



KEY STAGE 4 CURRICULUM 2019

Introduction

This booklet is designed to give parents/carers and students some basic information about the curriculum that is available for KS4.

The core curriculum occupies around two thirds of a student's timetable and is studied by all students. The School's success is measured across a number of different qualifications and how well students do in each of these, but the reason for choosing the core curriculum, is to ensure that all students are given the fullest opportunities available to them. In this regard English, Mathematics and Science are included not just at Trinity, but at all schools nationally. We teach Religious Studies within our core curriculum because as a Christian School we view this as important to our own identity, as well as vital in understanding society beyond our borders.

Science will be taught with the expectation of children working towards 3 GCSEs in Science during Year 9, and decisions will be made as to whether children should take 3 GCSEs or 2 GCSEs towards the end of Year 10.

Not all subjects that are taught are examined. In particular, PE and PSHE, which despite being taught throughout Key Stage 4, do not end with an exam in Year 11. These are still considered vital parts of the curriculum which will allow children to flourish, both at school and in their life beyond.

The core subjects are:

- English Language and English Literature
- Mathematics
- Physical education (games) – not examined
- PSHE, careers advice, financial awareness, citizenship which is delivered through tutor time – not examined
- Religious studies
- Sciences (biology, chemistry, physics)

The remainder of your son/daughter's timetable will consist of subjects chosen from the preferences curriculum. This consists of a range of subjects that allow students to gain qualifications at GCSE level. The curriculum offered is a broad and balanced one, reflecting the influence of the National Curriculum.

New Grading (for GCSEs examined in 2018 onwards)

All GCSEs are now graded using a numerical system from 9 to 1. This replaces the old grade system of A*-G. The government have indicated that students will not lose out as a result of the changes.

A statistical method (known as comparable outcomes) will be used so that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above;
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above;
- the bottom of grade 1 will be aligned with the bottom of grade G;
- grade 5 will be awarded to the top third of students gaining the equivalent of a grade C and bottom third of a grade B. The Department for Education has decided that grade 5 will be considered a 'strong pass'.

The table below shows the mapping from the old to new grading system.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

A Broad Curriculum

As a school we believe in the benefits of studying a broad curriculum. This, in practical terms, means that we ask students to study History or Geography, although in some circumstances students could study both. It also means that we recommend that students take French or Spanish. Studying languages is an excellent opportunity to provide insight into other cultures which can open the doors to travel and further employment opportunities, as well as broadening student's horizons and helping them to flourish in new environments. It is important to note that if your child does find languages difficult, it may well be because they have studied them for a far shorter time than other subjects, very often having only started on arrival in secondary school. We know that studying this group of subjects is an advantage at many levels, especially for students who are progressing to A level and eventually to University level courses.

How are School Performance Measures affecting our Curriculum?

The core curriculum is unaffected by Government School Performance measures. As a school we would look to offer Maths, English, Science and RE as a standard curriculum offer, regardless of incentives from the Government. We are encouraged to offer, and have children take, Humanities subjects and Modern Languages and as a school we do believe that this is beneficial for children in progression to the next stage of both education and employment. We do recognise that for some children, a more bespoke curriculum is necessary, and we would look to work with families to ensure that the right options are offered, and taken by, children of all prior attainment levels. The performance measures do mean that all of the qualifications we offer are considered valuable, in so much as, they contribute to a student's collection of qualifications, supporting their applications for courses of all kinds post-sixteen.

Choosing Preferences

All students must study either Geography or History, or in some cases, both. We would recommend speaking to your child's teachers before choosing both, as the exam demand can be quite high in Year 11.

Students must also choose French or Spanish. If, as parents, you believe that your child should not study French or Spanish, then we would ask that you make it clear as to why.

We offer a wide range of courses and we encourage students to consider a broad curriculum as this provides more opportunities when making decisions for study post GCSEs, and produces young people who are well rounded.

Students should also look carefully at the course content when selecting subjects. For example, the humanities require a lot of extended writing, computer science requires the application of logic that comes from being strong in Mathematics, and practical subjects require the application of specific skills. It is also important to remember that all GCSE subjects are assessed only by exams that are sat at the end of year 11. Technical qualifications are assessed by continuous assessment (examination and coursework) that takes place over the duration of the course.

We will take into account strengths and weaknesses when evaluating student options.

A copy of the preferences form is shown at the back of this booklet, but your son/daughter will receive a copy in form time after the curriculum evening for them to bring home to complete with you.

The KS4 preference subjects are:

Option 1		Geography History
Option 2		French Spanish
Options 3 and 4	Other GCSEs	Art & Design (unendorsed) Art & Design (photography) Business Studies Computer Science Drama Food and Nutrition Music PE Product Design Textiles
	Technical Qualifications	Travel & Tourism Hospitality and Catering Art Performing Arts-Acting Performing Arts-Dance

Offers will depend on student demand for courses; while we try very hard to give students their first preference, this is not always possible and students need to be aware of this. Courses will only run if there is enough interest and the courses will be filled based on student suitability for courses, therefore even if a course runs it is not guaranteed that everyone who wants to study it will gain a place. We use the word 'preferences' to mean that we listen to what students say, but we do not guarantee that they will get all that they request, particularly if it does not match prior learning. On the other hand, when students (and most do) make preferences that reflect their prior attainment and future interests, they usually get the courses they want.

What Happens Next?

1. The booklet is taken home, read and discussed along with the information provided by subject teachers at the KS4 Curriculum Evening.
2. Information, advice and guidance through form tutor and form time.
3. Student preferences are submitted to the Head of Key Stage 4 by the deadline –

Monday 25th February 2019

Core Curriculum

English Language

Examination Board	AQA
Specification	8700
Why study this course?	
A good command of spoken and written English is essential for progress in every academic, vocational and extra-curricular walk of life. The invaluable skills you will develop include: literal and inferential comprehension skills; distinguishing between what is stated explicitly and what is implied; becoming a critical reader, supporting your point of view by referring to evidence in the text; development of your writing skills in order to produce clear and coherent texts for a range of purposes.	
Course Aims	
As you study this course you will: <ul style="list-style-type: none">• develop writing skills to express information clearly, coherently and accurately using a range of vocabulary and sentence structures;• learn how to write imaginatively and creatively;• look at how writers use narrative and descriptive techniques to engage the interest of their readers.	
Course Structure & Content	
Paper 1: Explorations in Creative Reading & Writing Section A: <i>Reading</i> - one literature fiction text. Section B: <i>Writing</i> - descriptive or narrative writing. In Section A you will study and analyse an unseen literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. In Section B you will write your own creative text, inspired by the topic that you have responded to in Section A to demonstrate your narrative and descriptive skills in response to a written prompt, scenario or visual image.	
Paper 2: Writers' Viewpoints and Perspectives Section A: <i>Reading</i> . One non-fiction text and one literary non-fiction text. Section B: <i>Writing</i> . Writing to present a viewpoint. In Section A you will read and respond to two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. In Section B you will produce a written text for a specified audience, with a specified purpose and form in which you give your own perspective on the theme that you've been introduced to in Section A.	
Assessment	
Language Paper 1: 80 marks. 50% of GCSE/Language Paper 2: 80 marks. 50% of GCSE. (20% of your overall Language result is determined by your spelling, grammar and punctuation skills.) There is also a compulsory Spoken Language assessment (separately endorsed) which requires you to give a presentation in a formal context using Standard English, responding to questions and to feedback asking questions yourself to elicit clarification.	

Entry Requirements

None

English Literature

Examination Board	AQA
Specification	8702
Why study this course?	
The skills you will develop during your study of Literature will be invaluable across all other subject areas. These are skills such as: development of your literal and inferential comprehension skills; distinguishing between what is stated explicitly and what is implied; becoming a critical reader, supporting your point of view by referring to evidence in the text; development of your writing skills in order to produce clear and coherent texts for a range of purposes.	
Course Aims	
As you study this course you will: <ul style="list-style-type: none">• develop your literal and inferential comprehension skills;• explore aspects of plot, characterisation, events and settings, distinguishing between what is stated explicitly and what is implied;• be a critical reader, supporting your point of view by referring to evidence in the text;• develop writing skills in order to produce clear and coherent texts, writing effectively about literature for a range of purposes.	
Course Structure & Content	
Paper 1: Shakespeare and 19th century novel. Section A <i>Shakespeare</i> : you will answer one question on a Shakespearean play. You will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B <i>The 19th-century novel</i> : you will answer one question linked to a novel studied. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole. Paper 2: Modern texts and poetry. Section A <i>Modern texts</i> : you will answer one essay question from a choice of two on your studied modern prose or drama text. Section B <i>Poetry</i> : you will answer one comparative question on one named poem printed on the paper and one other poem from a studied anthology. Section C <i>Unseen poetry</i> : you will answer one question on one unseen poem and one question comparing two poems.	
Assessment	
Paper 1: 64 marks. 40% of GCSE. Paper 2: 96 marks. 60% of GCSE.	
Entry Requirements	
None	

Mathematics

Examination Board	Pearson
Specification	IMA1
Why study this course?	
<p>There are two GCSE tiers available to ensure that as many candidates as possible have the opportunity to gain high-level grades at GCSE. The higher tier examination covers grade 9-4 and the foundation tier examination covers grades 5-1. Students will be entered onto the tier which best suits their ability. A good grade in mathematics is an essential qualification for many different careers paths. To study A level mathematics students will need a high grade at GCSE.</p>	
Course Aims	
<p>In mathematics we want to enable students to:</p> <ul style="list-style-type: none">• develop fluent knowledge, skills and understanding of mathematical methods and concepts;• acquire, select and apply mathematical techniques to solve problems;• reason mathematically, make deductions and inferences, and draw conclusions;• comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.	
Course Structure & Content	
<p>The assessments will cover the following content headings:</p> <ol style="list-style-type: none">1. Number2. Algebra3. Ratio, proportion and rates of change4. Geometry and measures5. Probability6. Statistics	
Assessment	
<p>At both tiers assessment is as follows: Paper 1 – non-calculator, 1 hour and 30 minutes, 80 marks Paper 2 - calculator, 1 hour and 30 minutes, 80 marks Paper 3 - calculator, 1 hour and 30 minutes, 80 marks The course content will be assessed across all three papers and each paper is equally weighted.</p>	
Entry Requirements	
None	

Science (Combined)

Examination Board	Pearson
Specification	ICS0
Why study this course?	
<p>Science is a core subject, so all students will be taking one of the pathways leading to GCSE qualifications in Science. There are two GCSE tiers available to ensure that as many candidates as possible have the opportunity to gain high-level grades at GCSE. The higher tier examination covers grade 9-4 and the foundation tier examination covers grades 5-1. Students will be entered onto the tier which best suits their ability.</p>	
Course Aims	
<p>GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.</p>	
Course Structure & Content	
Biology	
Paper 1	Paper 2
Cells and Control	Plant Structures and their Functions
Genetics	Animal Co-ordination, Control and Homeostasis
Natural Selection and Genetic Modification	Exchange and Transport in Animals
Health, Disease and Development of Medicines	Ecosystems and Material Cycles
Chemistry	
Paper 1	Paper 2
Key Concepts in Chemistry	Key Concepts in Chemistry
States of Matter	Groups in the Periodic Table
Separating and Purifying	Rates of Reaction and Energy Changes
Chemical Change	Fuels and Earth Science
Extracting Metals and Equilibra	
Physics	
Paper 1	Paper 2
Motion and Forces	Energy – Forces doing work
Conservation of Energy	Forces and their Effects
Waves	Electricity and Circuits
Light and the Electromagnetic Spectrum	Magnetism and the Motor Effect
Radioactivity	The Particle Theory

	Electromagnetism
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Assessment

<p>The exam questions will be a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. There will be six exams, each worth 16.67% of the total marks. Each exam will be 1 hour and 10 minutes in length. The marks from these exams will culminate in a double GCSE award, worth two GCSEs.</p>
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Entry Requirements

<p>Courses will be selected by the Science department that best suit the ability of each student.</p>

Science (Separate Sciences)

Examination Board	Pearson								
Specification	IB10 (Biology), ICH0 (Chemistry), IPH0 (Physics)								
Why study this course?									
Students who study triple science will receive a grade in each of the science specialisms leading to three GCSE qualifications. GCSE Separate Sciences is aimed at students who wish to pursue A Levels in the sciences, pursue science as a career, or have a keen interest in the sciences.									
Course Aims									
This course provides students with the opportunity to study all three science disciplines in greater depth. It helps to develop their interest in, and enthusiasm for, science whilst simultaneously developing a critical approach to scientific evidence and methods.									
Course Structure & Content									
Students cover the same content as the Combined GCSE alongside additional modules as follows:									
Biology:									
There are no additional units in the Biology GCSE. Instead, additional content is built into the existing units studied for Combined Science.									
Chemistry:									
There are two additional Chemistry units that cover topics such as quantitative and qualitative analysis, alcohols, hydrocarbons and polymers.									
Physics:									
There are two additional Physics units that cover Astronomy and Static Electricity.									
Assessment									
The exam questions will be a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.									
<table border="1"> <tr> <td>Biology Paper 1</td> <td>Biology Paper 2</td> <td rowspan="2">→</td> <td rowspan="2">GCSE Biology</td> </tr> <tr> <td>50% 105 min</td> <td>50% 105 min</td> </tr> </table>		Biology Paper 1	Biology Paper 2	→	GCSE Biology	50% 105 min	50% 105 min		
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Physics Paper 1	Physics Paper 2	→	GCSE Physics						
50% 105 min	50% 105 min								
Entry Requirements									
Courses will be selected by the Science department that best suit the ability of each student.									

Religious Studies

Examination Board	AQA
Specification	8062
Why study this course?	
<p>Religious Studies is an inclusive subject. It is for people of any faith or religion and for people of no faith or religion at all. Religious Studies helps students to:</p> <ul style="list-style-type: none">• develop transferable knowledge, skills and attitudes;• describe, apply and analyse issues that affect their daily lives, e.g., abortion, war, drug abuse, the death penalty;• express their own points of view and listen to the views of others. <p>It is a qualification that is valued by sixth forms, colleges and employers because of the transferable skills it develops.</p>	
Course Aims	
<p>This course does not presuppose that a student is religious and is designed to be accessible to students of any religion or none.</p> <p>This course encourages candidates to:</p> <ul style="list-style-type: none">• acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religions;• consider the influence of the beliefs, values and traditions associated with one or more religions;• consider religious and other responses to moral issues;• identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life; □ develop skills relevant to the study of religion.	
Course Structure & Content	
<p>Component 1: The study of religions: beliefs, practices and teachings.</p> <p>Students will look at the beliefs, teachings and practices of two of the following religions:</p> <ul style="list-style-type: none">• Buddhism• Christianity• Hinduism• Islam• Judaism• Sikhism <p>Component 2: Thematic Studies.</p> <p>Students will study <i>either</i> four Religious, philosophical and ethical studies themes <i>or</i> two Religious, philosophical and ethical studies themes and two textual studies themes.</p> <p>Religious, philosophical and ethical studies themes:</p> <ul style="list-style-type: none">• Theme A: Relationships and families• Theme B: Religion and life	

- Theme C: The existence of God and revelation
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment
- Theme F: Religion, human rights and social justice

Textual studies themes:

- Theme G: St Mark's Gospel – the life of Jesus.
- Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths.

Assessment

Component 1: Written exam: 1 hour 45 minutes • 96 marks (plus 5 marks for Spelling, punctuation and grammar). Worth 50% of GCSE.

Component 2: Written exam: 1 hour 45 minutes • 96 marks (plus 5 marks for Spelling, punctuation and grammar). Worth 50% of GCSE.

Entry Requirements

None

Physical Education (games)

Each student will follow a course offering a wide range of individual and team sports, ranging through winter and summer activities.

In Year 10 there is an opportunity for a limited number of students to study for the Level 1 Award in Sports Leadership. This course is ideal for students who wish to develop their leadership skills and can be applied to a variety of sports and/or recreational situations as well as contributing to the personal development of the student.

There are several clubs and teams throughout the week, both during and after school, for students to attend.

Option I

Geography

Examination Board	AQA
Specification	8035
Why study this course?	
<ul style="list-style-type: none">• Do you know why our climate is changing? Do you know what impact this might have on your future?• Do you know how to survive in a desert or why water is important to conserve and protect?• Do you want to know why some places are poorer than others? Do you want to know how that gap could be closed?• Do you want to know why some cities are rapidly growing and how some of the world's most amazing scenery is formed?• Do you want to make decisions for yourself?	
<p>If any of these questions interest you, or you want to just learn more about your world, GCSE Geography could be for you. GCSE Geography will allow you to learn about the world you live in, to develop skills in research which will help in your other subjects and future careers. The course will also give you a chance to complete practical work outside the classroom, investigating your own surroundings independently, not just listening and reading in class. Students will undertake trips to conduct fieldwork for the Geographical Applications examination. The trip is likely to be residential and cost around £260. The trip is likely to run for three days in September 2018.</p>	
<p>The GCSE Geography course will provide foundation knowledge for A Levels in Geography, Geology, Environmental Science/Studies and Travel & Tourism. It may also prove useful for those wishing to study Economics and Business Studies. Geography includes a mix of numerical, scientific and literacy skills and so complements many other courses.</p>	
Course Aims	
<p>The course provides students with the option to investigate the major issues that currently face the planet. It looks at why these issues exist and how they can be tackled in the future. The content of the course ranges from natural disasters and coastal issues to the use of global resources and how settlements are changing. The lessons are enquiry based and students will get the chance to use resources such as the internet, up-to-date literature and in addition complete both physical and human fieldwork. Students will also get the opportunity to work independently and as part of a group.</p>	
Course Structure & Content	
<p>The course is subdivided into 3 separate units:</p> <ol style="list-style-type: none">1. Living with the Physical Environment - students will study the challenge of natural hazards, physical landscapes in the UK and the living world.2. Challenges in the Human Environment - in this unit urban issues and challenges, the changing economic world and the challenge of resource management will be studied	

3. Geographical Applications - students are assessed on issue evaluation, through pre-released material, and fieldwork in a written exam.

Assessment

- Unit 1 - written exam: 1 hour 30 minutes, 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST) worth 35% of GCSE
- Unit 2 - written exam: 1 hour 30 minutes, 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST) worth 35% of GCSE
- Unit 3 - written exam: 1 hour, 76 marks (including 6 marks for SPGST) worth 30% of GCSE. Unit 3 is based on pre-release resources made available from 15 March in the year of the exam

Geographical skills will be assessed in each exam.

Entry Requirements

An interest in Geography, a willingness to keep up with homework and to work hard. You will need to be prepared to work independently towards the Geographical Applications paper making use of the skills developed in previous years. 10% of the marks in the exams are based on students' maths skills and so some basic numeracy skills are also needed.

History

Examination Board	Pearson
Specification	IHI0
Why study this course?	
<p>GCSE History will help you to:</p> <ul style="list-style-type: none">• ask questions properly;• express your own opinion logically;• process information;• think independently;• structure arguments;• understand the views of others. <p>The Higher Educational Statistics Agency places History in the five top subjects in terms of successful employability within six months of graduation. The variety of skills acquired is so wide-ranging that history graduates are excellent employment prospects for almost every type of employer. Career options include working in libraries, museums or galleries, law, the medical profession, journalism, the armed services, police, tourism, teaching and research. This course could be a stepping-stone to A Level courses. History is a useful academic subject that demonstrates good written communication and analytical skills, supporting and enhancing an English qualification.</p>	
Course Aims	
<ul style="list-style-type: none">• To equip students with skills which will be of use to them both outside the classroom and in other subjects• To allow the students to develop many written communication skills, i.e. essay writing• To give the students a greater understanding and appreciation of the events which have shaped the world they live in today	
Course Structure & Content	
<p>The course is broken down into three papers. These include:</p> <p>Paper 1 (30%) Section A: Historic Environment (10%) - Whitechapel, 1870-1900: crime, policing and the inner city Section B: Thematic Study (20%) - Crime and Punishment through time, 1000-Present</p> <p>Paper 2 (40%) Section A: The Period Study (20%) - The American West, 1836-95 Section B: British Depth Study (20%) - Anglo-Saxon and Norman England, 1060-88</p> <p>Paper 3 (30%) Section A & B - Weimar and Nazi Germany, 1918-39</p>	
Assessment	
<p>The final GCSE grade is determined by performance in three examinations. Examinations will be taken in June of Year 11. The examinations are not tiered according to ability.</p>	
Entry Requirements	
None	

Option 2

French

Examination Board	AQA
Specification	8658
Why study this course?	
<p>A GCSE in French allows you to build upon your linguistic knowledge from Key Stage 3. Learning another language affords a much greater understanding of the English language. You will develop the skills to communicate with others both by spoken and written means, which in turn will improve your social and thinking skills and your ability to cope with the unexpected.</p> <p>Studying French at GCSE also lays the foundations for further study at A Level. Language skills and cultural sensitivity are quickly becoming vital assets to a growing number of careers as the need for multilingual employees increases. Not only is French useful on holiday, many career paths are opened. Translation work, the media, teaching, international companies, the armed forces, performing arts and of course the leisure and tourism sector are all accessible through the knowledge of a foreign language.</p>	
Course Aims	
<p>To develop:</p> <ul style="list-style-type: none">• the ability to communicate with native French speakers;• a greater awareness of the French culture;• personal social skills;• self-confidence.	
Course Structure & Content	
<p>The topics covered are:</p> <ol style="list-style-type: none">1. Identity and culture – health, relationships and choices, media, free time2. Local, national, international and global areas of interest – special occasions, local area, environmental issues3. Current and future study and employment – school, college, current and future jobs and plans <p>Over the two year course, students cover the four topic areas. They will become proficient in translation work and understanding questions in the target language. They will be able to speak, understand and write in French. Students will work from a GCSE textbook, as well as using Linguascope resources and audio, DVDs, magazines and the internet to support their studies. Both written and learning homework will be set each week and students are expected to work independently on their studies.</p>	
Assessment	
<p>GCSE French will be assessed via examinations covering the four skills of Reading, Writing, Listening and Speaking. There will be literary texts, translation work and questions in both English and French which will be used to test the student's aptitude in the language.</p>	

Entry Requirements

We are looking for students who will bring a high level of commitment and enthusiasm to the subject. Students are expected to have grasped the key grammatical elements taught at Key Stage 3.

Spanish

Examination Board	AQA
Specification	8698
Why study this course?	
<p>A GCSE in Spanish allows you to build upon your linguistic knowledge from Key Stage 3. Learning another language affords a much greater understanding of the English language. You will develop the skills to communicate with others both by spoken and written means, which in turn will improve your social and thinking skills and your ability to cope with the unexpected.</p> <p>Studying Spanish at GCSE also lays the foundations for further study at A Level. Language skills and cultural sensitivity are quickly becoming vital assets to a growing number of careers as the need for multilingual employees increases. Spanish is not just useful on holiday, many career paths are opened. Translation work, the media, teaching, international companies, the armed forces, performing arts and of course the leisure and tourism sector are all accessible through the knowledge of a foreign language.</p>	
Course Aims	
<p>To develop:</p> <ul style="list-style-type: none">• the ability to communicate with native Spanish speakers;• a greater awareness of the Spanish culture;• personal social skills; □ self-confidence.	
Course Structure & Content	
<p>The topics covered are:</p> <ol style="list-style-type: none">1. Identity and culture – health, relationships and choices, media, free time2. Local, national, international and global areas of interest – special occasions, local area, environmental issues3. Current and future study and employment – school, college, current and future jobs and plans <p>Over the two year course, students cover the four topic areas. They will become proficient in translation work and understanding questions in the target language. They will be able to speak, understand and write in Spanish. Students will work from the Mira textbook, as well as using Linguascope resources and audio, DVDs, magazines and the internet to support their studies. Both written and learning homework will be set each week and students are expected to work independently on their studies.</p>	
Assessment	
<p>GCSE Spanish will be assessed via examinations covering the four skills of Reading, Writing, Listening and Speaking. There will be literary texts, translation work and questions in both English and Spanish which will be used to test the student's aptitude in the language.</p>	
Entry Requirements	
<p>We are looking for students who will bring a high level of commitment and enthusiasm to the subject. Students are expected to have grasped the key grammatical elements taught at Key Stage 3.</p>	

Other GCSEs

Art & Design (unendorsed)

Examination Board	Pearson
Specification	IAD0
<p>Art and Design equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives and has immense value as a GCSE subject.</p> <p>The GCSE in Art, Craft and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students will explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students will use this knowledge when developing new ideas, recording observations and creating outcomes, which fully realise their personal intentions.</p>	
Why study this course?	
<p>GCSE Art, Craft and Design requires students to:</p> <ul style="list-style-type: none">• Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.• Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.• Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.• Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.• Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.• Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.• Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures.• Develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries.• Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.• Demonstrate safe working practices in art, craft and design.	

Course Aims

Students will be required to know and understand how sources inspire the development of ideas, drawing on:

- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures;
- contemporary and/or historical environments, situations or issues;
- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, tone and texture;
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to own creative intentions;
- the different purposes, intentions and functions of art, craft and design in a variety of contexts.

Students will be required to demonstrate the ability to:

- develop ideas through investigations informed by selecting and critically analysing sources;
- apply an understanding of relevant practices in the creative and cultural industries;
- refine ideas as work progresses through experimenting with media, materials, techniques and processes;
- record ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses;
- use drawing skills for different needs and purposes, appropriate to the context;
- realise personal intentions through the sustained application of the creative process.

Course Structure & Content

Coursework (60%)

This will consist of 3 projects set by the teacher, with a range of themes and starting points. Students will have the opportunity to develop and explore ideas, research primary and contextual sources and experiment with materials, techniques and processes. They will then present a personal response/range of personal responses (final piece/s) to the themes given.

Externally set assignment (40%)

This will consist of preparatory studies showing students' development of ideas and progress through their work. This could include sketchbooks, notebooks, worksheets, design sheets, different scale rough studies, samples, swatches and test pieces. This will also include a 10 hour period of sustained focus to create their final outcome(s).

Assessment
Students will be assessed against 4 assessment objectives. These are: (AO1) Develop ideas through investigations, demonstrating critical understanding of sources. (AO2) Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
(AO3) Record ideas, observations and insights relevant to intentions as work progresses. (AO4) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Trips & Visits
Throughout the course students are expected to make regular visits to local galleries, exhibitions and events to inform their research and development of ideas. Compulsory trips will include those to The National Portrait Gallery and Tate Modern and Britain.
Entry Requirements
A keen interest and passion to explore the arts.

BTEC Level 1/Level 2 Tech Award in Art and Design Practice

Examination Board	Pearson
Specification	603/3073/9
<p>The BTEC Tech Award is for learners who wish to acquire knowledge and technical skills through vocational contexts. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. Students will develop the knowledge, skills and processes related to investigating, exploring and creating art and design work as part of their Key Stage 4 learning. This qualification also supports the building of skills and motivates learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.</p>	
<p>Why study this course?</p> <p>The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:</p> <ul style="list-style-type: none">• knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques and processes• development of key skills that prove aptitude in art and design practice, such as generating and visually communicating creative responses to art and design briefs• process that underpins effective ways of working in art and design practice, such as generating ideas, prototyping, development, review and refinement• attitudes that are considered most important in art and design practice, including planning, organisation and communication.	
<p>Course Aims</p> <p>Component 1: Generating Ideas in Art and Design</p> <p>The aim of this unit is for students to be able to create effective ideas through practical research and investigation. Students will generate ideas through a combination of observation, experience and practice with art and design materials, techniques and processes. They will then be able to combine an understanding of art and design practice and a development of ideas that are fit for purpose. Students will develop practical research and investigation skills to enable them to develop an understanding of how artists and designers produce work for a specific purpose. They will then apply practical ideas</p>	

generation techniques and consider commercial applications for ideas and communicate them visually.

Component 2: Develop Practical Skills in Art and Design

The aim of this unit is for students to be able to develop practical art and design skills and explore techniques. They will have the opportunity to work across a range of media used in art and design practice. Students will take part in workshops and classes in which they practise skills with materials, techniques and processes; reviewing own progress and consider improvements can be made. They will learn how to communicate a process and outcome to show skills development and the ability to learn and apply new practical skills through a process of development, reflection and refinement.

Component 3: Responding to a Client Brief

The aim of this unit is for student to be able to interpret a client brief; to produce specific art or design work for an identified audience. Students will use their skills to understand the constraints and the requirements of the brief. They will use planning and organisation skills to ensure that the work can progress and develop in a structured way. They will ensure that the work meets the requirements of the brief by continually reviewing the work in relation to client needs. Finally, the work will be presented in an appropriate format for the client, in order to communicate the development and the final response.

Course Structure & Content

Component 1 & 2 (60%).

Component 1 Learning Objectives:

- A Investigate art and design practice
- B Generate and communicate art and design ideas.

Component 2 Learning Objectives:

- A Develop practical skills through application and review
- B Record and communicate skills development.

Component 3 (40%)

Component 3 Learning Objectives:

- AO1 Demonstrate understanding of client needs
- AO2 Develop and produce a response to a client brief
- AO3 Present a response to a client brief

Assessment

Component 1 & 2: (*Internally assessed*)

For assessment students will be provided with a client brief that has been internally set and externally verified. They will then create a portfolio of work that provides evidence of the following:

- the development of core knowledge and understanding of a range of art and design work and practice, and the key features that contribute to them, such as practitioners' processes, skills and techniques
- the development and application of skills, such as practical skills, communication and project management
- reflective practice through the development of skills and techniques that allow learners to respond to evaluation, testing and feedback and identify areas for improvement.

Component 3: Responding to a Client Brief (*Externally set and assessed*)

For assessment, learners will be provided with a client brief that they will respond to by producing an art or design final response. Learners will work through a development stage, review their development process outlining their intentions and make a final response for the client. They will then create a portfolio of work to evidence this.

Trips & Visits

Throughout the course students are expected to make regular visits to local galleries, exhibitions and events to inform their research and development of ideas. There will be compulsory trips to selected London Art Galleries.

Entry Requirements

A keen interest and passion to explore the arts.

Art and Design (photography)

Examination Board	Pearson
Specification	IPY0
Why study this course?	
<p>Photography may be defined as the creative journey through the process of lens and light based media. This could include work created using film, video, digital imaging or light sensitive materials. Students will use photographic media to explore and create a body of work, which develops and refines both the process and the concept.</p> <p>Students will also understand that photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as photographers.</p>	
Course Aims	
<p>There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in photography. Students will develop a practical knowledge and understanding of:</p> <ul style="list-style-type: none">• the use of formal elements to communicate a variety of approaches;• the camera and its functions, including depth of field, shutter speed, focal points and viewpoints;• the application of observational skills to record from sources and communicate ideas;• the effects and creative potential of combining and manipulating different two dimensional and three-dimensional materials and media; □ the use of digital and/or non-digital applications.	
Course Structure & Content	
<p><u>Coursework (60%)</u> This will consist of 3 projects set by the teacher, with a range of themes and starting points. This could include documentary photography, photojournalism, studio photography, location photography, experimental imagery and/or installation. Students will have the opportunity to develop and explore ideas, research primary and contextual sources and experiment with a range of techniques and processes. They will then present a personal response/range of personal responses (final piece/s) to the themes given.</p> <p><u>Externally set assignment (40%)</u> This will consist of preparatory studies showing students' development of ideas and progress through their work. This could include sketchbooks, notebooks, worksheets, design sheets, different scale rough studies, samples, swatches and test pieces. This will also include a 10 hour period of sustained focus to create their final outcome(s).</p>	

Assessment
Students will be assessed against 4 assessment objectives. These are: (AO1) Develop ideas through investigations, demonstrating critical understanding of sources.
(AO2) Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (AO3) Record ideas, observations and insights relevant to intentions as work progresses. (AO4) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Trips & Visits
Throughout the course students are expected to make regular visits to local galleries, exhibitions and events to inform their research and development of ideas. They will also be required to make additional trips to document photographs to support their coursework. Compulsory trips will include those to The National Portrait Gallery and The Photographer's Gallery.
Entry Requirements
A keen interest in and passion for photography and digital media.

Business Studies

Examination Board	Pearson
Specification	IBS0
Why study this course?	
<p>All students will become part of the business world either as workers or customers. This course provides an understanding of the commercial world and how finance is raised and used by the government to pay for the nation's goods and services. Business Studies encourages students to consider the practical application of business and economic concepts and explores the theories and concepts in the context of events in the business and economic world. Following a business related course will assist progression on to a full range of post-16 pathways such as A Levels, apprenticeships and business related college courses.</p>	
Course Aims	
<ul style="list-style-type: none">• To inform students about the business world• To actively encourage students in the study of business to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds• To develop and apply students' knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts	
Course Structure & Content	
<p>There are two units of work to be studied:</p> <p>Unit 1 – Investigating Small Business This unit concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.</p> <p>Unit 2 – Building a Business This unit examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.</p>	
Assessment	
<p>Each unit is assessed by an examination. Each one is 1.5 hours long and worth 50% of the GCSE.</p>	
Entry Requirements	
<p>An interest in business; how businesses develop and function; how they interact with each other and customers, as well as a wish to develop a range of transferable skills.</p>	

Computer Science

Examination Board	OCR
Specification	J276
Why study this course?	
A modern course for a modern world This is a course that has real relevance in our modern world. Whilst 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’ll be a fun and interesting way to develop these skills, which can be transferred to other subjects and 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 Information technologies continue to be of 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 Computer Science GCSE and who then progress to study the subject at A Level or university will have a sound underpinning knowledge of this subject area.	
Course Aims	
The course will give learners a real, in depth understanding of how computer technology works. It’s a great way to develop critical thinking, analysis and problem solving skills.	
Course Structure & Content	
The course is structured as follows: Unit 1: Computer Systems (40%, 1 ½ hour examination) The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory. Unit 2: Computational Thinking, Algorithms and Programming (40%, 1 ½ hour examination) This component is focused on the core theory of computer science and the application of computer science principles. Unit 3: (20%, approx. 20 hours) 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. <i>Ofqual are currently running a consultation on the future of the NEA, however at the time of publication a final decision has not been made.</i>	

Assessment

The final grade will be made up from the marks from the two written papers and the assessment. *See comment re NEA above.*

Entry Requirements

Bags of self-motivation and an ability to work independently. You must also be competent in ICT and mathematics and current progress and predictions should indicate you will achieve at least a grade 5 in both. You should like using algorithms and be logically minded. It goes without saying that you must have a genuine interest in computing and in particular coding.

Drama

Examination Board	Pearson
Specification	IDR0
Why study this course?	
<p>GCSE Drama will develop a wide range of skills in creating and performing drama work. Students are given the opportunity to work with others, solve problems and share their ideas. Drama lessons will enable students to explore play texts, create their own drama plays and review live productions. GCSE Drama can help improve self-confidence and communication skills and therefore prepare students to deal with a range of different situations and people. The course compliments other areas of the curriculum such as English, Music and Dance. GCSE Drama could lead to further education courses (A Levels, BTEC Nationals) in Performing Arts or Drama and Theatre Studies. Drama GCSE may also be beneficial for Media and Film Studies courses.</p>	
Course Aims	
<ul style="list-style-type: none">• Apply knowledge and understanding when making, performing and responding to drama• Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created• Develop a range of theatrical skills and apply them to create performances• Work collaboratively to generate, develop and communicate ideas• Develop as creative, effective, independent and reflective practitioners able to make informed choices in process and performance• Contribute as an individual to a theatrical performance• Reflect on and evaluate their own work and that of others• Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice	
Course Structure & Content	
<p>Component 1: Devising (coursework) 40% Content overview</p> <ul style="list-style-type: none">• Create and develop a devised piece from a stimulus (free choice for centre)• Performance of this devised piece or design realisation for this performance• Analyse and evaluate the devising process and performance <p>Component 2: Performance from Text (coursework) 20% Content overview</p> <ul style="list-style-type: none">• Students will either perform in and/or design for two key extracts from a performance text <p>Component 3: Theatre Makers in Practice (written examination: 1 hour 30 minutes) 40% Content overview</p> <ul style="list-style-type: none">• Practical exploration and study of one complete performance text• Choice of eight performance texts• Live theatre evaluation – free choice of production	

Assessment
Component 1: Devising 40% - 60 marks. a) Portfolio covering the creative process (written or filmed) b) A devised performance Component 2: Performance from Text 20% - 48 marks. Externally assessed by visiting examiner. Component 3: Theatre Makers in Practice. Written Examination 1hr 30 mins. 40% - 60 marks.
Entry Requirements
An interest in performance and drama.

Food Preparation and Nutrition

Examination Board	Eduqas/WJEC
Specification	
Why study this course?	
<p>The Food Preparation and Nutrition GCSE is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into these core topics:</p> <ul style="list-style-type: none">• Food, nutrition and health• Food science• Food safety• Food choice• Food provenance <p>Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.</p>	
Course Aims	
<ul style="list-style-type: none">• Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment• Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks• Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health• Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices• Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food• Understand and explore a range of ingredients and processes from different culinary traditions, traditional British and international, to inspire new ideas or modify existing recipes	
Course Structure & Content	
<p>The examined and non-examined assessment (NEA) will measure how students have achieved the following assessment objectives:</p> <ul style="list-style-type: none">• AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.• AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.• AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.• AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.	

Assessment

The course is assessed through a written examination (50%) and a non-examined assessment (50%). The non-examined assessment is made up of a food investigation task and food preparation task.

Entry Requirements

An interest in cooking and baking with the ability to manage time effectively and use a range of cooking techniques to produce good quality dishes. A good understanding of biology is also desirable.

Music

Examination Board	Pearson
Specification	1MU0
Why study this course?	
Enjoy and appreciate the benefits of being involved in playing, making and understanding music. Students have the opportunity to gain self-confidence by performing to others; develop social and team-working skills and exercise their creativity while engaging in activities which they enjoy. GCSE Music also provides a solid foundation for progression to music-related courses including A Levels in Music, Music Technology, Performing Arts as well as various careers in the music profession.	
Course Aims	
<ul style="list-style-type: none">• Engage actively in the process of music study• Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used• Develop composing skills to organise musical ideas and make use of appropriate resources• Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music• Broaden musical experience and interests, developing imagination and fostering creativity• Develop knowledge, understanding and skills needed to communicate effectively as musicians• Develop awareness of a variety of instruments, styles and approaches to performing and composing• Develop awareness of music technologies and their use in the creation and presentation of music• Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology• Develop as effective and independent learners with enquiring minds• Reflect on and evaluate their own and others' music• Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.	
Course Structure & Content	
Unit 1 – Performing (30%) Solo performing, ensemble performing and approaches to performing Unit 2 Composing (30%) Developing musical ideas, compositional techniques and strategies, ensuring technical control and coherence, methods of notating composition scores Unit 3 – Appraising (40%) Musical elements, context and language	

Assessment

Units 1 and 2 are internally marked and externally moderated.

Unit 3 is assessed by a written exam at the end of year 11.

Section A is based on the set works studied:

- Musical elements, musical contexts and musical language
- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions

Section B is an extended response comparison between a set work and an unfamiliar piece of music.

Entry Requirements

Proficiency on a musical instrument is mandatory (incl. voice) and having started the course students will be expected to take up (or continue) regular lessons on one or more instruments with an approved instrumental teacher, and to attend school ensembles, such as Choir or Orchestra on a regular basis. Students will be expected to practice their instrument(s) on a regular, daily basis.

Physical Education

Examination Board	AQA
Specification	8582
Why study this course?	
<p>This course is ideal for students who can participate in a variety of sports to a good standard and/or are working towards National Governing Body qualifications in coaching or officiating. It is also highly suited to students who enjoy science (particularly biology) and want to study sport with a scientific approach. Students who harbour ambitions to study A Level Physical Education at Sixth Form and a Sport Science related degree in higher education would be suitable. This course will help those who wish to work in the Leisure & Sports industry, for example sports management or teaching with a specialism. Successful completion at GCSE could lead to further study at A Level.</p>	
Course Aims	
<ul style="list-style-type: none">• To be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways• To develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being• Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance• Understand how the physiological and psychological state affects performance in physical activity and sport• Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas• To develop their ability to analyse and evaluate to improve performance in physical activity and sport• Understand the contribution which physical activity and sport make to health, fitness and wellbeing• Understand key socio-cultural influences, which can affect people's involvement in physical activity and sport	
Course Structure & Content	
<p>Students will sit all of their examinations and submit all their non-exam assessment at the end of the course. The course is split with 40% being practical and 60% being theoretical. When the two examinations are broken down the course is made up of 7 theoretical modules:</p> <ol style="list-style-type: none">1. Applied anatomy and physiology2. Movement analysis3. Physical training4. Use of data5. Sports psychology6. Socio-cultural influences7. Health, fitness and well-being	

Assessment

Paper 1: The human body and movement in physical activity and sport (examination, 30%)

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2: Socio-cultural and well-being in physical activity and sport (examination, 30%)

- Sports psychology
- Socio-cultural influences
- Health, fitness and well being
- Use of data

Non-exam assessment: Practical performance in physical activity and sport (40%) What's assessed?

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity)
- Analysis and evaluation of performance to bring about improvement in one activity

Entry Requirements

An interest in sports and physical activities. A willingness to fully participate in both the theoretical and practical work. To be able to participate in a range of sports to a reasonable standard.

Design and Technology

Examination Board	AQA
Specification	8552
Why study this course?	
<p>GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.</p> <p>Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth</p> <p>This course will prepare you for A Level study in a variety of areas such as: Product Design, Advertising, Printing and Publishing, Graphic Design and Illustration, Engineering, Furniture and Related Products, Film Effects, Model Making, Industrial Product Research.</p>	
Course Aims	
<ul style="list-style-type: none">• To enable you to combine your design and making skills with knowledge and understanding• To encourage you to consider the implications of technology in the manufacture of a product• To give you the opportunity to apply skills, knowledge and understanding from other subjects, where appropriate• To provide you with opportunities to work independently• To develop your graphical capability through activities which involve a range of themes, materials and processes• To give you opportunities to develop practical abilities and the confidence to design, make and modify products and systems for different purposes and selecting and using materials effectively• To develop your critical thinking and enable you to evaluate and identify the needs for design and technology• To develop ICT skills to use CAD/CAM during designing and making <p>Practical problem-solving processes on this course will encourage your independent learning, creativity and innovation.</p>	

Course Structure & Content

You will follow the design process and develop your researching and analysing skills before moving on to designing, planning and manufacturing a product. The product must be tested by potential end-users. You will develop the knowledge and skills needed through a range of different projects before embarking on your major coursework project where you will demonstrate all of the processes you have studied.

Assessment

Coursework Project (50% of marks)

A 3-dimensional product and a concise design folder

Written paper (2 hours) (50% of marks)

Entry Requirements

An interest in aesthetics and the functionality of design in a variety of disciplines. For students who have enjoyed the designing and making aspects of DT at KS3, this could be a very good option for them to take. The ability to draw and think in 3D is very useful along with the ability of working practically with different materials.

Textile Design

Examination Board	Pearson
Specification	ITEO
Why study this course?	
Textile design is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. The course brings together the skills you have learnt in Art and Textiles in Design and Technology at KS3. This would be a good choice of GCSE for students who have an interest in textile crafts or fashion.	
Course Aims	
To broaden your experience in a range of both 2D and 3D work and to relate textile design to its social and historical context in a practical environment. The aims are to teach you to select and record information, experiment with fabrics, materials, images and ideas and become aware of textile design contexts within your life.	
Course Structure & Content	
You will undergo a series of projects covering a range of media. You will be given the opportunity to work in one or more areas of textile design, such as those listed below: <ul style="list-style-type: none">• art textiles• fashion design and illustration• costume design• constructed textiles• printed and dyed textiles• surface pattern• stitched and/or embellished textiles• soft furnishings and/or textiles for interiors• digital textiles• installed textiles	
Assessment	
The course is broken down into two sections: <u>The Controlled Assessment – worth 60% of final grade</u> You will be introduced to a variety of techniques and processes, including traditional and new technologies. You will explore relevant images, artefacts and resources relating to a range of textiles from the past and recent times, including European and non-European examples which should be integral to the investigating and making process. You will produce responses to these examples through practical and critical activities, which demonstrate understanding of different styles and traditions. <u>The Externally Set Task – worth 40% of final grade</u> This will include a range of topics and stimulus materials from which you select one. You are expected to develop your own work with evidence that covers all four assessment objectives. The questions will be available from January 1st in the year of the examination. You will be allocated a set time to complete the developmental work and then have 10 hours of supervised time to complete a personal response to the chosen topic.	

Entry Requirements

A true interest and enthusiasm for fashion and textile crafts as well as an awareness of the need to carry out research and homework in your own time.

Technical qualifications

Tech Award Performing Arts – Specialism Acting

Examination Board	Pearson
Specification	Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Acting)
Why study this course?	
To improve as an actor and gain further understanding of the knowledge needed to succeed in the industry. This is a heavily practical subject and students will be required to perform in most lessons.	
Course Aims	
<ul style="list-style-type: none"> • Apply knowledge and understanding when creating and performing a piece of work as an actor • Explore career opportunities within the industry, understanding their role and the impact they have within the acting world. • Develop a range of theatrical skills and apply them within an original performance • Work collaboratively to generate, develop and communicate ideas • Develop as creative, effective, independent and reflective performers able to make informed choices in process and performance • Contribute as an individual to a theatrical performance • Reflect on and evaluate their own work and that of others 	
Course Structure & Content	
<p>Component 1: 30% of total course mark</p> <p>Content Overview: This unit focuses on exploring the disciplines needed to be an actor.</p> <ul style="list-style-type: none"> • Explore performance styles, creative intentions and purpose • Investigate how practitioners create and influence what's performed • Discover performance roles, skills, techniques and processes <p>Component 2: 30% of total course mark</p> <p>Content overview: This unit focuses on developing practical and theoretical understanding of the roles needed within the acting industry</p> <ul style="list-style-type: none"> • Take part in workshops, classes and rehearsals • Gain physical, interpretative, vocal and rehearsal skills • Apply these skills in performance • Reflect on their progress, their performance and how they could improve. <p>Component 3: 40% of total course mark</p> <p>Content overview: This unit focuses on applying your practical understanding of the performance industry to a performance brief.</p> <ul style="list-style-type: none"> • Use the brief and previous learning to come up with ideas • Build on their skills in classes, workshops and rehearsals • Review the process using an ideas and skills log • Perform a piece to their chosen audience • Reflect on their performance in an evaluation report. 	
Assessment	
<p>Component 1: 30% internally assessed assignments</p> <p>Component 2: 30% internally assessed assignments</p>	

Component 3: 40% externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Entry Requirements

An interest in performance and drama.

Tech Award Performing Arts – Specialism Dance

Examination Board	Pearson
Specification	Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Dance)
Why study this course?	
To improve as an dancer and gain further understanding of the knowledge needed to succeed in the dance industry. This is a heavily practical subject and students will be required to perform in most lessons.	
Course Aims	
<ul style="list-style-type: none"> • Apply knowledge and understanding when creating and performing a piece of choreography as a dancer • Explore career opportunities within the industry, understanding their role and the impact they have within the dance world. • Develop a range of choreographic skills and apply them within an original performance • Work collaboratively to generate, develop and communicate ideas • Develop as creative, effective, independent and reflective performers able to make informed choices in process and performances • Contribute as an individual within a dance performance • Reflect on and evaluate their own work and that of others 	
Course Structure & Content	
<p>Component 1: 30% of total course mark</p> <p>Content Overview: This unit focuses on exploring the disciplines needed to be a dancer.</p> <ul style="list-style-type: none"> • Explore performance styles, creative intentions and purpose • Investigate how choreographers create and influence what's performed • Discover performance roles, skills, techniques and processes <p>Component 2: 30% of total course mark</p> <p>Content overview: This unit focuses on developing practical and theoretical understanding of the roles needed within the dance industry</p> <ul style="list-style-type: none"> • Take part in workshops, classes and rehearsals • Gain physical, interpretative, vocal and rehearsal skills • Apply these skills in performance • Reflect on their progress, their performance and how they could improve. <p>Component 3: 40% of total course mark</p> <p>Content overview: This unit focuses on applying your practical understanding of the performance industry to a performance brief.</p> <ul style="list-style-type: none"> • Use the brief and previous learning to come up with ideas • Build on their skills in classes, workshops and rehearsals • Review the process using an ideas and skills log • Perform a piece to their chosen audience • Reflect on their performance in an evaluation report. 	
Assessment	
<p>Component 1: 30% internally assessed assignments</p> <p>Component 2: 30% internally assessed assignments</p>	

Component 3: 40% externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Entry Requirements

An interest in performance and drama.

Hospitality and Catering Level 1/2 Award (Spec A)

Examination Board	WJEC
Specification	A
Why study this course?	
<p>The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. Areas covered by the course include:</p> <ul style="list-style-type: none"> • Hospitality and catering providers; job roles, how they operate and how to be successful • Food Nutrition • Food Safety • Food Preparation • Organisation, Time Management, Planning and Communication <p>Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.</p>	
Course Aims	
<ul style="list-style-type: none"> • Understand the environment in which hospitality and catering providers operate • Understand how hospitality and catering provisions operate • Understand how hospitality and catering provision meets health and safety requirements • Know how food can cause ill health • Be able to propose a hospitality and catering provision to meet specific requirements • Understand the importance of nutrition when planning menus • Understand menu planning • Be able to cook dishes 	
Course Structure & Content	
<p>The course is made up of two Units.</p> <p>Unit 1: On screen, e-assessment. Externally assessed. Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions.</p> <p>Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit</p>	

provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills

Unit 2: Hospitality and Catering in Action. Internally assessed. Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

Assessment

The course is assessed through a written examination (50%) and a non-examined assessment (50%). The non-examined assessment is made up of a food investigation task and food preparation task.

Entry Requirements

An interest in cooking and baking with the ability to manage time effectively and use a range of cooking techniques to produce dishes.

Travel & Tourism (BTEC)

Examination Board	Pearson
Specification	600/6512/6
Why study this course?	
BTEC Firsts in Travel and Tourism can help you take your first steps towards a career in travel or business. You'll learn essential skills such as business awareness, customer service and understanding destinations in the UK and worldwide.	
Course Aims	
<p>Many young people are keen to gain direct experience of the 'real' world of work and so are interested in learning about different types of employment and the industry of travel and tourism. Travel and tourism will provide opportunities for students to learn about career pathways in the industry, what travel means to different groups, the range of tourism activities available in the local area and knowledge of the different sectors of the industry. Students will visit different travel and tourism destinations as part of the course.</p> <p>Throughout the course students will undertake trips, which include visits to the local area, an attraction visit, and one trip to either a capital city or seaside resort. Students are required to use the photographs and research from these trips as evidence in their coursework.</p>	
Course Structure & Content	
<p>All students must study 2 mandatory units</p> <ol style="list-style-type: none">1. The UK Travel and Tourism Sector2. UK Travel and Tourism Destinations <p>They will also need to study two other additional units.</p>	
Assessment	
A coursework portfolio that will be assessed internally and moderated externally assesses unit 2 and the optional units. Unit 1 is assessed by a 1 hour examination. All units are equally weighted.	
Entry Requirements	
None	

Next Steps

Students should make their preferences based on the information, advice and guidance they have been given alongside knowledge of their current performance and their predicted grades. Where there is insufficient demand some courses will be withdrawn. If there is significant demand for a course we may look to try and run more than one class.

Information about these courses can be found earlier in this booklet. Students can also ask their teachers any questions they may have about a specific subject.

When making preferences it is important that students take this seriously because while as a school we will do everything in our power to accommodate any changes, this becomes increasingly difficult the further into the process we are.

Once student preferences are returned the curriculum team will look at current data for each student and match student preferences to student performance. If a student is unlikely to be offered a first preference course, then a member of the curriculum team will discuss this with the student and offer an alternative. It is important that students share these discussions with their parents/carers. When all students have places on courses, the course offer will be sent to parents/carers. If parents/carers have any concerns about the course offer, then this is discussed with the curriculum team. The team will then be in a position to decide whether a change is needed or is possible. The school makes the best effort to use professional knowledge and judgement to place students on the courses which meet their needs and ambitions and to enable them to achieve success.

The deadline for the return of forms indicating preferences is **Monday 25th February 2019**. An earlier return is helpful but will not impact on the curriculum that is offered.

Websites

National Curriculum Information

<https://www.gov.uk/national-curriculum>

<https://www.gov.uk/national-curriculum/key-stage-3-and-4>

Examination Boards have information about all courses on their websites including specifications, resources, past papers and suggested text books.

<http://www.aqa.org.uk/>

<http://www.ocr.org.uk/>

<http://qualifications.pearson.com/>

<http://www.eduqas.co.uk/>

Russell Group Guidance on Choices <http://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/> University information

<http://www.thecompleteuniversityguide.co.uk/> <https://www.ucas.com/> Careers advice

<https://www.prospects.ac.uk/careers-advice> <http://www.careersbox.co.uk/> Apprenticeships

<https://www.gov.uk/topic/further-education-skills/apprenticeships>

<https://www.gov.uk/apprenticeships-guide>

Subject Leaders and Email Addresses

English	Mrs Tara Battley	TBattley@trinitysevenoaks.com
Maths	Mr Ben Hanson	BHanson@trinitysevenoaks.com
Music	Mrs Lisa Davis	LDavis@trinitysevenoaks.com
Drama	Miss Nichola Miles	NMiles@trinitysevenoaks.com
RE	Miss Elizabeth Chant	EChant@trinitysevenoaks.com
Science	Mr Patrick Gregson	PGregson@trinitysevenoaks.com
MFL	Ms Muriel Frizzi	MFrizzi@trinitysevenoaks.com
History	Miss Hannah Collis	HCollis@trinitysevenoaks.com
Geography	Miss Anne Jordan	AJordan@trinitysevenoaks.com
DT	Miss Avril Howard	AHoward@trinitysevenoaks.com
Art	Mrs Davina Rayfield	DRayfield@trinitysevenoaks.com
Business/Economics/Travel & Tourism	Mr Richard Shaw	RShaw@trinitysevenoaks.com
Computing	Mr Steve Fisher	SFisher@trinitysevenoaks.com



GCSE Preferences

Name: _____ Form: _____

Core Curriculum:

English Language and English Literature	8 periods
Mathematics	8 periods
Science (Biology, Chemistry and Physics)	10 periods
Religious Studies (GCSE)	4 periods
Physical Education	4 periods

Option 1 (You must select one option, please tick as appropriate):

Geography History Both

Option 2 (You must select one option, please tick as appropriate):

French Spanish

To select both please contact Miss Frizzi mfrizzi@trinitysevenoaks.com

If you feel that a language is not appropriate for your child, please detail why:

.....

Options 3 and 4 (please rank 4 subjects in order of preference, number 1 being the highest, 4 being the last):

	Subject	Preference	Notes
Optional GCSEs	Business Studies		
	Computer Science		
	Drama		
	Food Preparation and Nutrition		
	Music		Must already be learning an instrument
	PE		
	Product Design		
	Art		Only one of these subjects can be taken due to their similarity
	Photography		
	Textiles		

Technical Qualifications	BTEC Art		
	BTEC Performing Arts - Acting		Only one of these subjects can be taken due to their similarity
	BTEC Performing Arts - Dance		
	BTEC Hospitality and Catering		
	Travel & Tourism		

Additional Information:

Do you have specific plans for university or employment which will require the above options?

Yes / No If yes, please give details:

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Parent signature:

Student Signature:

Please contact Mr S Taylor staylor@trinitysevenoaks.com if you require further guidance.

Final date for submission Monday 25th February 2019