide range of creative, personal, organisational and managerial skills which are valuable in the workplace. Students can use their strengths within the performing arts industry to gain a successful GCSE in a subject which they love and enjoy!

How is GCSE Performing Arts structured?
We follow the AQA GCSE course. There are 2 Components within the course.

<table>
<thead>
<tr>
<th>Overview</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Component 1 Performance and Choreography** | **Performance**
Set phrases through a solo performance (approx. 1 minute)
Duet/trio performance (3 minutes)
Choreography
Solo or group choreography (a solo 2 minutes or a group dance for two to five dancers of 3 minutes) | Internally marked and externally moderated.
**Performance**
30% of GCSE 40 marks
(15 marks for set phrases and 25 marks for duet/trio performance)
**Choreography**
30% of GCSE 40 marks |
| **Total component 60%** | | |

| **Component 2 Dance Appreciation** | Knowledge and understanding of choreographic processes and performing skills
Critical appreciation of own work
Critical appreciation of professional works | 40% of GCSE
Written exam: 1 hour 30 minutes
80 marks |
| | **Total component 40%** | |

Will I enjoy this course?
You will enjoy this course if you want to study a subject that is both practical and creative or if you are interested in dance, or production. You will have the opportunity to perform a group dance piece in the Performing Arts Festival and Evening of Dance as well as work in small groups on choreography. We will have dance and performing arts workshops on contact work, physical theatre and contemporary dance with Motionhouse Dance Company and Rambert. We will go to the theatre during the course and have most recently seen Matthew Bourne’s work, Richard Alston’s and a range of Musicals.

How does GCSE Dance help me prepare for my future?
GCSE Dance provides a range of skills that are popular with employers and colleges. It gives you the experience to develop personal, social and key life skills. Students will gain the confidence to present themselves at interview, demonstrate they can work within a production team and show they are creative problem solvers who can work in an imaginative way. Students who have taken this subject have continued to go onto study Performing Arts, teaching, physiotherapy, events management, costume design, diet and nutrition or arts and business administration. This course develops a range of transferable skills that students will be able to draw upon in most professions.

What about my results?
You can achieve grades A* to G in GCSE Dance.
This is an exciting course that will offer you the chance to explore the art of drama, theatre and acting, while developing crucial personal, social and life skills you will need in the future. You will explore theatre and stagecraft in a practical way from the point of view of a performer, director, writer and audience, and have the opportunity to devise your own work as well as look at plays written for the theatre. You will look at how playwrights express their ideas about a theme or topic and explore ways of making their plays work on stage and you will be able to specialise in acting or a design.

**How is the course structured and what exam board do we use?**

We follow the Edexcel GCSE course. You can achieve grades A* to G in GCSE Drama. Drama traditionally does well at GCSE with 87% A* to C last year and 25% achieving a grade A and above.

**What skills do I need to be successful in the subject?**

To succeed in this course you need to be a good team worker, enjoy performing, able to work with self discipline and motivation and have some organisation skills. You will enjoy this course if you want to study a subject that is both practical and creative or if you are interested in drama and enjoy performing. You will develop your acting skills, particularly improvisation, characterisation and script, and have a chance to experiment with different performance techniques and acting styles. You will have the opportunity to perform an ensemble piece in the Performing Arts Festival and work in small groups on a comedy script for the performance in the GCSE Showcase in Year 10. We go to the theatre at least twice during the course. Over the last few years we have been to see shows such as *War Horse*, *A Woman In Black*, *Blood Brothers*, *Boeing Boeing* and *Billy Elliot*.

**How will this help me prepare for my future?**

GCSE Drama is popular with employers and colleges because it helps you develop the important personal, social and life skills they are looking for. Self-expression, confidence and courage, self-discipline, initiative, communication and group work skills are all developed in drama as well as an ability to respond to, develop and present ideas etc. in a visually creative and imaginative way. This subject is a good choice if you are considering any career path where teamwork, creativity or communication are key aspects, such as the police, teaching, armed forces, design, retail, travel and tourism etc. and of course any performing arts. Drama is all about helping you develop transferable skills which you can take into most careers.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Practical Coursework (18%)</th>
<th>Written Coursework (12%)</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A series of 6 assessed practical workshops where you will use drama forms and techniques to explore a theme.</td>
<td>A written portfolio from supporting notes kept during the workshops.</td>
<td>Teacher assessed Completed in summer term of Year 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Practical Coursework (15%)</th>
<th>Written Coursework (15%)</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A series of 6 assessed workshops where you will experiment with performance and directing techniques to explore a complete play.</td>
<td>A written portfolio from supporting notes kept during the workshops.</td>
<td>Teacher assessed Completed in autumn term of Year 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Practical Coursework</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The exam for GCSE Drama is a practical performance. You will take part in a play that you have devised as a group or rehearsed from a script. You will be examined on your acting skills in the performance, and perform in front of an audience and outside examiner.</td>
<td>Examiner assessed Completed in spring term of Year 11</td>
</tr>
</tbody>
</table>
Food Studies

This qualification replaces all current GCSE food qualifications.

Is this the right subject for me?
If you enjoy:
- Cooking
- Experimenting with recipes
- Nutrition and Healthy Eating
- Making interesting and appetising dishes
- Testing your products

What do I need to know, or be able to do, before taking this course?
This GCSE in Food Studies will equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. You will understand how to cook and make informed decisions about food and nutrition in order to be able to feed yourselves and others affordably and nutritiously, now and later in life.

Students will only be considered for entry on this course if they have achieved level 5 or above in Design and Technology subjects in Year 9

How is the course structured?
The Food Preparation and Nutrition specification within Food Studies is designed to give students an opportunity to extend and apply their cooking skills and knowledge within six areas of content. The course has a large practical element and will suit students who enjoy experimenting and applying principles of food science in a practical way.

How will I be assessed?

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of food preparation and nutrition</td>
<td>Food preparation and nutrition in action</td>
</tr>
<tr>
<td>Written Examination—50%</td>
<td>Coursework—50%</td>
</tr>
</tbody>
</table>

Students will develop subject knowledge and technical skills in the following six areas:
- Principles of Nutrition
- The Science of Food
- Food Spoilage
- Cooking and Food Preparation
- Diet and Good Health
- Food Provenance/Manufacturing and Sustainability
- Planning Meals
- Food Commodities

The coursework element is broken down into two assessments which will be internally marked and externally moderated.

Assessment 1: Food Investigation—will assess the students knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food

Assessment 2: Food preparation—prepare, cook and present a menu of three dishes.

What can I do after I’ve completed the course?
Many students have gone on to study level 3 qualifications at local colleges or sixth form. This course would be particularly useful for anyone interested in studying further in fields of Sports Nutrition, Medical Professions of other Food and Nutrition related courses.
What is involved in taking GCSE Geography?

NOTE – The new GCSE syllabus for September 2016 is still only a draft, therefore the information below is subject to change.

Geography is the most popular option subject at GCSE; with currently 8 groups across Years 10 and 11. The GCSE covers a wide range of Physical and Human topics as well as giving students numerous geography skills that transfer well to many other GCSE subjects.

Pupils are likely to study the following human and physical topics during the course:

<table>
<thead>
<tr>
<th>PAPER 1: Living with the Physical Environment</th>
<th>PAPER 2 – Challenges in the Human Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A – Natural Hazards</strong></td>
<td><strong>Section A – Urban issues and challenges</strong></td>
</tr>
<tr>
<td>Tectonics</td>
<td>Population issues</td>
</tr>
<tr>
<td>Extreme weather in the UK</td>
<td>Urbanisation</td>
</tr>
<tr>
<td>Tropical storms</td>
<td></td>
</tr>
<tr>
<td>Climate Change</td>
<td></td>
</tr>
<tr>
<td><strong>Section B – Physical landscapes in the UK</strong></td>
<td><strong>Section B – The changing economic world</strong></td>
</tr>
<tr>
<td>Coasts</td>
<td>Development issues</td>
</tr>
<tr>
<td>Rivers OR Glaciation</td>
<td></td>
</tr>
<tr>
<td><strong>Section C – The Living World</strong></td>
<td><strong>Section C – The challenge of resource management</strong></td>
</tr>
<tr>
<td>Ecosystems</td>
<td>Depleting resources: Food, water and energy</td>
</tr>
<tr>
<td>Tropical Rainforests</td>
<td></td>
</tr>
<tr>
<td>Deserts OR Cold Environments</td>
<td></td>
</tr>
</tbody>
</table>

Along with locally based fieldwork at Box Hill as part of paper 3, there is also the option of attending the overseas fieldtrip to help pupils consolidate and experience a range of geographical features in real life. Previous trips have taken pupils to Iceland, Sicily and Naples, with this year’s trip going to returning to Sicily.

How is the course structured and what exam board do we use?
The Department will likely teach the new AQA specification which combines three examination papers.

**PAPER 1 – Living with the Physical Environment** (1.5 hour paper worth 35% of the total GCSE)
**PAPER 2 – Challenges in the Human Environment** (1.5 hour paper worth 35% of the total GCSE)
**PAPER 3 – Geographical applications** – (1 hour paper worth 30% of the total GCSE) this includes an issue evaluation, fieldwork experiences and geographical techniques. This replaces the old controlled assessment.

What skills do I need to be successful in the subject?
In order to be successful – like in any GCSE – you need to be interested in the subject in order to do well. So if you are interested in The World around you and why things happen or how people are affected, then GCSE Geography is for you. Geography is a fascinating and rewarding subject for those pupils who have enjoyed studying it at Key Stage 3. But with two exams, involving a number of long-answer questions, in addition to vast amounts of key terms an examples, it is not an easy option. We strongly recommend that pupils achieve at least a level 6 in Key Stage 3 to be able to achieve well at GCSE.

GCSE Geography will give you a range of skills that include: Improving literacy and numeracy through graphs, data and statistics, map reading, analysing and interpreting information, working as a group, improving ICT skills, discussing views and opinions, selecting appropriate information from a range of source and also a range of fieldwork skills.

How will this help me prepare for my future?
Geography is excellent in supporting a range of other subject because of the broad-range of skills it provides candidates. It combines well with many other subjects including History and RS, and has many common areas of study with the sciences and also Math’s.

Because of the wide range of skills and knowledge the course provides, it will help pupils to follow a wide range of career paths; both in higher education and in the working world. Geography is also one of the facilitating or academic subjects that the top (Russell Group) universities look for on applications for higher education.

With a committed attitude, pupils can expect to both enjoy and achieve during their time studying Geography.
What is involved in taking GCSE History?

Students have already started their journey towards GCSE History by developing the skills needed to be successful through KS3.

How is the course structured and what exam board do we use?

It is split into three exams:
- International Relations 1919-2001 with a depth study on The USA 1919-1948.
- Power, Monarch and Democracy in Britain c.1000 to 2014
- The English Reformation c.1520 to c.1550.

The board we use is OCR and the examination part of each GCSE accounts for 100% of the total marks.

What skills do I need to be successful in the subject?

In History you will need to interpret, analyse and use thinking skills.
- Independent thought and evaluation skills.
- An ability to use pictorial and written source material.

How will this help me prepare for my future?

History will give you a broad range of knowledge and understanding, including a sense of development over time, and an appreciation of the culture and attitudes of societies other than our own.

The top 20 universities list History as the most important subject students can study due to transferable skills students gain while completing the GCSE.

Good Historians can answer questions on how the world has worked in the past and make informed decisions about how it will work in the future. History develops young minds to make reasoned decisions in the real world.

Studying History at further education opens a number of doors into modern careers in law, education, research, politics and even finance.

Please see Mr Browne for further information.
**IT Application Skills (QCF)**

*1st Subject*

Students will study two qualifications (2 GCSE's) if you choose this option. These are the BCS ECDL certificate in IT Application Skills and the Cambridge National level 2 Diploma.

The BCS ECDL IT Application Skills qualification is a fixed selection of four level 2 application units developed by e-Skills, the sector skills council for IT and Telecoms.

**How is the course structured and what exam board do we use?**
The BCS ECDL IT Application Skills (QCF) qualification structure is shown in the table below.

<table>
<thead>
<tr>
<th>Mandatory Units</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Processing</td>
<td>4</td>
</tr>
<tr>
<td>Spreadsheet Software</td>
<td>4</td>
</tr>
<tr>
<td>Presentation Software</td>
<td>4</td>
</tr>
<tr>
<td>Improving Productivity using IT</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**What skills do I need to be successful in the subject?**
There are no pre-requisites that a learner must achieve prior to taking this BCS ECDL IT Application Skills qualification, all knowledge, skills and understanding about the subject will be covered within the training.

**How will this help me prepare for my future?**
The BCS ECDL IT Application Skills learner can progress onto other QCF qualifications; in particular, ITQs are available in a number of sizes (Award, Certificate, and Diploma) and levels (Level 1, Level 2, and Level 3).
The benefits of this are that learners can progress in 2 ways, either by working towards a larger qualification at the same level or by working towards a higher level qualification.
What is involved in taking this?
This qualification will assess the application of ICT skills through its practical use. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

How is the course structured and what exam board do we use?
There are four units that will be undertaken

<table>
<thead>
<tr>
<th>Units</th>
<th>Overview</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding computer systems</td>
<td>This unit will develop learners knowledge and understanding of the systems they use both at home and at school and will explore how these same technologies are used by business organisations.</td>
<td>Exam Written paper 1 hour – 60 marks (60 UMS)</td>
</tr>
<tr>
<td>Using ICT to create business solu-</td>
<td>Learners will use a wide range of applications that are commonly used in the workplace, schools, and in further and higher education.</td>
<td>Centre assessed tasks OCR moderated 60 marks (60 UMS)</td>
</tr>
<tr>
<td>tions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating an interactive product</td>
<td>This unit will enable learners to demonstrate their creative flair by combining multimedia components to create a vibrant, energetic or stimulating www, webpage, or interactive product.</td>
<td>Centre assessed tasks OCR moderated 60 marks (60 UMS)</td>
</tr>
<tr>
<td>using multimedia components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating digital images</td>
<td>This unit will enable learners to acquire the underpinning knowledge and skills to enable them to create, edit, enhance and save different types of digital images.</td>
<td>Centre assessed tasks OCR moderated 60 marks (60 UMS)</td>
</tr>
</tbody>
</table>

How will this help me prepare for my future?
The Cambridge Nationals in ICT will equip learners with sound ICT skills for everyday use and provide opportunities to develop in context those desirable, transferable skills such as planning, research and analysis, working with others or communicating technical concepts effectively. They will also challenge all learners, including high attaining
What is involved in taking GCSE Media Studies?

**Media Studies** looks at:
How the media works.
How the media is created.
Who creates the media.
The reasons the media tells you some things and not others.
Why the media shapes your decisions on everything that affects you.

How is the course structured and what exam board do we use?

We use the AQA exam board.
There is a 1½ hour exam at the end of year 11. This is 40% of the final mark. This is on a set topic that will have been researched in depth over the previous term.
There are also three assignments that make up 60% of the final mark. Each assignment looks at a different part of the media (film, TV, e-media). In each assignment there is some written work (an essay) and some practical work.

What skills do I need to be successful in the subject?

An interest in the media and the world around you is essential. You do need to be quite creative, as you will be developing ideas for TV programmes, films and websites. A good level of English is also required as essay work will take spelling and grammar into account.

How will this help me prepare for my future?

As well as giving you a better understanding of how TV, film and newspapers work, it will give you skills to present your ideas to a group, research a topic and organise your ideas. It will not teach you how to be a TV presenter but it might teach you how to deal with the press if you become famous. Media would suit students interested in Journalism, TV and Film, Advertising and goes well with subjects like History, Art and Photography.
What is involved in taking GCSE French & Spanish?
There are three main themes of study in both French and Spanish: identity and culture; local, national, international and global areas of interest; current and future study and employment. Within the first theme we study the topics of: me, my family and friends; technology in everyday life; free time activities; customs and festivals in French/Spanish-speaking countries. Within the second theme are the topics: home, town, neighbourhood and region; social and global issues; travel and tourism. The third theme includes: my studies; life at school; education post-16; jobs, career choices and ambitions.
As we progress through the course we will cover a variety of grammar topics and revise those you have already seen at key stage 3.
We use the same exam board for both languages and therefore the French and Spanish courses are very similar. More able linguists could consider taking both French and Spanish.

How is the course structured and what exam board do we use?
Exam Board: AQA
You are assessed in four different skill areas and all are assessed by exam at the end of year 11. There is a foundation tier (grades 1-5) and a higher tier (grades 4-9).

Listening: 25% of final grade
Understanding and responding to different types of spoken language—written paper.

Speaking: 25% of final grade
Communicating and interacting effectively in speech for a variety of purposes—recorded speaking exam (10-12 minutes at higher tier, 7-9 minutes at foundation).

Reading: 25% of final grade
Understanding and responding to different types of written language—written paper, including translation from French/Spanish to English.

Writing: 25% of final grade
Communicating effectively in writing for a variety of purposes—written paper, including translation from English to French/Spanish.

What skills do I need to be successful in the subject?
To be good linguist you need to be: hard-working, up for a challenge, confident, an independent learner, proactive, and interested in other countries and cultures.
You should have good literacy skills and a good work ethic.

How will this help me prepare for my future?
- Preparation for university application - A large number of universities (The Russell Group in particular) ask for a GCSE in a foreign language as an entry requirement for any course. Take a look at this link for more information on and opinions about this: http://news.bbc.co.uk/1/hi/education/6173219.stm.
- Future career - Having a language GCSE will help you to find a better job in the future, even if it's not a job that is specifically related to languages. On average, people who have a language at GCSE earn £3,000 per year more than those who haven't. Languages can be in useful for all sorts of jobs. Have a look at this link for more information about languages work http://www.languageswork.org.uk/
- Travel – Learning about other countries and cultures and being able to communicate when you go abroad.
What is involved in taking GCSE Music?
This is an exciting course that will offer you the chance to explore the art of musical performance, composition and a range of musical styles while developing crucial personal, social and life skills you will need in the future. You will explore musical performance in a practical way through solo and ensemble work. You will have the opportunity to create your own music in a variety of styles.

How is the course structured and what exam board do we use?
We follow the Edexcel course

<table>
<thead>
<tr>
<th>Unit</th>
<th>Practical Coursework (15%)</th>
<th>Practical Coursework (15%)</th>
<th>30%</th>
</tr>
</thead>
</table>
|        | One solo performance on your chosen instrument. Depending on the instrument or voice you may use a backing track to accompany you. | One ensemble performance. You must work with at least one other person but this can be your instrumental teacher or classmates! | Teacher assessed
        |                                                                                                                                                                  | Solo completed in year 10. Ensemble completed in year 11                             |                                                                      |
|        | **Unit 2**                                                                                                       | **Practical Coursework (15%)**                                                                 | 30%                                                                 |
|        | A composition based on the style of Minimalism.                                                                    | A composition based on different structures in music. Can be for a genre of music, for example pop songs. | Teacher assessed
        |                                                                                                                                                                  | Composition 1 completed in year 10. Composition 2 completed in year 11               |                                                                      |
|        | **Unit 3**                                                                                                       |                                                                                           | 40%                                                                 |
|        | Written examination                                                                                               |                                                                                            | Examiner assessed
        | The exam will be based upon several set works learned throughout the course and will focus on students’ listening skills. | Exam sat in summer term of year 11                                                 |                                                                      |

What skills do I need to be successful in the subject?
GCSE Music requires students to use listening, performance and composing skills. You will be expected to listen and experience music from all over the world and throughout history to more recent music. Students who are enthusiastic, have good listening and performance skills would be well suited to this course.

How will this help me prepare for my future?
GCSE Music is popular with employers and colleges because it helps you develop the important personal, social and life skills they are looking for. Self-expression, confidence and courage, self-discipline, initiative, communication and group work skills are all developed in Music as well as an ability to respond to, develop and present ideas in a creative way. This subject is a good choice if you are considering any career path where teamwork, creativity or communication are key aspects, such as the police, teaching, armed forces, design, retail, travel and tourism etc and of course any performing arts. Music is all about helping you develop transferable skills which you can take into most careers.
What is involved in taking GCSE PE?

During the two years you will be assessed in a number of different sports including swimming, athletics, fitness training, net sports and a variety of team sports. Although you may be assessed in 8 to 10 different sports, only your best three assessments will count in your final assessment.

You will also have one or two theory lessons per week. During this classroom based lesson you will learn about the human body, diet and designing an exercise program. You will also learn about what might prevent people taking part in sport and you will study topics such as 'sponsorship in sport' and 'technology in sport'.

You will also do an in depth study of one sport. In this study you will have to analyze your own performance and suggest ways that you could improve your performance.

How is the course structured and what exam board do we use?

Over a fortnight you will typically have six lessons (three practical and three theory)

The practical element of the course accounts for 40% of the mark.
The theory element of the course accounts for 60% of the mark.
The exam board is AQA.

What skills do I need to be successful in the subject?

A good practical ability in a range of sports will obviously help you gain a good practical grade. A willingness to learn new sports and a willingness to develop your skills outside of school is essential to achieve a good grade. Participation in school teams or local community clubs would be an indication of this extra commitment to sport.

How will this help me prepare for my future?

A good grade at GCSE will allow you to study Physical Education further at either A Level or Btec Level 3.

Although not essential, studying Physical Education has links to many areas of employment, such as:

- Armed forces
- Chiropractors
- Dance Instructors
- Sports Journalism
- Sports Marketing
- Fitness Instructors
- Lifeguarding
- Sports Coaching
- Youth Work
- Sports Nutrition
- Sports Psychology
- Teaching
- Health Education
- Emergency Services
- Occupational Therapy
- Physiotherapy
What is involved in taking GCSE Photography?

The GCSE Photography course allows you to work in a variety of areas such as Photomontage, Darkroom Techniques, Digital Manipulation (Photoshop) and Animation. We have a very well equipped department with darkroom facilities and also classroom computers with digital manipulation programmes.

How is the course structured and what exam board do we use?

COURSEWORK – 60%
Portfolio: This is an edited selection of all the best pieces of work that you complete over two years
Extended Project: This year our extended project was based on the theme ‘Architecture and Surrealism’ however, the theme can change. The project will be a collection of sketchbooks

EXTERNALLY SET ASSIGNMENT– 40%
You will be given a 12 week preparatory period where you will research and develop ideas for a final piece.
Your two day exam period will be used to create a final response to your project. The final piece is completed in exam conditions.

What skills do I need to be successful?

Throughout the course, students will develop their visual literacy skills with an understanding of form, shape, space and colour with particular emphasis on digital media and photo shop techniques.

How does GCSE Photography help me prepare for my future?

We have a growing requirement for digital and lens based imagery due to the increase demand of digital arts for use of web design, advertising and gaming industries.
Product Design (Graphics)

Is this the right subject for me?

If you enjoy:
- problem solving
- making models
- testing your ideas

Then our GCSE in Graphic Products course is ideal subject for you.

What do I need to know, or be able to do, before taking this course?
Throughout Key Stage 3 you will have produced a wide range of exciting projects in Design and Technology, including Graphics, Textiles, Food and Resistant Materials Technology. If you particularly enjoy the creative side of design and technology then you now have the opportunity to follow our two-year GCSE course to specialise in Graphic Products.

Students will only be considered for entry on this course if they have achieved level 5 or above in Design and Technology subjects in Year 9

What will I learn?

GCSE Graphic Products covers a wide range of products including, packaging, point of sale display, interior and garden design and 3D product (concept) design. Over the course of two years you will develop a whole range of creative designing and making skills, technical knowledge and understanding related to graphic products and invaluable transferable skills such as problem solving and time management.

How will I be assessed?

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Design and Make Activities</td>
<td>Knowledge and Understanding of Graphic Products</td>
</tr>
<tr>
<td>Coursework 60%</td>
<td>Examination 40%</td>
</tr>
</tbody>
</table>

Coursework makes up 60% of your final GCSE grade. The new specification is designed to be completed in the classroom with more focus on practical elements like developing and manufacturing your final product. Homework tasks will involve important research tasks.

The examination will be based on a structured exam paper which your teacher will be able to guide you through. Everything that you need to learn for this unit is set out in the specification so your teacher will know exactly how to prepare you for the exam.
Product Design (Materials)

Is this the right subject for me?

If you enjoy:
- thinking creatively
- problem solving
- designing products of the future
- making models
- testing your ideas

Then GCSE in Product Design Materials is the ideal subject for you.

What do I need to know, or be able to do, before taking this course?

Throughout Key Stage 3 you have produced a wide range of exciting projects in Design and Technology, including Graphics, Textiles, Food and Product Design Materials. If you particularly enjoy the creative side of design and technology then you now have the opportunity to follow our two-year GCSE course to specialise in Product Design Materials.

Students will only be considered for entry on this course if they have achieved level 5 or above in Design and Technology subjects in Year 9

What will I learn?

GCSE Product Design Materials covers a wide range of activities based on designing and making products that are manufactured using materials such as wood, metal and plastics in many forms. As well as learning hand skills, you will use a range of industrial processes to shape and form materials into functioning products. Over the course of two years you will develop a whole range of creative designing and making skills, technical knowledge and understanding related to RMT and invaluable transferable skills such as problem solving and time management.

How will I be assessed?

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Design and Make Activities</td>
<td>Knowledge and Understanding of RMT</td>
</tr>
<tr>
<td>Coursework 60%</td>
<td>Examination 40%</td>
</tr>
</tbody>
</table>

Coursework makes up 60% of your final GCSE grade. The new specification is designed to be completed in the classroom with more focus on practical elements like developing and manufacturing your final product. Homework tasks will involve important research tasks.

The examination will be based on a structured exam paper which your teacher will be able to guide you through. Everything that you need to learn for this unit is set out in the specification so your teacher will know exactly how to prepare you for the exam.
Textiles Fashion Design

Is this the right subject for me?
If you enjoy:
- investigating textiles
- thinking creatively
- problem solving
- designing textile products of the future
- making products
- using/wearing and testing your ideas

Then our GCSE in Textiles Technology is the ideal subject for you!

What do I need to know, or be able to do, before taking this course?
Throughout Key Stage 3 you will have produced a wide range of exciting projects in Design and Technology, including Graphics, Textiles, Food and Resistant Materials Technology. If you particularly enjoy the creative side of design and technology then you now have the opportunity to follow our two-year GCSE course to specialise in Textiles Technology.

Students will only be considered for entry on this course if they have achieved level 5 or above in Design and Technology subjects in Year 9

What will I learn?
GCSE Textiles Technology covers a wide range of topics including sports fashion, natural forms, morphing product, child’s play and sustainability. Over the two years of the course you will develop a whole range of creative designing and making skills, technical knowledge and understanding related to textiles products and invaluable transferable skills such as problem solving and time management.

How will I be assessed?

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Design and Make Activities</td>
<td>Knowledge and Understanding of Textiles Technology</td>
</tr>
<tr>
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</tbody>
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YEAR 9 Options 2016-2017

NAME: _____________________________________        Form: 9____

In Years 10 and 11 all students take the following GCSE’s: English, Maths, Science and RS. You will also be expected to take Core PE.

**In addition to these courses you will be expected to select three options from the subjects below:**

<table>
<thead>
<tr>
<th>Art</th>
<th>Drama</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC Sport</td>
<td>Food Studies</td>
<td>PE GCSE</td>
</tr>
<tr>
<td>Level 2 Qualification in Sport</td>
<td></td>
<td>Level 2 Qualification in Sport</td>
</tr>
<tr>
<td>BTEC Travel and Tourism</td>
<td>French</td>
<td>Photography</td>
</tr>
<tr>
<td>Business studies</td>
<td>Geography</td>
<td>Product design (Graphics)</td>
</tr>
<tr>
<td>Citizenship</td>
<td>History</td>
<td>Product design (Materials)</td>
</tr>
<tr>
<td>Computer Science</td>
<td>IT Application Skills (QCF) and the Cambridge National level 2</td>
<td>Spanish</td>
</tr>
<tr>
<td>Dance</td>
<td>Media studies</td>
<td>Textiles Fashion Design</td>
</tr>
</tbody>
</table>

**Please indicate the subjects you wish to study for your GCSE’s**

<table>
<thead>
<tr>
<th>Choice 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 2</td>
<td></td>
</tr>
<tr>
<td>Choice 3</td>
<td></td>
</tr>
<tr>
<td>Reserve Choice</td>
<td></td>
</tr>
</tbody>
</table>

**Please return by Friday 26th February 2016**

Thank you