



# Key Stage 4 Options

## Handbook 2017

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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

## Key Stage 4 Curriculum

### 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:

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

Subject	Year 9	Year 10	Year 11
Option A	2	3	3
Option B	2	3	3
Option C	2	3	3

**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

A unique feature of the Chelsea Academy curriculum is that students have more teaching time than most other schools to complete their qualifications. To this end, Key Stage 4 will run from Year 9 to Year 11, so students will have two lessons per week per option in Year 9 rising to three lessons per week per option in Years 10 and 11. As a result, students are as well prepared as they can be to achieve the maximum grades possible in all of their courses.

Where students are behind in core subjects, additional Mathematics and English lessons are provided during after-school hours to ensure they have the best possible opportunity to reach grade 5s at GCSE level.

Further depth in students’ learning is achieved through our strong commitment to independent learning as a means of continuing progress outside the classroom as well as suggested reading lists to improve background knowledge.

#### 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**

It is vital for their life chances that students do well in English and Mathematics. There is a strong focus on the core in Chelsea Academy's curriculum, as reflected in the allocation of time to core subjects in Key Stage 4. It is our pledge to parents to do everything in our power to ensure that students achieve minimum good passes in these qualifications.

All courses we run are recognised and valued by colleges, universities and employers, and lead on to either further study or employment.

### **Assessment of vocational qualifications**

The Creative iMedia (Multimedia Computing) course that we run is a vocational course, with clear links to industry. The course is assessed differently to GCSEs, with only one externally assessed exam worth 25% of the course. The remaining 75% is completed through assignments in lessons. The grades awarded also differ, so instead of being awarded grades 9-1, students are awarded Distinction\*, Distinction, Merit, Pass or Level 1 pass.

## Linear Assessments and Revision Skills

### 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 student's' 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.

### Revision skills

Given the style of the new GCSE courses, It is vital for students to be perfecting revision skills from an early stage. Our top tips for effective revision are as follows:

- Know exactly **what** it is you need to revise ('Personalised Learning Checklists' or student-friendly course overviews are available for each subject area).
- Have the **resources** that you need to revise. Each subject area will be able to give guidance on the best resources.
- Have a range of strategies / techniques at your disposal to help you remember what you are revising. Again, subject areas will be best placed to give subject-specific guidance on which strategies are most effective.

## **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**

Input in assemblies. Students are reminded through year group assemblies that they should start considering which options they will choose, and are encouraged to start asking subject teachers about Key Stage 4 courses.

### **February**

Taster lessons - during timetabled lessons, a range of subjects will be running GCSE-style lessons so that students gain a deeper understanding of what the subject will be like at Key Stage 4.

### **March**

Options drop-down day - Students take part in an extended options assembly to ensure that they 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. There is also the opportunity to put questions to a group of Year 10 students who have been studying towards their GCSEs for 18 months already.

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.

Taster lessons - both on the drop-down day and during March, students will have a series of taster lessons in the subjects they have not yet studied, i.e. Business Studies, Economics and Media Studies. This will give them enough exposure to the subjects to make their decision.

Student interviews – all students will be interviewed by either their Head of Year, Deputy Head of Year 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/](http://www.clcbuildingfutures.org/)

[nationalcareersservice.direct.gov.uk/Pages/Home.aspx](http://nationalcareersservice.direct.gov.uk/Pages/Home.aspx)

## English Language and Literature GCSE

**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 19<sup>th</sup> 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 19<sup>th</sup> 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](http://www.prospects.ac.uk/options_english_further_study.htm)

## Mathematics GCSE

**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 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.

#### Paper 1

##### What's assessed

Content from any part of the specification may be assessed

##### How it's assessed

- written exam: 1 hour 30 minutes
- 80 marks
- non-calculator

33⅓% of the GCSE Mathematics assessment

#### Paper 2

##### What's assessed

Content from any part of the specification may be assessed

##### How it's assessed

- written exam: 1 hour 30 minutes
- 80 marks
- calculator

33⅓% of the GCSE Mathematics assessment

#### Paper 3

##### What's assessed

Content from any part of the specification may be assessed

##### How it's assessed

- written exam: 1 hour 30 minutes
- 80 marks

- calculator

33⅓% of the GCSE Mathematics assessment

### **Questions: paper 1, 2 & 3**

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. All content can be assessed on any of the three question papers. As such, some questions will draw together elements of maths from different topic areas.

### **Progression**

Successful completion can lead you onto A-level Mathematics and even Further Mathematics. It can also help you when applying for courses at College and University as it is highly respected amongst top universities in the UK for the study of Mathematics, Sciences, Engineering and most other degrees.

### **What careers is Maths good for?**

Just about everything! People with Maths degrees and other qualifications can go into: accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming the civil service, design, construction and astrophysics and many more.

### **Find out more:**

- You can find information about the exam specification and subjects at:  
<http://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015.PDF>
- You can find specification and exemplar new spec papers at:  
<http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/assessment-resources>
- You can order **CGP** student work books and revision guides from  
[https://www.cgpbooks.co.uk/Student/books\\_gcse\\_maths](https://www.cgpbooks.co.uk/Student/books_gcse_maths)

### **Other useful websites:**

- [Wherecanstemtakeyou.co.uk](http://Wherecanstemtakeyou.co.uk) - Find out more about what you can do with skills in maths, engineering, technology and science subjects.
- [Mathscareers.org.uk](http://Mathscareers.org.uk) - This site is packed full of advice for every stage of your education. Have a go at their [career quiz](#) and see where your maths skills could take you.  
[Is further maths A-level for me?](#) Undecided? Maybe this flow chart can help you figure it out.
- [GCSE Bitesize maths revision](#) A great website for students who need maths help
- Mr Hegarty Maths : [www.mrhegartymaths.com](http://www.mrhegartymaths.com) aimed at : Key stage 4 and 5
- Supermathsworld : [www.supermathsworld.com](http://www.supermathsworld.com) aimed at : Key stage 3 and 4
- Mymaths: <https://www.mymaths.co.uk> Students are given personal usernames and password
- Mathswatch: <https://vle.mathswatch.co.uk/vle/> - Students are given personal usernames and password
- Mr barton maths- <http://www.mrbartonmaths.com/>

## Religious Education GCSE

**Examining body:** Edexcel New Spec B (first assessment May / June 2018).

### **Course overview:**

This course is divided into **two** papers, which are 1 hour 45 minutes each:

#### **1. Area of Study 1: Religion and Ethics (Christianity) Year 9**

In the first paper, the focus of this area of study in depth of Christianity as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically within families, and with regard to matters of life and death. You will start to explore religious and nonreligious responses to ethical and philosophical contemporary issues. You will also look at in-depth Christian ideas and beliefs.

This paper will include the following topics:

- Christian beliefs
- Living the Christian life
- Marriage and the Family
- Matters of life and death

#### **2. Area of Study 2: Religion, Peace and Conflict (Islam) Year 10**

In the second paper, the focus of this area of study is on Religion, Peace and Conflict. This area of study comprises a study in depth of Islam as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically about the issues of peace and conflict, and crime and punishment.

This paper will include the following topics:

- Muslim beliefs
- Living the Muslim life
- Peace and Conflict
- Crime and Punishment

### **Assessment:**

Both units in the GCSE course are assessed through a written examination in Year 10. The exam will consist of per topic a combination of 3 short answer questions and 1 long essay style question. 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, critical thinking skills, 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
- Debating club and philosophy club.

### **Progression:**

Studying this subject can lead you onto AS and A-Level Religious Philosophy and Ethics, Sociology, History, Psychology and English. It can also help you when applying for courses at College and University as it is highly respected amongst top universities in the UK for the study of Social Sciences. 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://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/Specification%20and%20sample%20assessments/Specification-GCSE-L1-L2-Religious-Studies-B-June-2016-Draft-4.pdf>
- You can find specification and exemplar new spec papers at:  
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html>
- You can get a student guide at:  
<https://www.waterstones.com/book/edexcel-gcse-9-1-religious-studies-b-paper-1-religion-and-ethics-christianity-paper-1/9781292139326>  
<https://www.amazon.co.uk/d/cka/Edexcel-GCSE-9-1-Religious-Studies-Paper-Christianity/1292139323>

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/b007zpll>

## Sciences GCSE

**Examining body:** OCR B - Twenty First Century Science

Students will sit either Combined Science GCSE, worth two GCSE grades, or separate Biology, Chemistry and Physics GCSEs. These new GCSE courses will be graded from 1 (lowest) – 9 (highest).

### **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 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:**

Students studying Combined Science GCSE will sit four exams that are each 1hr 45 minutes long. These will consist of separate Biology, Chemistry and Physics exams as well as an exam which assesses the content learnt in all three subjects.

Students studying separate Biology, Chemistry and Physics GCSEs will be required to sit two 1hr 45 minute exams for each separate GCSE. One of these papers will assess the breadth of their knowledge, while the other one will assess depth of knowledge.

### **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.

## Art GCSE

**Examining body:** AQA

### **Course overview:**

This is a demanding course that requires a lot of independent learning time. Following the Fine Art endorsement you will respond to project themes and starting points by exploring drawing and painting techniques. Central to this is a 'sketchbook culture' that records initial ideas, observational drawing from primary sources, artist research and the testing of different materials and techniques. Drawing is a skill that can only be developed through constant practice. Painting involves building up skills across media such as watercolour and acrylic. In-depth research and thorough ideas development is a key part of succeeding in Art. As their skills and knowledge grow students will also have opportunities to engage with sculpture, printmaking and photography. 21st Century visual culture such as graphics, fashion and architecture will also inform ideas. Projects are resolved by creating a final piece such as a large scale drawing, painting or other piece. Work submitted for assessment will include sketchbook work that tells a clear story of how a creative process has developed.

### **Assessment:**

Coursework and exam work are marked by applying for Assessment Objectives-

**AO1: Develop** their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding

**AO2: Refine** their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes

**AO3: Record** ideas, observations and insights relevant to their intentions in visual and/or other forms

**AO4: Present** a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

**Component 1:** Portfolio (60% of final grade)

**Component 2:** Externally Set Assignment (40% of final grade) - finishing with a ten hour practical exam

**Achievement Grades:** 9 to 1

### **Why should you choose this subject?**

- You love to do lots of extra independent learning
- You love to draw from direct observation of people, artefacts and locations
- You love to show and record ideas that explore different materials and techniques
- You love to visit London's many galleries, museums and exhibitions regularly

### **Extended curriculum opportunities:**

- Participate in master classes led by professional artists
- Visit a major London gallery, museum or exhibition
- Submit work for prestigious school Art competitions and win prizes

**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.

## Business GCSE

**Examining body:** AQA

**Course overview:**

You will study 6 units over the three years:

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

**Assessment:**

- Paper 1 - Influences of operations and HRM on business activity - 90 marks - 1 hour 45 - 50% of GCSE
- Paper 2 - Influences of marketing and finance on business activity - 90 marks - 1 hour 45 - 50% of GCSE

**Why should you choose this subject?**

Choosing GCSE Business will enable you to:

- Actively engage in the study of departmental function within a range of businesses.
- Use an enquiring, critical approach to distinguish between theoretical models that are backward and forward looking.
- Apply your knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.

**Extended curriculum opportunities:**

- Students will be encouraged to take part in Tycoon in schools. For further details see the 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 Business 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.aqa.org.uk/subjects/business-subjects/gcse/business-8132/specification-at-a-glance>
- Information on Tycoon in Schools  
<https://www.tycooninschools.com/about>

## Citizenship GCSE

**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 the following assessments 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](http://www.bbc.co.uk/schools/citizenx)).
- Oxfam gives you examples of the international issues: ([www.oxfam.org.uk/coolplanet/kidsweb](http://www.oxfam.org.uk/coolplanet/kidsweb)).
- The Youth Parliament shows you how you can make a difference ([www.ukyouthparliament.org.uk](http://www.ukyouthparliament.org.uk)).

## Computer Science GCSE

**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/>
- Learn to code on <http://www.codecademy.org>

## **Creative iMedia GCSE**

**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, 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:

- R081: Pre-production skills. This contains a written paper which is set and assessed by OCR.
- R082: Creating digital graphics - Using Photoshop to design a graphic advertisement
- R084: Storytelling using a comic strip - Create your own Comic using Comic Life
- R085: Creating a multipage website

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 <sup>Δ</sup>	Centre assessed task, OCR moderated	30	N/A	O	O
R089: Creating a digital video sequence <sup>Δ</sup>	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?

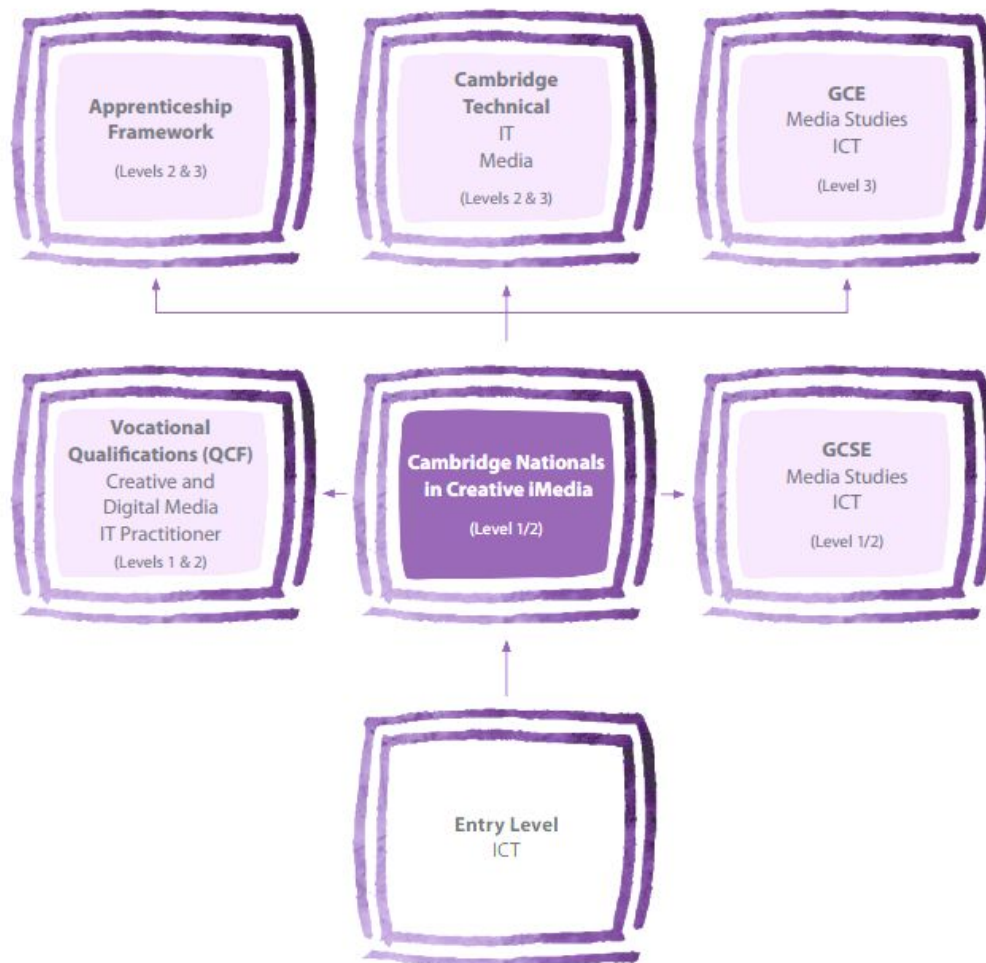
“The video games and visual effects industries play to the UK’s twin strengths in creativity and technology. British ingenuity has given us a head start in two sectors that have rapidly become ubiquitous in our lives, from mobile phone games to 3D film blockbusters. At over £2 billion in global sales, 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 London
- 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>

## Design and Technology GCSE

**Examining body: AQA**

### **Course overview:**

Design and Technology teaches students to design prototype products with creativity and imagination, that solve real life problems. Students need to know about a wide range of materials and be able to apply this knowledge in a practical way to make their prototype ideas. D&T is no longer separated into material areas so students will study a wide range of materials, including mechanical and electrical systems, to design ideas which are realistic in the 21st century. As part of this process students will be applying their knowledge of mathematics, science and computing.

### **What will you learn?**

- Core technical knowledge; new technologies, energy generation & storage, developments in new materials, mechanical devices, materials and their working properties.
- Specialist technical knowledge; and in-depth study of the technical principles related to at least one type of material. Selection of materials, forces & stresses, ecological and social footprint, scales of production, specialist techniques and processes including surface treatments and finishes.
- Designing & making principles; understanding how to develop prototype products within a variety of contexts, demonstrating the application of core and specialist principles.

### **Assessment:**

#### 50% Non-exam assessment (NEA)

A design-and-make task where you will produce a prototype of your developed idea and a portfolio of evidence to show your designing and making. This will take approximately 35 hours and be worth 100 marks which is 50% of the whole GCSE. AQA will set the context for the task on 1st June when you are in Year 10.

#### 50% Written examination

A written paper of 2 hours worth 100 marks which is 50% of the whole GCSE. There will be 3 sections to the paper: Section A - core technical principles tested through short answer and multiple choice questions, Section B - specialist technical principles tested through short answer questions and one longer, extended response question and Section C - designing & making principles tested through a variety of short and long answers.

**NB Assessment of Design and Technology will explicitly test students' ability to apply mathematical and scientific principles as listed in the specification.**

### **Why should you choose this subject?**

- This is an exciting subject, which would suit any student with creativity and a passion for design making and 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 design, jewellery design 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:**

- We have chosen to follow the AQA specification for Design & Technology, details of which can be found here: <http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

## Drama GCSE

**Examining body:** AQA

### **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 play text. 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?**

- You love to perform and would like to develop the skills to do this to a really high standard
- You would like to be able to express yourself more clearly with more confidence
- You love going to the theatre; you will have lots of opportunities on this course
- You have enjoyed drama in Year 7 and 8 and would now like to take it much further with other people who want to do well
- Did you know that over 60% of lawyers in Britain have GCSE drama?

### **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 AQA site to look at the course in detail:  
<http://www.aqa.org.uk/subjects/drama/gcse/drama-8261>
- You can also try the GCSE Bitesize drama page and forums to find out more:  
<http://www.bbc.co.uk/schools/gcsebitesize/drama/>

## Economics GCSE

**Examining body:** AQA

**Course overview:**

You will study 2 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.

**Assessment:**

- Paper 1 - Written exam: 1 hour 45 minutes, 80 marks, 50% of GCSE
- Paper 2 - Written exam: 1 hour 45 minutes, 80 marks, 50% of GCSE

**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 Tycoon in Schools. For further details see the 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.aqa.org.uk/subjects/economics/gcse/economics-8136>
- You will find past papers here:  
<http://www.aqa.org.uk/subjects/economics/gcse/economics-8136/assessment-resources>
- Information on Tycoon in schools  
<https://www.tycooninschools.com/about>

## Food and Nutrition GCSE

**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 and food provenance. They will learn about how to plan, prepare and present a variety of dishes including how to style the food to make the presentation exceptional. 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. Some practical activities will be preparing and cooking dishes and others will be food investigation tasks to help students understand the science of food.

### **Assessment:**

- 50% is non-exam assessment - this will be divided into 2 parts. 15% will be a food science based investigation written up on 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.
- The other 50% is a final examination of 1hour 30minutes.

### **Why should you choose this subject?**

- You love food; finding out about it and exploring new ways of sourcing and eating
- You are interested in a job within the food industry which could be catering or food technology
- 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.
- Check the displays in the technology corridor
- Look at the OCR website:  
<http://www.ocr.org.uk/qualifications/gcse-food-preparation-and-nutrition-j309-from-2016/>

## French GCSE

**Examining body:** Edexcel

**Course overview:**

- 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
- 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

### **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](https://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE%20French%20spec%20Issue%203%20UG025111_090112.pdf)
- You will find past papers [here](#)
- Look at other careers paths which involve French: [www.toplanguagejobs.co.uk](http://www.toplanguagejobs.co.uk) (then click on the tab 'Languages', scroll down, then tick in the 'French' box).

## Geography GCSE

**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 three 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/>

## History GCSE

**Examining body:** Edexcel

### **Course overview:**

In History you will study a range of topics in British and World History covering at least 1000 years. You will study themes such as politics, control of populations, religion, warfare, sexism, racism and much more.

- Unit 1: Medicine through time, c1250-present

In this unit you will study the blood, guts and gore of the past thousand years! Why did people die of simple illnesses? How have doctors and scientist come to understand more and more about how the body works and how we get ill? Why have new medicines and cures often been treated with fear, suspicion and anger by people that they could help? What medical problems did soldiers have in WW1? What happened to them when they got shot?

- Unit 2.a) The American West, c1835-1895

Did you know that, for us in Europe, the USA is a very young country? People from Europe first moved there about 500 years ago and already it is the most powerful country in the world! How did they manage this? Some Historians argue that in order to get control of the whole country, the European settlers tried to kill off the people who already lived there, the Native Indians. It has been compared to Hitler and the Nazis trying to kill all the Jews in Europe. Can this really be true?

- Unit 2.b) Early Elizabethan England, 1558-1588

Why were people trying to overthrow Queen Elizabeth? Why were people fighting over religion during her time as Queen? Did she do a good job of showing people that a female Queen could be just as strong and effective as a male King?

- Unit 3: Weimar and Nazi Germany

In this unit you will investigate one of the most puzzling and horrific questions in History - How could someone like Adolf Hitler become the leader of Germany, a developed and important country? Why were so many Germans attracted to the Nazis and their ideas? Why did this happen in Germany when it did? Could this have happened anywhere else? What was Hitler actually like?

### **Assessment:**

<b>Unit 1</b>	30 % of total mark
<b>Unit 2a</b>	20% of total mark
<b>Unit 2b</b>	20% of total mark
<b>Unit 3</b>	30% of 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?**

- Learn how to find out and understand the reasons why things happen, such as why people in Germany voted to make Adolf Hitler their leader, or why there was so much violence in the History of the USA.
- If you can understand and explain why these things happen, you can make better judgements and decisions about them. This goes for anything happening now or in your own life - the better you can get at understanding why things happen, the better you will be at making good decisions about them.
- History also improves the quality of your written English, as you have to use it to clearly explain some quite complicated events. This is difficult and challenges you to use language in more complicated and sophisticated ways.
- History is also highly respected by Universities, it can set you up to follow a huge variety of careers - just look at all these people who studied History:

#### In the arts and 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 Princess Diana, Madonna and the Beckhams; Alan Bennett, playwright; 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](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/>

## Media Studies GCSE

**Examining body:** OCR

### **Course overview:**

The GCSE Media Studies course (brand new for 2017) is divided into the following three units:

#### Unit 1: Film, TV and Social Media Analysis (35% of total GCSE)

- You will study social media (e.g. *Snapchat*), adventure films (e.g. *James Bond*) and TV comedy (e.g. *Modern Family*, *New Girl* and *The Goldbergs*)
- You will explore the way that these media use generic conventions, target audiences, represent social identity and reflect their institutional context.

#### Unit 2: Exploring Media Issues (35% of total GCSE)

You will study a range of contemporary issues within three media industries:

- Advertising and Marketing (e.g. airbrushing and body image)
- Online, social and participatory media (e.g. cyber-bullying and sexting)
- Newspapers (e.g. a comparison of the portrayal of migrants in a range of online papers)

#### Unit 3: Creating Media (30% of total GCSE)

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: Examination – 1hr 45 minutes - you will analyse a film clip, write about TV Comedy and explain the representation of young people on social media (35%),
- Unit 2: Examination - 1hr 15 minutes - you will evaluate the factors behind some of the most controversial media issues of our time (35%),
- Unit 3: Coursework – you will work individually or in a group to research, plan, make and evaluate your own media product (e.g. a music video or online magazine) (30%).

### **Why should you choose this subject?**

- You are a creative and practical learner
- 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 as well as finding out more about the way that social media has come to dominate the modern media landscape

**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. If you wish to enter the media industry at any level then this course is a must for you.

**Find out more:**

- You can find the specification and past papers here:  
<http://www.ocr.org.uk/qualifications/gcse-media-studies-j200-from-2017>

## Music GCSE

**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.

**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>

## Physical Education GCSE

### Examining body: Edexcel

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.

### Course overview:

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/>

## Spanish GCSE

**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
- 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 4<sup>th</sup> 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 (Northern Catalonia)
- Spanish film club
- Extra conversation classes

### **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](http://www.toplanguagejobs.co.uk) (then click on the tab 'Languages' scroll down, then tick in the 'Spanish' box).

## 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 27<sup>th</sup>** and **Thursday 30<sup>th</sup> 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	
Art		Art		Business Studies	
Creative iMedia		Citizenship		Computer Science	
Design & Technology		Computer Science		Creative iMedia	
Geography		Food and Nutrition		Drama	
History		French		Economics	
Media Studies		Geography		Geography	
Music		PE		History	
Spanish		Spanish		PE	

### 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: \_\_\_\_\_

