



Key Stage 4 Options

Handbook 2016

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Message from the Principal

Welcome to Key Stage 4. This is one of the most important and exciting times in secondary school, getting to pick your KS4 options. It is the first time you have chosen subjects to study and so you need to think carefully about your choices. This booklet is to assist you in the process of choosing the most suitable courses for you. You should think very carefully about your options and try and keep the following in mind:

1. Consider your current attainment level in each subject - choose subjects you enjoy and will do well in.
2. Think about what you want to do when you leave school. Some careers need certain qualifications, so find out now if you need to have specific GCSE courses to get into university.
3. Be pro-active, seek advice from teachers, friends and family to find out as much as you can about a course and possible careers that could lead from them. Don't worry if you are not sure, ask for a careers appointment in school.
4. Talk to older students about their experiences on different courses.

What is important is that you choose subjects that you are confident you will enjoy learning more about. Four of the most common mistakes that students can make when choosing their options are:

- Choosing subjects because they like the teacher who has taught them at Key Stage 3.
- Choosing subjects that they think will be easy.
- Choosing subjects that do not really interest them, only because their parents / carers tell them to.
- Choosing subjects because their friends have chosen them.

Remember that these choices are important, are up to you and should be made in consultation with your teachers and parents. Three years is a long time to be studying a course, so pick wisely.

Good luck!



Mr M Williams
Principal

The curriculum

For the majority of subjects, Key Stage 4 will run over three years, with students completing courses at the end of Year 11. The RE full course is the exception, with students sitting the exam at the end of Year 10. This will allow the students to focus intensely on their RE exam in Year 10, then in turn give them the maximum amount of time to focus on their remaining subjects in Year 11.

Timetable allocation:

Lessons per week per subject are allocated as follows in Key Stage 4:

Subject	Year 9	Year 10	Year 11
English	5	5	6
Maths	5	4	6
Science	6	6	6
RE	2	2	0
PE	2	2	2
PD	2	0	0
Option A	2	3	3
Option B	2	3	3
Option C	2	3	3
Enrichment	1	1	0

EBacc subjects – All students must choose one of the subjects referred to as the 'English Baccalaureate' or 'EBacc' subjects. They are as follows in our option offer: Computer Science, French, Geography, History and Spanish. If students have evidence to suggest that they are able to sit a GCSE in their home language and achieve their target grade, they will not have to choose a subject from this group.

Music Scholars – This group of students are required to select GCSE Music as a compulsory option as stated when students applied for, and were accepted onto the scholars programme.

What are we trying to achieve?

Depth – Given that students have three years to complete most courses, they are as well prepared as they can be for the qualifications they are taking.

Breadth – Students have three option choices across a wide range of subjects, allowing them to maintain a balanced variety of subjects that suit all learners.

Skills and qualifications for life – All courses are recognised and valued by colleges, universities and employers, and lead on to either further study or employment. Great importance is attached to the core, as these qualifications are central to students' progression in life.

Pathways:

Through their subject choices, students will follow one of three possible pathways through the Key Stage 4 curriculum at Chelsea Academy:

- A more traditional, academic pathway consisting solely of GCSE subjects
- Core GCSE with a blend of academic and vocational subjects
- A reduced timetable, with a key focus on core skills, including English, Mathematics and digital literacy

BTEC

A 'BTEC' (Business and Technology Education Council) is a vocational qualification, taken in vocational subjects such as Work Skills. They are equivalent to other qualifications such as the GCSE (levels 1 to 2), A Level (level 3) and university degrees (levels 4 to 6).

Over the last 25 years, BTECs have helped millions of people develop the skills they need to get on in life. Engaging and inspiring, these work-related qualifications give students the skills they need to move on to post-16 study, higher education and employment. For instance, a BTEC National Certificate in Business would cover all aspects of business including marketing, law, human resources and accounting.

What is a BTEC?

- BTECs are work-related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university.
- They provide a practical, real-world approach to learning without sacrificing any of the essential subject theory.
- They can be taken alongside, or in place of, GCSEs.
- BTECs are recognised by schools and academies, colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide.
- BTECs have been around for 25 years and are regarded highly by both universities and employers.
- They continue to be developed and updated with and for industry and in response to the needs of learners.

For the best possible explanation about each individual BTEC, speak to the Arts Faculty Leader, Mr Hills.

Assessment of vocational qualifications

All vocational qualifications (BTECs and the Creative iMedia course) will have an externally assessed exam worth 25% of the course. The remaining 75% will be completed through assignments in lessons.

What you need to know about Linear Assessment (GCSEs only):

At present, many GCSEs have Controlled Assessments worth anything from 25-60% of the overall GCSE grade awarded. However, following recent government changes to GCSE courses, assessments will return to a linear format. This means that a students' entire grade will depend on their exam performance at the end of the course.

What does this mean for students?

- High level revision and study skills will be essential.
- End of term and especially end of year exam performance will be more important.
- One of the major advantages of this assessment system is that more time can be spent on teaching rather than on testing students.

Careers Education, Information, Advice and Guidance at Chelsea Academy:

Year 8 students receive the following Careers Education, Information, Advice and Guidance (CEIAG) as part of the options process:

January

Options assembly – a presentation to ensure that students are making the right choices for the right reasons. The presentation includes a chance to reflect on current performance across all subjects, as well as an overview of the current options system.

February

Options information evening – an evening event to explain the options process and courses on offer to parents / carers. At this evening event, parents / carers and students have the opportunity to speak to teachers about options subjects.

March

Student interviews – all students will be interviewed by either their Head of House or a member of the Leadership Team to discuss both their options choices and future aspirations. Parents are invited to attend these appointments.

A careers advisor will be present at the options evening, and will also be arranging 1-2-1 and small group interviews over the course of Key Stage 4 in order to support students with future choices.

Other useful sources of information on the web:

www.clcbuildingfutures.org/

nationalcareersservice.direct.gov.uk/Pages/Home.aspx

Key Stage 4

Core Subjects

Examining body:

AQA

Course overview:

This English Language and Literature course will introduce you to a range of pre and post twentieth century non-fiction and literary texts.

The following topics will be covered in the English Language GCSE course:

- Explorations in Creative Reading and Writing
- Writer's viewpoints and perspectives
- Spoken Language

A range of Functional English skills are taught alongside the topics above, such as extended writing and communicating effectively through speaking and listening.

The following topics will be covered in the English Literature GCSE course:

- Shakespeare and the 19th Century novel
- Modern texts and poetry

In addition, these units may draw on multi-modal versions of texts, such as film, stage productions, or audio versions to enrich and inform your understanding of the text.

Assessment:English Language:

Paper 1 - Explorations in Creative Reading and Writing

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Paper 2 – Writers Perspectives and Viewpoints

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

English Literature:

Paper 1 – Shakespeare and the 19th Century Novel

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Paper 2 – Modern Texts and Poetry

- written exam: 2 hours 15 minutes
- 96 marks
- 60% of GCSE

Why is so much importance attached to English?

- English Language enables students to develop critical reading and communication skills which are transferable. Consequently, this subject is valued highly by universities and colleges.
- The English Literary Heritage consists of some of the most highly valued literature in the world. Many of the texts you will be study have made their mark on the BBC's 'Big Read' list – a quest for the nation's most loved books. Find out more at: <http://www.bbc.co.uk/arts/bigread/>.
- Study of language and literature interests opens up hundreds of career opportunities.

Progression:

GCSE English Language and Literature lead onto A-Level English Language or Literature and subsequently to degree level study. As a student of English, you may consider a career in journalism, film-making, publishing, advertising or teaching.

Find out more:

- Type in this link to the internet to look at the full specifications: <http://www.aqa.org.uk/resource-zone/english/english-language.php> or <http://www.aqa.org.uk/resource-zone/english/english-literature.php>
- A student guide to studying English can be found here:
<http://store.aqa.org.uk/resourceZone/pdf/english/AQA-4700-4705-4710-W-TRB-SG.PDF>
- Look at other careers paths which involve English:
http://www.prospects.ac.uk/options_english_further_study.htm

Examining body:

AQA

Mathematics GCSE courses have recently changed in line with directions from Ofqual. The new Mathematics GCSE will be examined from summer 2017, and we have chosen to follow the AQA specification for the new curriculum. All exam boards follow exactly the same content, with some slight variation in assessment style.

Subject content

- Number
- Algebra
- Ratio, proportion and rates of changes
- Geometry and measures
- Probability
- Statistics

Assessment

GCSE Mathematics has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). Students will sit 3 exam papers all in the same tier. This is a linear course, with all exams being taken in the same exam session. Most students will sit GCSE Mathematics in the summer of Year 11, but some Most Able students will be invited to sit Mathematics in Year 10, with a view to studying Further Mathematics GCSE in Year 11.

Examining body:

Edexcel

Course overview:

This course is divided into two papers:

1. Religion and Life Unit 1A
2. Religion and Society Unit 8

In the first paper you will start to explore religious and non-religious responses to ethical and philosophical contemporary issues. This will include the following topics:

- Matters of Life and Death
- Believing in God
- Marriage and the Family
- Religion and Community Cohesion

In the second paper you will be required to study the relationship between religion and society, especially in the UK. There are four sections covering rights and responsibilities, environmental and medical issues, peace and conflict, and crime and punishment. Students are required to base their studies on Christianity and at one other religion.

You will look at the philosophy behind the issues below and explore how Humanists, Christians and Muslims respond to the challenges faced in modern life:

- Rights and Responsibilities
- Environmental and Medical Issues
- Peace and Conflict
- Crime and Punishment

Assessment:

Both units in the GCSE course are assessed through a written examination. The exam will consist of a combination of short answer questions and longer essay style questions. The skills needed for Religious Studies GCSE will be an integral part of all your lessons and will be practiced through a range of activities including debate, discussion, extended writing and drama.

Extended curriculum opportunities:

- trips to places of worship
- student conferences
- visiting speakers from major faith groups and the humanist society
- spirited arts competitions
- bible society young writers competitions
- debating club
- philosophy club

Progression:

Studying this subject can lead you on to A/S and A-Level Religious Philosophy and Ethics and Sociology. It can also help you when applying for courses at College and University. You can study a wide variety of subjects with the skills you will learn, such as debating, critical thinking, independent enquiry skills, and listening skills. It is particularly applicable to students who wish to apply for law, medicine, business, teaching, social work and health care at university level. It is also a subject that allows you time to reflect on your own beliefs as well as the opinions of others, discussing them in a constructive and respectful environment.

Find out more:

You can find information about the exam specification and subjects at
<http://www.edexcel.com/quals/gcse/gcse09/rs/Pages/default.aspx>

You can find past papers at:

http://www.edexcel.com/migrationdocuments/QP%20Current%20GCSE/June%202010%20-%20QP/5RS16_01_que_20100615.pdf

http://www.edexcel.com/migrationdocuments/QP%20Current%20GCSE/June%202010%20-%20QP/5RS01_01_que_20100518.pdf

You can get a student guide at <http://www.edexcel.com/quals/gcse/gcse09/rs/Pages/default.aspx>

Other useful RE websites with information, quizzes and games include:

- <http://www.bbc.co.uk/religion/>
- <http://www.request.org.uk/>
- <http://www.reonline.org.uk/>
- <http://betterre.reonline.org.uk/>

You can also watch programmes and debates about religion on the BBC Big Questions Show at
<http://www.bbc.co.uk/programmes/b007zp1l>

Please note that due to recent government changes, not all details of courses have been released, so the content above may be subject to change. We will keep students and parents informed of any changes as soon as we have further information.

Examining body:

OCR B Twenty First Century Science

Science GCSE courses have recently changed in line with directions from Ofqual. The new Science GCSEs will be examined from summer 2018. We have seen the draft specification for all exam boards and have chosen to follow the OCR B specification. The final version of the specification will be published in spring 2016.

Under the new examination structure, students will sit either Combined Science Double Award GCSE, worth two GCSE grades, or separate Biology, Chemistry and Physics GCSEs. These new GCSE courses will be graded from 1 (lowest) – 9 (highest). There will also be the option for less able students to study the Entry Level Science course as a stepping stone to GCSE Sciences.

Combined Science (Double Award)

Students who study GCSE Combined Science will learn concepts to interest and engage them in science and prepare them for A-level. Students will be encouraged to develop their investigative skills.

Biology, Chemistry and Physics

Students who study the new Biology, Chemistry and Physics GCSEs will gain the knowledge and skills necessary to study science at A-level. They will learn essential concepts that will inspire and challenge their thinking. Students will be encouraged to develop the investigative skills essential for further education and a career in science.

Assessment:

The assessment for these courses is still to be confirmed, but one decision that has been announced recently is that there will be no controlled assessment in Science. The exams will all be sat in the same examination session in the summer term of Year 11.

Extended curriculum opportunities:

Collaboration with linked organisations involved in shaping our Sciences specialism including Imperial College London, The Natural History Museum and The Science Museum.

Progression:

Through studying the Sciences at GCSE level, students will be well prepared for courses in any of the natural or social sciences in the Sixth Form. In combination with the study of Mathematics at GCSE, students will be on the right track to successfully apply for degree courses in a broad range of scientific disciplines, including medicine, engineering and veterinary science.

Please note that due to recent government changes, not all details of courses have been released, so the content above may be subject to change. We will keep students and parents informed of any changes as soon as we have further information.

Key Stage 4

Option Subjects

Examining body:

AQA

Course overview:

The following topics will be covered in your Art GCSE course:

- Recording from and observing the visual world around us as a starting point for ideas
- Analysing paintings, drawings, sculptures and artefacts made by artists from the past and the present
- Developing ideas by exploring and experimenting with different materials, techniques and ways of working
- Presenting responses and outcomes that reflect personal ideas and make connections with work by other artists

Project themes and specialist workshops will enable you to build up a range of skills focused around developing your own approach to drawing and painting.

Sketchbook skills are a key part of the creative process and these will record each stage of your thinking and ideas development.

You will also incorporate elements of print-making, 3D, photography and mixed media into your work.

The course will give you the opportunity to explore London's visual arts culture by visiting galleries, museums and exhibitions. Your development as an artist will also be enhanced by participating in workshops led by practising artists.

Assessment:

COURSEWORK Component: Portfolio of Work – coursework unit consisting of project work, development sheets and sketchbooks (60% of final mark).

Exam Component: Externally Set Assignment – question chosen from exam board set paper with a period of preparation time and an outcome produced in a 10 hour period of focused study (40% of final mark).

Achievement grades: A* - G

Why should you choose this subject?

- If you enjoy drawing and painting then this is the course for you – it will enable you to improve your skills and use your passion to achieve a qualification.
- You will also need to be highly motivated and immerse yourself in your sketchbook work as a big part of your independent learning.
- Living in London we are lucky enough to have access to some of the most exciting galleries, exhibitions and museums in the world right on our doorstep. You will learn all about different artists, styles and movements that have changed the world.
- The Art & Design industries have never been more alive. Creative energy drives our sense of culture and inspires everything we see around us.

Extended curriculum opportunities:

- Art Club
- Trips to galleries, exhibitions and museums
- Visiting artists
- Specialist workshops at the Academy and prestigious art schools around London

Progression:

Successfully completing a GCSE in Art could lead to studying the subject at A-Level. Creativity and the ability to visualise ideas underpins a great many career paths. Students could progress onto courses such as fine art, graphic design, fashion and architecture at university.

Find out more:

- Type in this link to read the AQA specification for GCSE Art and Design-
<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4200-W-SP.PDF>
- Type in this link to read the student guide to GCSE Art and Design-
<http://www.nelsonthornes.com/aqagcse/art.html>

Examining body:

Edexcel

Course overview:

The following topics will be covered in your Art BTEC course:

- The following topics will be covered in your Art BTEC course:
- 2D visual art skills (including drawing, painting and print-making)
- 3D visual art skills (including card modelling and clay)
- Digital visual art skills (including photography and Photoshop)
- Developing ideas in response to assignment briefs
- Researching the work of different historical and contemporary artists and designers
- Recording each step of your creative process in sketchbooks and on development sheets
- Writing evaluations of your finished ideas
- Organising and presenting work for assessment

Assessment:

You need to achieve the following four units to successfully complete the First Certificate in Art:

Core Units

COURSEWORK - Unit 1: Introduction to Specialist Pathways in Art and Design

EXAM - Unit 2: Creative Project in Art and Design (externally assessed)

Mandatory Unit

COURSEWORK - Unit 6: Investigating Contextual References in Art and Design

Optional Specialist Unit

COURSEWORK - Unit 3: Communicating Ideas in 2D

Achievement Grades: Distinction*, Distinction, Merit and Pass

Why should you choose this subject?

- You enjoy drawing and painting and want to improve your skills
- You would like to become an artist, architect, fashion or graphic designer
- You want to develop visual communication and presentation skills.
- You like to work on assignment briefs inspired by real-life art artists and designers

Extended curriculum opportunities:

- Art Club
- Trips to galleries and design studios
- Visiting artists and designers
- Specialist workshops at the Academy and other venues around London

Progression:

BTEC Art can lead to continuing studying on a Level 3 BTEC course. You could then progress onto a degree level course at university in areas such as graphics, fashion or 3D design.

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Find out more:

Type in this link on the internet to view the full specification:

http://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202010/BF021795_Firsts_in_Art_and_Design.pdf

Examining body:

Edexcel

Content:

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

Course overview:

Over the course of the qualification students will study a range of themes and topics

The course content is divided into five themes:

- A: Living together in the UK
- B: Democracy at work in the UK
- C: Law and justice
- D: Power and influence
- E: Taking citizenship action

Assessment:

Students will complete assessment in Year 11.

Paper 1 - Written examination: 1 hour and 45 minutes

50% of the qualification

80 marks

Section A

Questions are focused on specification *Theme A: Living together in the UK*.

Section B

Questions are focused on specification *Theme B: Democracy at work in the UK*.

Section C

Questions are focused on specification *Theme C: Law and justice*.

Section D

Extended-response questions related to two or more of specification *Themes A–C*.

Paper 2 - Written examination: 1 hour and 45 minutes

50% of the qualification

80 marks

Section A

Questions relate to the students' own citizenship action, as specified in specification

Theme E: Taking citizenship action.

Section B

Questions require students to comment on others' actions and relate to specification

Theme D: Power and influence.

Section C

Questions are focused on specification *Theme D: Power and influence*. One question will also link to content in one of Themes A–C.

Extended curriculum opportunities:

- Visits to Parliament to see how democracy works
- Talks from local MPs to see how we can make a change in society
- Citizenship Ambassador
- Magistrates Court

Progression:

The study of Citizenship is integral to becoming an informed and active citizen and will equip you with essential skills needed to participate in democratic themes such as advocacy and representation, negotiation and debate. GCSE Citizenship studies will prepare students considerably for a number of A-level subjects including Government & Politics, Sociology and Psychology. Also, students could progress to vocational qualifications focusing on work in the community such as BTEC Public Services and BTEC Health and Social Care.

Find out more:

If you want to find out more, have a look at these websites. They show you what you could be doing if you take the course:

- Citizen X gives an overview of the issues you will be dealing with (www.bbc.co.uk/schools/citizenx).
- Oxfam gives you examples of the international issues: (www.oxfam.org.uk/coolplanet/kidsweb).
- The Youth Parliament shows you how you can make a difference (www.ukyouthparliament.org.uk).

Examining body:

OCR

Course overview:

The new OCR GCSE (9-1) Computer Science has taken the best bits from our extremely successful GCSE Computing specification and we have modernised and reformed it into a specification that is teacher friendly, dependable and worthwhile.

Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for learners who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Assessment:

The new specification is split into three components:

Component 01 – Computer Systems. The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory - 40%

Component 02 – Computational Thinking, Algorithms and Programming. This component is focused on the core theory of computer science and the application of computer science principles - 40%

Component 02 – Programming Project (non-exam assessment). 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. Our Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science - 20%

Why should you choose this subject?

A modern course for a modern world

This is a course that has real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will investigate computer programming, which many learners find interesting.

The fun of computing

Through this study of computer programming, the course will help learners develop critical thinking, analysis and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this way, the course will stimulate interest and engagement with technology and technology-related careers.

Looking to the future

In fact, information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping-stone.

Learners who have taken a Computing GCSE and who then progress to study the subject at A Level or university will have a sound underpinning knowledge of this subject area.

Extended curriculum opportunities:

- Visit to Bletchley Park National Codes Centre, Milton Keynes.
- Visit to the Apple Store, Regent Street.
- Opportunity to help in delivery of Computing-related Enrichment programmes to Year 7 and Year 8 students.

Progression:

Can lead to further study i.e. A-Level Computing, Computer Science-related study at degree level.

Study of Computing can eventually lead to employment in Software Development, Video Games Design, Database Development, Network Management, IT Consultancy and many other areas.

Find out more:

- Full course specification is at: <http://www.ocr.org.uk/Images/225975-specification-accredited-gcse-computer-science-j276.pdf>
- For some fun taster activities: <http://www.cs4fn.org/>
- Further information about Computing in Schools: <http://www.computingatschool.org.uk/>

Examining body:

OCR Cambridge Nationals

Course overview:

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. With an exciting choice of optional units for the Certificate and students have the freedom to explore the areas of creative media that interest them.

This vocationally-related qualification takes an engaging, practical and inspiring approach to learning and assessment. It will equip learners with a range of skills and provide opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The hands-on approach has strong relevance to the way young people use the technology required in creative media.

Assessment:

Students will need to complete 4 units including units R081: Pre-production skills and R082: Creating digital graphics to gain the Certificate Award. We've introduced external assessment. Unit R081 contains a written paper which is set and assessed by OCR. The remaining units will be moderated by OCR and we will provide model assignments for Units R082 to R092. Unit and qualification results are awarded on a 7 grade scale with: Pass, Merit and Distinction at both Levels 1 and 2, and with a new grading of Distinction* at Level 2 to inspire students to achieve more. Students' performance on the units will determine their grade and level.

Units	Assessment method	GLH	J807 Award 60 GLH	J817 Certificate 120 GLH	J827 Diploma 240 GLH
R081: Pre-production skills	Written paper 1 hour 15 minutes	30	M	M	M
R082: Creating digital graphics	Centre assessed task, OCR moderated	30	M	M	M
R083: Creating 2D and 3D digital characters	Centre assessed task, OCR moderated	30	N/A	O	O
R084: Storytelling with a comic strip	Centre assessed task, OCR moderated	30	N/A	O	O
R085: Creating a multipage website	Centre assessed task, OCR moderated	30	N/A	O	O
R086: Creating a digital animation	Centre assessed task, OCR moderated	30	N/A	O	O
R087: Creating interactive multimedia products	Centre assessed task, OCR moderated	30	N/A	O	O
R088: Creating a digital sound sequence ^Δ	Centre assessed task, OCR moderated	30	N/A	O	O
R089: Creating a digital video sequence ^Δ	Centre assessed task, OCR moderated	30	N/A	O	O
R090: Digital photography	Centre assessed task, OCR moderated	30	N/A	O	O
R091: Designing a game concept	Centre assessed task, OCR moderated	30	N/A	O	O
R092: Developing digital games	Centre assessed task, OCR moderated	30	N/A	O	O

Key: M = mandatory unit
O = optional unit

Why should you choose this subject?

“The video games and visual effects industries play to the UK’s twin strengths in creativity and technology. British ingenuity has given us a head start in two sectors that have rapidly become ubiquitous in our lives, from mobile phone games to 3D film blockbusters. At over £2 billion in global sales, the UK’s video games sector is bigger than either its film or music industries, and visual effects, the fastest growing component of the UK’s film industry, grew at an explosive 16.8 per cent between 2006 and 2008”

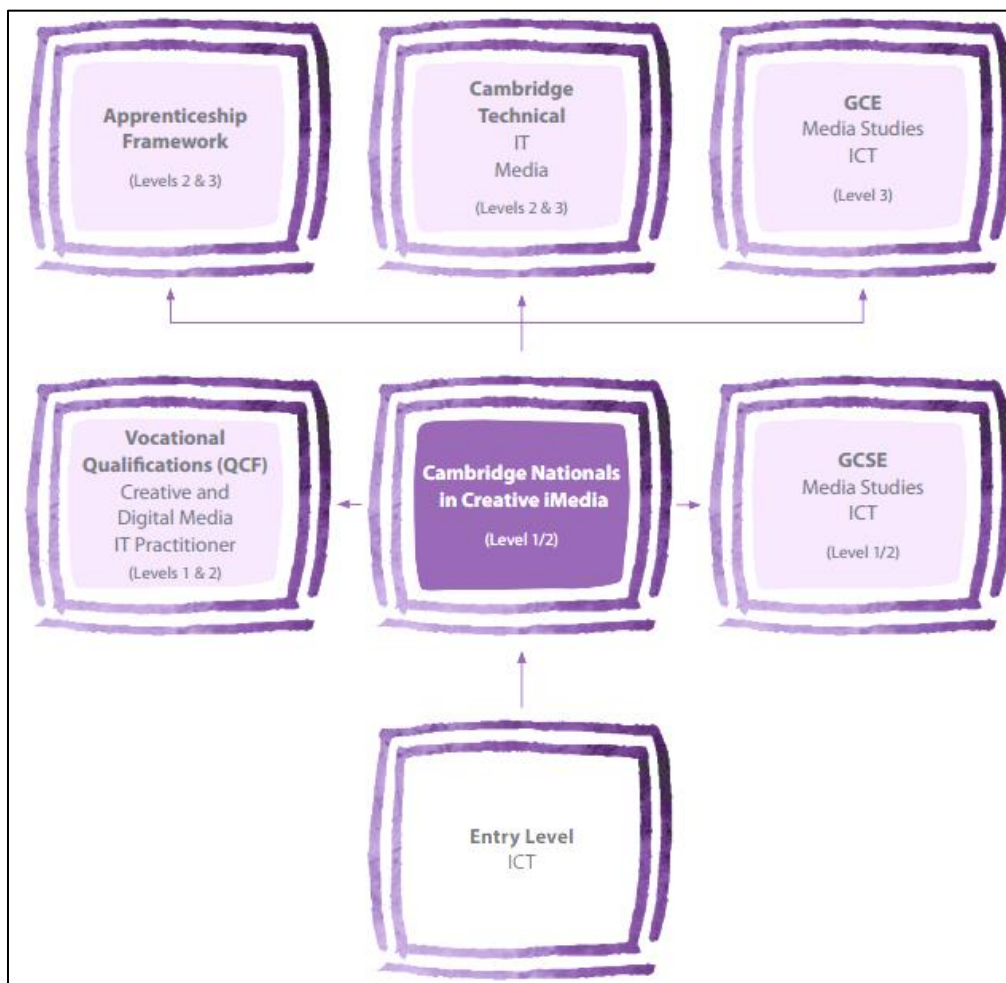
(The Next Gen Report 2010)

Extended curriculum opportunities:

- Visit to the Apple Store, Regent Street.
- Eurogamer Event Earl’s Court.
- The chance to contribute to Multimedia displays and presentations at whole Academy level.

Progression:

Level 2 Creative iMedia can lead to further study of the subject, i.e. A-level ICT, Level 3 Creative iMedia. Study of Multimedia Computing can eventually lead to employment in Web Design, Digital Media Development, Video Games Design and many other fields.



Find out more:

- Full course specification is at:
<http://www.cambridgenationals.org.uk/qualifications/>
<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>
- Find some taster activities:
Graphics - <http://www.entheosweb.com/fireworks/default.asp>
Animation - <http://www.entheosweb.com/Flash/default.asp>
Video - <http://sites.google.com/site/videotheory/home/resolution>

Examining body:

AQA

Course overview:

In addition to helping students acquire subject knowledge, this specification:

- Promotes fitness, a healthy lifestyle, team working and creativity.
- Actively engages students in the process of dance in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- Develops students' skills, knowledge and understanding of a range of dance styles through the interrelated processes of performing, creating and appreciating dances.
- Develops physical, technical and expressive skills through which students are able to communicate choreographic intention and develop their individual qualities as performers.
- Develops students' skills, knowledge and understanding of choreography through which they are able to communicate ideas, thoughts and meaning drawn from a range of dance styles.
- Develops a critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.

Assessment:

Unit 1: Critical Appreciation of Dance - Written Paper 1 hour	(20%)
Unit 2: Set Dance – Practical Solo Examination	(20%)
Unit 3: Performance in a Duo / Group Dance	(20%)
Unit 4: Choreography	
Task 1: Solo Composition	(15%)
Task 2: Choreography – solo / duo / group	(25%)

Why should you choose this subject?

Choose Dance GCSE if:

- You are open-minded and curious about dance in many styles and genre
- You are willing to work your body extremely hard, and want to create new and interesting dance pieces
- You are keen to study dance at A Level or Degree Level
- You are interested in how dance has developed and changed throughout history as an art form
- You are imaginative and keen to develop your own confidence and communication skills.

“Dance is vital, an activity both exhilarating and liberating to watch or do. The instinct to dance is fundamentally joyous and no matter how hard you try you can’t get away from that for long. It can also be a huge force for good, effectively drawing people together and levelling everyone through sheer hard work. It can speed up your heart rate, it can enliven your being, it can change your life”.

Richard Alston CBD, Dance UK

Extended curriculum opportunities:

- Visits to the theatre to view live dance performance
- Workshops with professional artists at professional studios
- Individual Training Plans to ensure progress
- Performance opportunities inside and out of the Academy
- Involvement in Borough-wide and national dance projects and competitions
- Opportunities to teach dance in local primary schools
- Opportunities to teach dance to Chelsea Academy students
- Rehearsal time with coaching from teachers, mentors and professional dancers.

Progression:

GCSE dance leads onto A Level dance and dance at degree level.

Find out more:

- Look at the specification at:
http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/dance_materials.php?id=05&prev=05
- You will find past papers and video footage of the Set Dances here:
http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/dance_materials.php?id=05&prev=05

Examining body:

Edexcel

Course overview:

The BTEC Extended Certificate in Performing Arts (Dance) is a qualification which offers a bite-sized opportunity for students to experience a work-related vocational programme.

The course consists of *two* Core Units (compulsory) **plus** *two* Mandatory Units **plus** *three* Optional Specialist Units that provide a combined total of 240 guided learning hours (GLH). Here is a list of the compulsory units as well as selected optional units:

Unit	Core Specialist Units	On completion, you should...
1	Individual Showcase	<ul style="list-style-type: none"> Understand the skills required for the selected progression opportunity Present a self-promotional response to the selected progression opportunity
2	Preparation, Performance and Production	<ul style="list-style-type: none"> Take part in the preparations for a live performance. Demonstrate performance or production skills and techniques in a performance
Unit	Mandatory Units	On completion, you should...
4	Dance Skills	<ul style="list-style-type: none"> Explore and develop your dance skills and review your own practice Use your dance skills within rehearsal and performance
8	The Performing Arts Industry	<ul style="list-style-type: none"> Understand different types of organisations in the performing arts industry Understand job roles in the performing arts industry
Unit	Optional Specialist Units	On completion, you should...
11	Devising Performance Work	<ul style="list-style-type: none"> Explore, develop and shape material for a devised performance. Rehearse and perform devised material
17	Exploring Urban Dance Styles	<ul style="list-style-type: none"> Explore the key features of urban dance styles Demonstrate rhythm and musicality in urban dance Apply physical and interpretive skills in the performance of urban dance
18	Jazz Dance Techniques	<ul style="list-style-type: none"> Explore and demonstrate the key features of jazz dance styles Apply physical and interpretive skills, and demonstrate stylistic qualities in the performance of jazz dance

Assessment:

Unit 1 and Unit 8 are externally assessed by Edexcel. Work is prepared for a visit by a moderator from the exam board.

Units 2, 4, 11, 17 and 18 are all internally assessed by the Academy. Work is portfolio based drawing on video footage of rehearsals, performances and workshops as well as notes, research and witness statements.

Why should you choose this subject?

If you enjoy Dance and are interested in working in the Dance or Performing Arts sector, this course gives you a practical understanding of the skills and knowledge needed for a career in the dance industry. You will be provided with insight into the various employment opportunities available in the sector, and have the opportunity to develop skills in performance and choreography. The course allows you to focus on your talents and interests in the street dance and jazz styles.

Extended curriculum opportunities:

Students studying BTEC Dance are expected to take part in at least one Extended Curriculum Dance activity in order to develop their practical dance skills, which could involve setting up and running an activity related to your specific area of study.

Progression:

Following completion of the BTEC Level 2 in Performing Arts (Dance), successful students would be able to enter initial employment, at a junior level, in such areas as community dance teaching, theatre work, choreography. It may also lead to progression to the BTEC Level 3 qualifications in Dance which cover more specialist areas relating to the music industry.

Find out more:

For more information about the BTEC Extended Certificate in Performing Arts: Dance, please see:

<http://www.edexcel.com/quals/firsts2012/performing-arts/spec-pack/Pages/Documents-cert-ext-cert.aspx>

Examining body:

TBC

Course overview:

Design and Technology encourages students to design and make prototype products with creativity and imagination, that solve real life problems. As part of this process students will be harnessing their knowledge of mathematics, science, art and design, computing and humanities.

You will develop your understanding of:

- How to take design risks and become innovative and enterprising.
- How to develop realistic design proposals that address users' needs, wants and values.
- The impact design and technology has on daily life and the wider world and its importance in developing the creative, cultural, sustainability, wealth and well-being of communities and nations.

You will develop your knowledge of:

- Different methods for communicating ideas (sketching, modelling, rendering, drawing by hand and drawing using computer drawing software)
- Different materials and manufacturing processes.
- New and emerging technologies
- Working practices in creative, engineering and manufacturing industries.
- Electronic systems.
- 2d and 3d computer aided design.

Assessment:**50% Non-exam assessment (Design and Making Principles)**

A design-and-make task consisting of the development of a made outcome and a concise design folder.

50% Examination (Technical Principles)

An examination based on a wide range of topics linked to design and technology.

For example:

- Design and the environment
- Development of modern and smart materials
- Electronic systems and programming.
- Manufacturing, mechanics and product testing

Why should you choose this subject?

- This is an exciting subject, which would suit any student with creativity and a passion for design and making good quality ideas.
- It will provide you with a great foundation for careers in design, engineering, business, electronics or advertising.
- It will give you the unique opportunity to *apply* your knowledge of mathematics, science, art and design, computing and humanities.

Extended curriculum opportunities:

- After-school use of workshops to extend work from class
- Visits to the Design Museum, Victoria & Albert Museum and design studios

Progression:

GCSE Design and Technology leads to A-Level Product Design and subsequently to a range of degree level courses. It would be an excellent foundation for any design based discipline at degree level such as architecture, industrial, jewellery and graphic design as well as subjects such as engineering, business and electronics. The skills learned are not just applicable to careers in design and engineering but also to more vocational and craft jobs. The process of developing a product from initial idea to completion is a skill set used in many careers such as business, marketing and project management.

Find out more:

You can read the government's new GCSE Design and Technology subject content document, that is currently being used by exam boards to develop the new course, here:
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473188/GCSE design technology subject content nov 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473188/GCSE_design_technology_subject_content_nov_2015.pdf)

Examining body:

Undecided as yet, only one course accredited

Course overview:

Drama is assessed both practically and through written work. You will not only get a chance to act in plays but also make your own dramas and watch professional productions. You will read at least one full play during your GCSE course. You will learn co-operation and self-expression.

Assessment:

Component 1: Devising Drama – you will devise your own piece of drama from start to finish. Your final assessment will be based on your performance but also your involvement in the development process. You can write about this or you can talk about it on video coursework (40% in total – 30% on development and 10% performance).

Component 2: Performance from Text - You will learn lines for, and rehearse two sections of a play and perform to an outside examiner who has never met you before. You get one chance to shine! (20% total - practical).

Component 3: Written Examination – you will prepare for the examination by studying one entire playtext. You will answer questions on an unseen extract from this text and how you would perform it and why. You will also answer a question about a production that you have seen – we will take you to see lots of productions over your 3 year course so you will feel very prepared for this (40% in total – written).

Why should you choose this subject?

- If you love to perform and would like to develop the skills to do this to a really high standard then this is for you.
- If you would like to be able to express yourself more clearly with more confidence, this is a course which can really help.
- If you love going to the theatre, you will have lots of opportunities on this course.
- Did you know that over 60% of lawyers in Britain have GCSE drama?
- If you have enjoyed drama in Years 7 and 8 and would now like to take it much further with other people who want to do well, then you should consider this subject.

Extended curriculum opportunities:

- A variety of theatre trips
- Drama club / technical theatre club
- School plays / musicals
- Possible overseas trip

Progression:

- GCSE drama leads on well to A-Level Drama and Theatre Studies
- You can go on to take many practical drama courses at University
- It is a subject which teaches transferable skills which will be useful in Sixth Form interviews and even job interviews one day; skills such as expressing yourself with confidence, working as a team, interpretation of text, empathy and public speaking. All of these are skills which are really important in today's society

Find out more:

- Take a look at the Edexcel site to look at the course in detail: <http://qualifications.pearson.com/en/home.html>
- You can also try the GSCE Bitesize drama page and forums to find out more:
<http://www.bbc.co.uk/schools/gcsebitesize/drama/>

Examining body:

OCR

Course overview:

You will study 3 units over the three years

Unit 1 – How the Market Works

This unit of the specification covers issues within microeconomics. Candidates will consider the basic economic problem and how it affects the allocation of resources in competitive markets. The unit will cover how price is determined through the forces of demand and supply and how a firm competes in the market. It is essential that the range of content given below is demonstrated in the context of the interdependent economic behaviour of individuals, groups, organisations and governments within a local and national context. It is important for candidates to gain an insight about 'real world' economics and, therefore, throughout the course the dynamic nature of economic activity should be emphasised.

Unit 2 – How the Economy Works

This unit of the specification covers issues within macroeconomics. Candidates will consider three of the main variables in the economy and how these are influenced by government policy. It covers the expenditure and revenue of government, including taxes, and the effects that these have on the economy. It is essential that the range of content given below is demonstrated in the context of the interdependent economic behaviour of individuals, groups, organisations and governments within a local and national context. It is important for candidates to gain an insight into 'real world' economics and, therefore, throughout the course the dynamic nature of economic activity should be emphasised.

Unit 3 – The UK Economy and Globalisation

This unit of the specification covers the UK economy and globalisation and builds on the knowledge and skills gained in units A591 and A592. Candidates look at trade and its implications, at a local, national and global level.

Assessment:

Unit 1: Written Paper - 1 hour – 60 marks 25% of the qualification

Unit 2: Written Paper - 1 hour - 60 marks 25% of the qualification

Unit 3: Written paper - 1 hour 30 mins – 80 marks 50% of the qualification
Question paper: Questions are based on a pre-release study, candidates answer all questions.

Why should you choose this subject?

Choosing GCSE Economics will enable you to:

- Actively engage in the study of economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- Use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements.
- Apply your knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.
- Understand the perspectives of a range of different stakeholders in relation to economic activity.
- Consider the moral issues that arise as a result of the impact of economic activity on the environment and economic development.
- Use your economic knowledge, understanding and skills to help you to understand current events and improve your understanding as a global citizen.

Extended curriculum opportunities:

- Students will be encouraged to take part in either Young Enterprise or NFTE (The Network for Teaching Entrepreneurship). For further details see links below.
- There will be visits to high profile business partners in their central London offices.

Progression:

This course provides progression for students wishing to continue their studies to A-level Economics and degree level. It is also the ideal course for any student who is interested in a career in the following professions: chartered accountant, economist, financial analyst, investment analyst, statistician.

Find out more:

Type in this link to the internet to look at the full specification:

<http://www.ocr.org.uk/Images/82577-specification.pdf>

You will find past papers here:

<http://www.ocr.org.uk/qualifications/gcse-economics-j320-from-2012/>

Information on Young Enterprise

http://www.young-enterprise.org.uk/programmes/secondary_and_further_education/company_programme

Information on NFTE

<http://www.nfte.co.uk/index.php?mod=students>

Examining body:

OCR

Course overview:

Food and Nutrition gives students an opportunity to gain an understanding of food science, nutrition, healthy eating, food hygiene and safety. There are three sectors where food is prepared and produced; at home, in the catering industry (hotels, restaurants, schools, hospitals) and the manufacturing industry (bakeries, dairies, factories) and students will learn about all of these sectors. There will be approximately 3 theory lessons to every 2 cooking lessons; it is essential for students to cook as part of the course and the practical activities are to help develop an understanding of the theory.

Assessment:

50% non-exam assessment - this will be divided into 2 parts. 15% will be a food science based investigation written up on just 3 sides of A4. 35% will be to research, plan and make 3 dishes to be written up on 15 sides of A4 and a final 3 hour practical exam. 50% final examination

Why should you choose this subject?

- Because you love food, finding out about it and exploring new ways of sourcing and eating. Because you are interested in a job within the food industry which could be catering or food technology. Because it is a great way to develop your understanding of food ingredients and processes and how to manipulate them to develop new ideas.

Extended curriculum opportunities

- Visits to local restaurants and businesses

Progression:

The food industry is one of the biggest employers in the country and this GCSE will give a basic understanding to prepare students for careers in food preparation, food production, research, and nutrition or food retail.

Find out more:

Talk to your Design & Technology teacher

Please note that due to recent government changes, not all details of courses have been released, so the content above may be subject to change. We will keep students and parents informed of any changes as soon as we have further information.

Examining body:

Edexcel

Course overview:

The following topics will be covered in the French GCSE course:

- Lifestyle (health, relationships and choices)
- Leisure (free time and the media, holidays)
- Home and environment (home and local area, environment)
- Work and education (school / college and future plans, current and future jobs).

The Department for Education has published some key changes for GCSE examinations in Modern Foreign Languages and these include:

- Controlled assessments (coursework done under exam conditions) will be scrapped – to be replaced by external assessment (oral exams will be internally conducted but externally assessed),
- At least 10% of the marks available must be allocated to knowledge and application of grammar,
- The weighting for the four skills (listening, speaking, reading and writing) will be 25% each,
- The introduction of a wider range of literary texts,
- The requirement to translate short texts from English into assessed language, and
- A greater focus on the culture and identity of countries where French is spoken.

Assessment:

Unit 1: Listening – examination 25% (Foundation 35 minutes, Higher 45 minutes)

Unit 2: Reading – examination 25% (Foundation 30 minutes, Higher 50 minutes)

Unit 3: Speaking – examination 25% (untiered – internally conducted; externally assessed)

Unit 4: Writing – examination 25% (untiered)

Why should you choose this subject?

- French is spoken in 55 countries across five continents by over 200 million people
- Learning French at this level can open the doors to art, music, fashion, food, architecture and literature
- French is the official working language of the UN, NATO, UNESCO, the International Olympic Committee, the European Union, the International Red Cross and many more key international organisations
- French combined with other interests opens hundreds of expanded career opportunities
- French is the third most common language on the Internet. Connect with pen pals, visit foreign websites and find student exchange opportunities.

Extended curriculum opportunities:

- French exchange programme (Paris)
- French film club
- Extra conversation classes
- Visits to the Institut Français and the Cinéma Lumière.

Progression:

GCSE French leads onto A-Level French and subsequently to degree level. As a French-speaker, you may consider a career in the diplomatic service, international law, translating, interpreting or teaching, to name but a few, and of course speaking French puts you at a major advantage when applying for jobs in international business with global companies such as Air France, Renault, Peugeot, L'Oréal or BNP Paribas.

Find out more:

- Type in this link to the internet to look at the full specification:
https://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE%20French%20spec%20Issue%203%20UG025111_090112.pdf
- You will find past papers here:
[http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=GCSE&Qualification-Subject=French%20\(2009\)&Status=Pearson-UK:Status%2FLive&Specification-Code=Pearson-UK:Specification-Code%2F2FR01&Specification-Code=Pearson-UK:Specification-Code%2F2fr01](http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=GCSE&Qualification-Subject=French%20(2009)&Status=Pearson-UK:Status%2FLive&Specification-Code=Pearson-UK:Specification-Code%2F2FR01&Specification-Code=Pearson-UK:Specification-Code%2F2fr01)
- Look at other careers paths which involve French: www.toplanguagejobs.co.uk (then click on the tab 'Languages', scroll down, then tick in the 'French' box).

Examining body:

Edexcel

Course overview:

In Geography you will find out about the world!

Component 1 - Global geographical Issues - 37.5%Development Dynamics

Enquiry question 1- What is the scale of inequality and how can it be reduced?

Enquiry question 2- How is one of the world's emerging countries managing to develop?

Challenges of an Urbanising World

Enquiry question 3 - What are the cause and challenges of rapid urban change?

Enquiry question 4 - Why does the quality of life vary so much within one megacity

Hazardous Earth

Enquiry question 5 - How does the world's climate system function, why does it change and how can this be hazardous for people? Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?

Enquiry question 6 - How are extreme weather events increasingly hazardous for people?

Component 2 - UK Geographical issues- 37.5%The UK's evolving landscape

Enquiry question 1 - Why does the physical landscape of the UK vary from place to place?

Enquiry question 2 - Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?

River processes and pressures

Enquiry question 3 - Why is there a variety of distinctive river landscapes in the UK and what are the processes that shape them?

Dynamic Inner Cities

Enquiry question 4 - Why are places and people changing in the UK?

Enquiry question 5 - How are the inner city areas of one major UK city changing?

Changing Rural settlements

Enquiry question 6 - How and why are the UK's rural areas and settlements changing and what are the challenges they face?

Component 3 - People and Environment –Making Geographical decisions (25%)

People and the biosphere

Enquiry question 1- Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?

Consuming energy resources

Enquiry question 2- How can the growing demand for energy be met without serious environmental consequences?

Forests under threat

Enquiry question 3 - What are the threats to the forest biomes and how can they be reduced?

Why should you choose Geography?

- Geography helps you to answer many of the world's 'big questions'
- Geography combined with other opens hundreds of expanded career opportunities.
- Geography will take you to see the world. You will go on many trips, including residential day and international trips
- "Geography is the subject which holds the key to our future" - Michael Palin

Extended curriculum opportunities:

- A two day UK residential field trip
- Day trips
- Booster Club

Progression:

GCSE Geography leads to A Level Geography, Environmental Studies and the Sciences. Geography is a cross between The Sciences and The Arts, keeping your options open to an excellent career path into the sciences (including medicine, veterinary and dentistry), law, journalism and the media, politics, leisure and tourism, teaching, academic research, business and finance, theatre, Urban and environmental planning, climatology and much more...

Find out more:

- Type in this link to the internet to look at the full specification and past papers: <http://www.edexcel.com/quals/gcse/gcse09/geography/b/Pages/default.aspx>
- For information about careers in Geography look here: <http://www.rgs.org/OurWork/Schools/CareersAndFurtherStudy/Carees+and+progression+with+geography/Careers+and+progression+with+geography.htm>
- The Royal Society of Geography – Why study Geography? <http://www.rgs.org/NR/rdonlyres/21A5D814-CDA6-4533-A717-ACF3177D2216/0/Whystudygeography.pdf>
- National Geographic - <http://www.nationalgeographic.com/>
- Eco Schools - <http://www.eco-schools.org.uk/>
- BBC Bitesize Geography: <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
- For Duke of Edinburgh information look here: <http://www.dofe.org/>

Examining body:

Edexcel

Course overview:

Want to deal with **BIG** questions? Want to think for yourself?

In GCSE History you will think for yourself!

- Unit 1: Medicine and treatment from AD43 to the present day
In this unit you will study the blood, guts and gore of the past two thousand years! Why did people die of simple illnesses? What changed? Why? When? How quickly?
- Unit 2: The American West 1840-1895
In this unit you will study one time and place in detail. You will encounter Native Americans, religious leaders, farmers, gold-diggers and cowboys, all trying to grab the same land. Were there any good guys and bad guys?
- Unit 3: The Impact of War on Britain 1914-1950
What does the government need from people in time of war? Uniforms and weapons, they must eat less, they must work longer and harder. Some of them must fight, and die. What do people get back in return? Study history and find out
- Unit 4: Germany 1918-1939
A new, peaceful democratic republic; a popular president; exciting new art and popular new music; an advanced country with modern industry...yet people voted to give away ALL of their rights and to place power in the hands of the most notorious leader in the whole twentieth century. You recognise his picture...but who was he really?

Assessment:

Unit 1:	Each of these units is assessed by one exam. Each exam is worth 25% of your total mark.
Unit 2:	
Unit 3:	
Unit 4:	Controlled assessment, done in class time. Worth 25% of your total mark.

There are NO tiers in GCSE History. You all sit the same exams and ALL have the chance to get the very top grades.

Why should you choose this subject?

The following people all have something in common...

In the arts and the media:

Sacha Baron Cohen (Ali G); Jonathan Ross, TV presenter; James Moir, Controller of BBC Radio 2; Rachel Attwell, Deputy Head of BBC TV News; Lesley Anne Dawson, Head of the ITN Press Office; Jeremy Bowen and Jon Snow, both TV News Journalists; Salman Rushdie, author; Andrew Morton, biographer of Diana, Madonna and the Beckhams; Alan Bennett, play-write; Lauryn Hill, musician.

In politics, the law and civil service:

Tony Blair and Gordon Brown, former Prime Ministers; Kenneth Clarke, cabinet minister; Lord Coe, Chair of the London 2012 Olympic Committee; Dianne Abbott, the first UK black woman MP; Michael Mansfield QC, lawyer on the 'Bloody Sunday' enquiry.

In top international business:

Howard Stringer, chairman of Sony Corporation; Sir Roland Smith, ex-director of the Bank of England; Gerald Corbett, chairman of SSL International; Anita Roddick, founder of 'The Body Shop'.

They can all think for themselves, because they studied history! They can handle information, carry out research, speak well in public, look at things from different points of view and reach their own conclusion. Study history, so you can do the same!

Progression:

Excellent preparation for A-Levels in history, sociology, economics and politics and for university degrees in law, politics, the arts, accountancy, economics, American studies, archaeology, European studies, classical civilization, banking and finance, African studies and all history courses. This is an excellent career path into law, journalism and the media, heritage, leisure and tourism, accountancy, teaching and academic research, business and finance, politics, theatre and the arts, social work and much more...

Find out more:

- Careers with history: http://www.history.org.uk/resources/public_resource_2914.html
- BBC Bite-size (select 'Schools History Project'):
<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/>
- Edexcel History specification and past exam papers:
<http://www.edexcel.com/quals/gcse/gcse09/history/b/Pages/default.aspx>
- Play some games: <http://www.schoolhistory.co.uk/games/>

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Examining body:

OCR

Course overview:

The GCSE Media Studies course is divided into the following three units:

- Unit 1: Individual Portfolio – you will have the opportunity to plan, make and evaluate your own products. We will study topics such as documentaries, film genres, popular music, celebrity, soap opera, sport, news, advertising and video games.
- Unit 2: Textual Analysis Exam – you will study action adventure films and TV comedy.
- Unit 3: Production Portfolio – you will demonstrate your practical skills by making a short film, music video or magazine. Most recently, students wrote, choreographed and filmed a music video.

Through the above topics, you will learn how different media industries operate, how to analyse a range of texts and how to produce media products, using a range of software including Final Cut Pro, iMovie and Photoshop.

Assessment:

Unit 1: Controlled Assessment – you will compare two media texts and produce your own (30%)

Unit 2: Examination – you will analyse a film clip and write about TV Comedy (40%)

Unit 3: Controlled Assessment – you will work individually or in a group to research, plan, make and evaluate your own media product such as the opening of a new film (30%).

Why should you choose this subject?

- If you are a creative and practical learner then this is the course for you. You will have the opportunity to learn about a range of media products and then create your own. If you are interested in areas such as film, television, music and magazines, you will have the chance to learn more about how these industries work.
- Media Studies will teach you a range of transferable and useful skills such as teamwork, written communication and especially software skills, which are increasingly relevant to any career.
- Media Studies is fun! You will watch film and television shows that you already know, as well as discovering new ones.

Extended curriculum opportunities:

- Trips to the cinema
- Study days at the British Film Institute (including trips to its museum)
- Film Club
- Talks by industry experts (e.g. video game developers)

Progression:

Media Studies will prepare you for A-Level study and, in turn, a degree at university. It will equip you with a range of skills, especially practical skills that you can use across a range of different GCSE and A-Level subjects as well as future careers. It will also give you an exciting insight into the media industry, one of the most interesting, important and thriving industries in Britain.

Find out more:

You can find the specification and past papers here:

http://www.ocr.org.uk/download/kd/ocr_9993_kd_gcse_spec.pdf

Examining body:

AQA

Course overview:

You will study the following areas in GCSE Music.

Unit 1: Understanding Music - Listening to familiar music (study piece covered during the course) and unfamiliar music (pieces from across a range of musical styles and genres) leading to a 90-minute examination.

The Areas of Study, study pieces and genres to be covered are:-

- **Western Classical Tradition 1650 – 1910** (Haydn: Symphony No. 101, 2nd movt.)
Coronation Music and Oratorio of Handel; Orchestral Music of Haydn, Mozart and Beethoven; Piano Music of Chopin and Schumann; Requiems of the Romantic period.
- **Popular Music** (The Beatles: Sgt Peppers Lonely Hearts Club band - 3 tracks)
Music of Broadway 1950s-1990s; Rock Music of the 1960's and 1970's; Film and Computer Gaming Music from 1990s to present; Pop Music 1990s to present.
- **Traditional Music** (Santana: Supernatural - 3 tracks) Blues Music 1920-1950; Fusion Music incorporating African and / or Caribbean music; Contemporary Latin Music; Contemporary Music of the British Isles.
- **Western Classical Tradition Since 1910** (Copland: 'Saturday Night Waltz' & 'Hoedown' from Rodeo)
Orchestral Music of Copland; British Music of Arnold, Britten, Maxwell-Davies & Tavener; Orchestral Music of Kodály and Bartók; Minimalist Music of Adams, Reich and Riley.

Unit 2: Performing Music – performing a solo piece of your own choice and an ensemble (group) piece for a minimum of 4 minutes as Non-Exam Assessment (NEA)

Unit 3: Composing Music – you will compose 2 pieces of music. The first will be from a composition brief provided by the examination board. The second piece will be a free-choice composition. These will also be supplemented by a musical score or detailed written commentary and the pieces must be a minimum of 3 minutes in total. This is a Non-Exam

Assessment:

Unit 1: Understanding Music (40%) – 90-minute written and listening examination

Unit 2: Performing Music (30%) – Non-Exam Assessment

Unit 3: Composing Music (30%) – Non-Exam Assessment

There is no tiering in GCSE Music.

Why should you choose this subject?

If you enjoy:

- composing and performing music
- learning an instrument or singing
- creating music on computers or in a recording studio
- learning about all types of music, including classical, popular and world

...then GCSE Music is the ideal subject for you.

Prerequisite:

You have already gained many of the basic skills needed for this course at KS3 but to take this course you **must** be able to play at least one instrument or sing and ideally be aiming to have achieved Grade 5 or higher by the end of Year 11.

Extended curriculum opportunities:

As a GCSE Music student, you will be required to take part in the Academy Extended curriculum groups in Music. Whether you like to sing or not, it is an extremely valuable skill and will help immensely with your performing, composing and listening work as well as developing your performance skills as part of an ensemble.

Progression:

If you enjoy Music at GCSE level then you can consider AS and A2 in Music, Music Technology, or Performing Arts. This can then lead you onto study Music at degree level, with all the top universities highly regarding students who have studied Music. GCSE Music will also give you essential knowledge for working in other areas of the music industry in record companies such as EMI or Universal, recording studios such as Abbey Road, theatre, concert halls, radio or music production. The listening skills you develop will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or law.

Find out more:

- To see the specification and exam resources, go to: <http://www.aqa.org.uk/subjects/music/gcse/music-8271>
- For more information about different careers in the music industry, visit: <http://www.careersinmusic.co.uk>

Examining body:

Edexcel

Course overview:

The BTEC First Award in Music is a qualification which offers a bite-sized opportunity for students to experience a work-related vocational programme.

The course consists of *two* Core Specialist Units (compulsory) **plus** *two* Optional Specialist Units that provide a combined total of 30 credits over 180 guided learning hours (GLH). Here is a list of the compulsory units as well as selected optional units:

Unit	Core Specialist Units	On completion, you should...
1	The Music Industry	<ul style="list-style-type: none"> Understand different types of organisations that make up the music industry Understand job roles in the music industry
2	Managing a Music Product	<ul style="list-style-type: none"> Plan, develop and deliver a music product Promote a music product Review the management of a music product
Unit	Optional Specialist Units	On completion, you should...
3	Introducing Live Sound	<ul style="list-style-type: none"> Plan for a live music event Demonstrate understanding of health and safety Set up and use live music systems.
4	Introducing Music Composition	<ul style="list-style-type: none"> Explore creative stimuli to meet a brief Develop, extend and shape music for performances Present compositions appropriately.
5	Introducing Music Performance	<ul style="list-style-type: none"> Develop your music performance skills and review your own practice Use your music performance skills within rehearsal and performance.
6	Introducing Music Recording	<ul style="list-style-type: none"> Plan a recording session Use recording equipment safely to produce multi-track recordings.
7	Introducing Music Sequencing	<ul style="list-style-type: none"> Explore music sequencing techniques Use music sequencing software to create music.

Assessment:

- Unit 1 is externally assessed through a 60-minute examination paper of short and long answer question.
- All other units studied are assessed through a series of coursework assignments which are internally assessed and moderated by Edexcel.
- Assignments are marked in relation to the learning outcomes and awarded a Level 1, Pass, Merit or Distinction.
- A **pass must be achieved in all assignments** to pass the unit, and **all units must be passed** to complete the qualification.
- The assignments will use a variety of assessment methods, including case-studies, written assignments, work-based assignments, practical tasks, projects, performance observation and time-constrained assessments, all with an emphasis on practical application of the grading criteria.
- Achievement of the BTEC Level 2 First Award can be graded as Level 1, Pass, Merit, Distinction or Distinction*.

Why should you choose this subject?

If you enjoy Music and are interested in working in the Music sector, this course gives you a practical understanding of the skills and knowledge needed for a career in the music industry. You will be provided with insight into the various employment opportunities available in the sector, and have the opportunity to develop skills in an area of your choice. The course allows you to focus on your talents and interests and explore new areas of music.

Extended curriculum opportunities:

Students studying BTEC Music are expected to take part in at least one Extended Curriculum Music activity in order to develop their practical musical skills, which could involve setting up and running an activity related to your specific area of study.

Progression:

Following completion of the BTEC Level 2 First Award in Music, successful students would be able to enter initial employment, at a junior level, in such areas as music teaching, music publishing or music industry promotions. It may also lead to progression to the BTEC Level 3 qualifications in Music which cover more specialist areas relating to the music industry.

Find out more:

- For more information about the BTEC First Award in Music, visit:
<http://www.edexcel.com/quals/firsts2012/music/Pages/default.aspx>
- For more information about different careers in the music industry, visit:
<http://www.careersinmusic.co.uk>

There will be one option available in Physical Education.

GCSE PE option - Edexcel GCSE in Physical Education.

Students opting for GCSE PE require a good level of practical ability across at least three sports. One must be a team sport, one must be an individual sport from a set list. Students should ideally represent the Academy teams, attend a range of extended curriculum clubs and / or have a high level of sporting experience outside of the Academy. There is also significant academic content which is assessed in the form of written examination.

Examining body:

Edexcel

Course overview:

GCSE PE - Students will study the GCSE PE programme for 2 hours per week in year 9, extending to 3 hours in year 10 and 11. Students will learn about a variety of practical activities, narrowing their choice down to three preferred sports by the end of the course. One of these must be a team sport and one must be an individual sport. They will design a Personal Exercise Programme where students will be required to analyse and evaluate their own performance. They will also study topics in the classroom such as exercise and fitness, diet, physiology, reasons for participation, psychology of sport and injuries in sport in preparation for two written exams at the end of Year 11.

Assessment:

Examination (60% of the qualification)

Component 1: Fitness and Body Systems Written examination (1 hour 45 minutes); 36% of the qualification.

Component 2: Health and Body Systems Written examination (1 hour 15 minutes); 24% of the qualification.

Non-examined Assessment (40% of the qualification)

Component 3: Practical Performance internally marked and externally moderated; 30% of the qualification.

Component 4: Personal Exercise Programme internally marked and externally moderated; 10% of the qualification.

Why should you choose this subject?

Sport and leisure is a multi-billion pound industry within the UK alone. There are numerous opportunities within the sector, catering for a vast array of skill sets. Typical career paths stemming from these Key Stage 4 choices would be: teaching, physiotherapy, leisure industry, coaching, sports nutrition, sports marketing, private and public sector sports provision, sports development and personal training. Sport is often seen as part of a well-balanced lifestyle by employers and universities and obviously contributes to lifelong well-being. Moreover, the lessons and course as a whole are dynamic and fun. Both courses will challenge you to develop skills such as teamwork, personal responsibility and leadership. These skills are highly valued in the world of employment.

Extended curriculum opportunities:

There are a multitude of sports extended curriculum clubs. Students can attend as many as they like but can particularly focus on those clubs which potentially form part of their assessment, thus not only enjoying themselves but also contributing to their academic success.

Students can also get involved in the many Academy teams to supplement their personal practice and progress towards their target grades.

Progression:

The GCSE course can lead to studying PE and sport at A-level and subsequently degree level. As mentioned above, there are numerous choices of career available through sport, which can combine personal interest with stimulating, motivating and dynamic working environments.

Find out more:

<http://www.edexcel.com/quals/firsts/sport/Pages/default.aspx>

<http://www.edexcel.com/quals/gcse/gcse09/pe/Pages/default.aspx>

<http://www.bbc.co.uk/schools/gcsebitesize/pe/>

<http://www.leisurejobs.com/>

Examining body:

To be confirmed

Course overview:

Psychology GCSE courses are currently changing in line with directions from Ofqual. The new Psychology GCSEs will be examined from summer 2019, with specifications expected to be published in spring 2017. GCSE Psychology encourages students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to gain an insight into related sectors, such as science.

The aims of this course are to enable candidates to:

- Engage in the process of psychological enquiry in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Develop an awareness of why psychology matters
- Acquire knowledge and understanding of how psychology works and its essential role in society
- Develop an understanding of the relationship between psychology and social, cultural, scientific and contemporary issues and the impact of psychology on everyday life
- Develop an understanding of ethical issues in psychology
- Develop an understanding of the contribution of psychology to individual, social and cultural diversity
- Develop a critical approach to scientific evidence and methods

Assessment:

To be confirmed

Why should you choose this subject?

- Develops scientific skill: Psychology is a scientific subject that focuses on developing our understanding of human behaviour
- Develops appreciation and understanding of behaviour: Unusual behaviour becomes explainable
- Career development: Psychology applies to many jobs such as advertising, child care, management, teaching, physiotherapy, politics, law, teaching etc.
- Employment: Psychology graduates are one of the most employable graduates according to recent studies.

Extended curriculum opportunities:

Collaboration with linked organisations involved in shaping our Sciences specialism including Imperial College London, The Natural History Museum and The Science Museum.

Progression:

A GCSE in Psychology can lead into A-level psychology but it also develops written communication, mathematical skills, and scientific skills which supports a range of A-level subjects. GCSE Psychology also supports vocational courses such as NVQ qualifications in childcare and in apprenticeships.

Please note that due to recent government changes, not all details of courses have been released, so the content above may be subject to change. We will keep students and parents informed of any changes as soon as we have further information.

Examining body:

Edexcel

Course overview:

- Lifestyle (health, relationships & choices)
- Leisure (free time & the media, holidays)
- Home and environment (home & local area, environment)
- Work and education (school / college & future plans, current & future jobs)

The Department for Education has published some key changes for GCSE examinations in Modern Foreign Languages and these include:

- Controlled assessments (coursework done under exam conditions) will be scrapped – to be replaced by external assessment (oral exams will be internally conducted but externally assessed),
- At least 10% of the marks available must be allocated to knowledge and application of grammar,
- The weighting for the four skills (listening, speaking, reading and writing) will be 25% each,
- The introduction of a wider range of literary texts,
- The requirement to translate short texts from English into assessed language, and
- A greater focus on the culture and identity of countries where French is spoken.

Assessment:

Unit 1: Listening – examination 25% (Foundation 35 minutes, Higher 45 minutes)

Unit 2: Reading – examination 25% (Foundation 30 minutes, Higher 50 minutes)

Unit 3: Speaking – examination 25% (untiered – internally conducted; externally assessed)

Unit 4: Writing – examination 25% (untiered)

Why should you choose this subject?

- Spanish is spoken by an estimated 350 million people around the world and is currently the 4th most commonly spoken language worldwide.
- Geographically, a large number of countries have Spanish as a dominant language: Spain, the United States, Venezuela, Argentina, Chile, Equatorial Guinea, the Philippines, Guatemala, Honduras, Cuba to name only a few. Knowing Spanish opens the door for you to communicate with 1/3 of a billion speakers worldwide.
- Learning Spanish at this level can open the doors to art, music, fashion, food, architecture and literature.
- Spanish combined with other interests opens hundreds of expanded career opportunities.

Extended curriculum opportunities:

- Spanish exchange programme (Barcelona)
- Spanish film club
- Extra conversation classes
- Visits to the Instituto Cervantes

Progression:

GCSE Spanish leads onto A-Level Spanish and subsequently to degree level. As a Spanish-speaker, you may consider a career in the diplomatic service, international law, translating, interpreting or teaching, to name but a few, and of course speaking Spanish puts you at a major advantage when applying for jobs in international business with global companies such as Santander, SEAT, Telefónica de España and Iberia.

Find out more:

- Type in this link to the internet to look at the full specification:
<https://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE%20Spanish%20spec%20Issue%203%20UG025112%20090112.pdf>
- You will find past papers here:
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2009.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials>
- Look at other careers paths which involve Spanish: www.toplanguagejobs.co.uk (then click on the tab 'Languages' scroll down, then tick in the 'Spanish' box).

Key Stage 4 Options Form

Please tick the options you want to take, ensuring that you only place **ONE TICK IN EACH COLUMN**.

All forms should be completed and brought with you when you attend your **OPTIONS INTERVIEW**. The interviews will take place between Monday 7th and Thursday 24th March and the member of staff interviewing you will inform you of the date. Parents are welcome to attend the interviews.

Option Block A		Option Block B		Option Block C	
Citizenship		Art BTEC		Computer Science	
Economics		Art		Dance GCSE or Dance BTEC	
Geography		Computer Science		Drama	
History		Drama		Food and Nutrition	
Creative iMedia		French		French	
Music		History		Geography	
Music BTEC		Creative iMedia		Media Studies	
Design & Technology		PE		PE	
Psychology		Psychology		Spanish	
Spanish		Spanish			

Conditions:

1. EBacc subjects:

All students must choose one of the subjects referred to as the 'English Baccalaureate' or 'EBacc' subjects. They are as follows in our option offer: Computer Science, French, Geography, History and Spanish. If students have evidence to suggest that they are able to sit a GCSE in their home language and achieve their target grade, they will not have to choose a subject from this group.

2. Music GCSE:

Music Scholars are required to select GCSE Music as a compulsory option as stated when students applied for and were accepted onto the scholars programme.

3. In order to promote a balanced curriculum, the following subject combinations are NOT permitted:

Media Studies & Creative iMedia (Computing).

4. Computing and Economics

Students wishing to study GCSE Computing should have a **minimum current attainment of level 6L in Maths** on their most recent progress checks, whilst students wishing to study GCSE Economics must have a **minimum current attainment of level 6S in Maths** on their recent progress checks. This is due to the high level of mathematical content in the subjects.

Name: _____ Coaching Group: _____ Parental signature: _____