

WHICH WAY NOW?



A Guide to KS4 – 2019-2022

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WHICH WAY NOW?

A guide to your Key Stage 4 Courses

Introduction

This booklet provides valuable information that will help students and parents /carers to make an informed choice about the subjects and types of qualifications they wish to study for in Years 9, 10 and 11. A copy of this booklet is available on the school's web site www.jmhs.hereford.sch.uk

As part of this process John Masefield High School is committed to:

1. Providing choice and flexibility so that students can tailor the curriculum to meet their strengths as learners and their career aspirations
2. Supporting students to making the right choices through providing high quality information, guidance and support
3. Ensuring that students have access to a wide range of subjects and qualifications that are challenging, motivating and rewarding
4. Equipping students with the skills and competencies that enable them to confidently meet the challenges of working and living in the twenty-first century
5. Offering progression beyond Year 11, either at John Masefield Sixth Form or other post-16 providers
6. Reflecting real and possible changes at the national level in terms of qualifications at 16

The Core Subjects

The following subjects are compulsory: English, Maths, Science and PE. These are called core subjects and all students have to study these (this is the case in all high schools in England). Students will also need to study a Humanity subject and a Language (selected students will be dis-applied). Students will also follow a tutorial programme that covers many aspects of the National Curriculum for RE, Citizenship and PSHE.

In Science most students will study the Combined Science course, which combines Biology, Chemistry and Physics and is worth two GCSEs. This is assessed through 6 x 1 hr 10m exams at the end of year 11. If you are very strong and committed in Science then you may be able to study the three Separate Science subjects, leading to three GCSEs. This is assessed through 6 x 1hr 45m exams at the end of year 11. At this stage you will need to indicate if you would like to be considered for Separate Science on the options application form. However, all students will follow a common GCSE course in year 9 consisting of 4 lessons per week focused on key content and skills common to both Combined and Separate Science routes. Decisions will be made towards the end year 9 regarding those students most suited to the Separate Science route based upon their commitment, work ethic and performance in class work, homework and assessments in year 9.

Key Stage 4 Subjects

Students will follow a Language (unless dis-applied), a Humanity and two further courses through Years 9, 10 and 11. Subjects are blocked together at certain points of the school week. Students will choose their Language and Humanity subject from the first two blocks and a further two from an open list. Once students have selected from the subject list on pages 28 and 29 we will endeavour to block groups of subjects together to ensure that the vast majority of students get their preferred options. Students are asked to pick one reserve choice, priority 3 on the open list. It is important to point out that **all courses are subject to change or withdrawal** depending on uptake and changes to staffing.

- For more information about the subjects please refer to pages 8-27
- For guidance on the different type of qualifications offered please see the table below

Getting to grips with these choices is not easy and you probably have a number of questions about making choices. Check the Frequently Asked Questions section on page 4. You will also have the opportunity to ask direct questions at the Key Stage 4 Courses Evening.

We interview all students before finalising the courses to maximise the number of combinations that students want to take. Although we aim to maximise choice there are limitations. For example, there may be combinations that are not possible or desirable, or courses that are not offered.

Guidance on different qualifications

Qualification	Description	Examples of what this can progress to
GCSEs	GCSEs are academic qualifications and there are over ten to choose from. Most are assessed through exams and controlled assessments. Coursework can count for between 25 and 65 percent of the final mark – depending on the course. GCSEs are the most common qualification in Year 10 and 11 and most students are likely to choose at least two.	ASs and A levels
BTEC First Certificates	These are vocational qualifications that relate learning closely to the world of work. BTEC Firsts are available as Certificates (equivalent to 1 GCSE at above the C level) in two subject areas. Although assessment is predominately by assignment and portfolio, all BTECs now include an examined component.	BTEC Nationals Applied ASs and Alevels
ICT Award 'Cambridge National'	Cambridge Nationals are vocationally related qualifications that take an engaging, practical approach to learning and assessment. They are industry-relevant, geared to key sector requirements and very popular with schools and colleges because they suit such a broad range of learning styles and abilities. This qualification is assessed predominately by controlled assessments with one written examination.	ICT Level 3 qualifications

The English Baccalaureate

Schools are measured on their success rates for the number of students who achieve five good GCSE grades in English, Maths, Science, one Modern Foreign Language and either Geography or History. This set of qualifications is referred to as the English Baccalaureate. These subjects are now becoming part of the compulsory core curriculum for most students. Universities may increasingly look upon the English Baccalaureate as an entrance criterion, although this is not formally the case at the moment.

Frequently Asked Questions

Can I do more than four subjects if I want?

You can only choose up to four subjects. However, there is still opportunity for you to build in more challenge – for example, you may opt for three separate sciences. As a school we believe it is best for students in general to only study for up to four subjects in addition to the core. This ensures that there is more teaching time available for each of these subjects, which in turn gives students more chance of achieving top grades. You should remember that there are up to six GCSE awards available in the core curriculum.

Will I get my first choice subjects?

We will do our best to ensure that this happens. In some cases however, it is not always possible – and this is why we ask you to make reserve choices. If the number of students choosing a particular course is low then we may not be able to run it. Already we predict high levels of interest in our Technology courses and we will limit students to one of these choices.

Can I change subjects in Year 9?

Only the underlying work and skills needed for GCSE will be taught during the first term in Year 9 rather than exam specific content, this means that there will be flexibility to change courses until Christmas should you feel that a subject is not right for you. Between Christmas and Easter this will become increasingly difficult and changes will only be made in full consultation with subject leaders. This is dependent on subjects having space in them and so choices of subject may be limited.

Supporting students to make the right choices

Over the next few months there are a range of opportunities for students and parents /carers to access support and guidance. These include:

24 January 6.30 – 8.00 pm	KS4 Courses Evening	The process of choosing subjects will be explained in detail. Individual subjects will have displays providing information and there will also be the opportunity to speak to subject leaders and teachers.
28 January – 8 th February	Choices Interviews Form submission	Every student will receive an interview with a member of the senior team. Mr Evans - H8a and H8b Mr Collard - J8a Mr Williams – J8b Mr Hammond – B8a Mr Wyatt – M8a Mrs Barker – selected students Parents should sign up to a meeting slot at the Choices evening. (Slots can be allocated by phone following the evening) During this meeting the application form should be completed and submitted to indicate initial choices.
7 February	Year 8 Parents’ Evening	Detailed information on subject progress. Even though most forms will be in by now, this will be an opportunity to reflect on choices and make changes.
11 March	Progress Check issued	Update on subject progress
3 June	Examinations	Exams will take place in all academic subjects
8 July	Report issued	Final report of this academic year
During the whole of this period subject leaders and teachers will provide information to students during lesson time and tutors will follow a series of support activities during PSHE.		

Careers Advice and Guidance

The school has a Careers Advisor, Mrs R. Rose who is in school on Tuesdays and is employed mainly to work with KS4 and KS5 students. Mrs Rose can also provide some broad guidance for younger students. It may be possible to arrange this as follow-up to a Choices interview and before a final option choice is made.

Guidance on Decision-Making

To increase the likelihood of making well-informed and appropriate subject choices, please encourage your son or daughter to ask themselves:

- Which subjects they are good at and which subjects they enjoy (the two don't necessarily go hand in hand). Which subjects are they likely to find interesting for the duration of the Course?
- What teaching and assessment methods suit them best?
- If they have a particular career, or career area, in mind for the future do they know which subjects are required or preferred (if any)? If there are particular subjects they'd like (or need) to study at level 3 (e.g. A level) or beyond do they know which subjects are required or preferred?
- What are their interests and hobbies? Subjects such as art, music and PE can be taken as school subjects or just continued as hobbies. Are they choosing subjects for the right reasons and not, for example, because they feel pressured, like the teacher or because their friends are doing them?
- If they're unsure about their career plans (which is very normal at this stage) are they choosing a broad range of subjects to keep as many future options open as possible?

Encourage your son or daughter to be proactive about exploring where their choices could lead them, and to research career ideas, checking whether they have any particular entry requirements. For those students who are ultimately intending to go to university it might be useful to look at this website;

<http://www.russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

Although it focusses on A-level choices, GCSEs are also covered - particularly important for students looking to go to Russell Group Universities and/or do very competitive courses e.g. medicine, veterinary. There's a useful section setting out the (current) position regarding what A-levels are necessary for which degree courses.

KS4 SUBJECTS

GCSE ART & DESIGN: Fine Art

Examination Board: OCR

Unit 1 (A110 - A117): Art & Design Portfolio 60% of marks

Students produce a portfolio of work developed from personal and/or centre-devised starting points, or briefs/projects/assignments within a client-focused context. The focus is on including work that shows exploration, research, acquisition of techniques and skills. This is produced under the controlled assessment conditions which are specified by the Exam Board. Students will be given approximately 45 hours (15-18 school weeks as a guide) in which to complete their controlled assessment portfolio.

Unit 2 (A120 - A127): Art & Design OCR set task 40% of marks

Students select *one* question from an early release question paper to which they produce a personal exam *project*. Students will be given a period of time in which to plan and prepare as determined by the centre. Students will be given *ten* hours of controlled time in which to work on realising their ideas to outcome(s).

Skills and Qualities:

- A strong interest in art and design
- A willingness to want to develop practical skills and increase understanding of art ideas
- An ability to meet regular coursework deadlines and the motivation to work independently as well as within a group
- Confident use of ICT to present work in different formats
- Use your initiative to develop your work independently and imaginatively

Assessment:

- Both units are internally assessed, with an external moderation process to ensure that marking has been in line with national standards. Grades available are 1-9.

In year 9 students complete a series of extended projects that build key skills and understanding in preparation for their GCSE course work. These are explored through the themes of Surrealism, Culture and Environment.

Throughout these projects students develop skills in a range of areas, building up a portfolio of artistic techniques in different mediums, both 2d and 3d. These consist of observational studies with a wide range of materials such as inks or paintwork, printmaking skills and ceramics skills. Students are expected to develop and refine personal ideas in preparation for a finished piece

Students are also required to research, analyse, critique and respond to the work of other artists.

Enterprise and Marketing

Examination Board: OCR

Qualification: *Cambridge Nationals Certificate*

What is a Certificate in Enterprise and Marketing?

The Certificate is a vocational or work related, practical award which gives you the knowledge and skills which are relevant to the business world. You have to be highly self-motivated from the outset.

How will I be assessed?

On the course you will learn through assignments set by your teacher and given to you to complete throughout the course. Your teacher will use a variety of assessment methods such as case studies, projects and presentations in order for you to obtain knowledge and demonstrate your skills. The first external assessment will be at the end of Year 10 in the form of an exam for Unit R064. Year 11 will be assessed by two projects that will be completed individually and submitted to the exam board.

What grades will I be awarded?

BTEC assignments will be awarded a Pass, Merit or Distinction grade. A Certificate in Enterprise and Marketing is equivalent to a GCSE at grade A* to C.

Content:

In order to achieve the Certificate the students are required to complete 3 Core Units, which are covered in the same lesson time as a GCSE.

Unit R064: Enterprise and marketing concepts – 120 UMS – 1 ½ hours Exam – 60 GLH

Learners will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.

Unit R065: Design a business proposal – 60 UMS – Coursework based – 30 GLH

This unit will provide learners with the skills and knowledge to design a product proposal to meet a business challenge scenario. Learners will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product. Learners will use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Learners will complete financial calculations to select a pricing strategy and determine whether their proposal is viable.

Unit R066: Market and pitch a business proposal – 60 UMS – Coursework based – 30 GLH

By completing this unit, learners will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will gain the crucial skills of professionally pitching to an unknown audience. This will

help to prepare them both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

Skills and Qualities:

In order to be successful on this course it is important that you:

- Have an interest in what is going on around you in the world and in your local area
- Work consistently hard and enjoy research and investigation
- Are keen and motivated, and are able to meet clear deadlines
- Are organised and keep good notes from the start of the course

GCSE: Computing

Examination Board: OCR

Qualification: GCSE Computing

Skills:

Working independently students will develop their ability to code a solution to a given problem. Logical thinking and the ability to work systematically will be required and will develop through the course.

Content:

Computing is normally broken into two components; practical programming, and the theory of computing.

Practical programming

Students develop an understanding of the principles and techniques involved in programming a solution to a problem. They work independently to design and then program their own solution to a given problem. Tasks centre on real-life contexts such as gaming, web or mobile phone applications. A project portfolio for each problem involves the design of a solution; solution development, testing and evaluation, and much attention is paid to the programming technique used. The majority of a student's portfolio is produced using a word processor and includes flowcharts, diagrams and plans which may need to be created using other types of software.

Computing Theory

This component focuses on developing a student's understanding of essential computer principles including types and variables, data structures, procedures and functions and handling external data. Students also learn about the key elements of a computer system, networking, database concepts and how computing is used in society.

Assessment:

Computing is normally assessed through evidence of practical programming and through a formal written examination.

Unit	Assessment method
Practical Programming	Around 20 hours of controlled assessment. The programming element accounts for 20% of the marks and is assessed by the teacher with marks awarded then being externally moderated.
Computing Theory	Two written exams of around 1 hour 30 minutes and normally accounting for 80% of the total qualification marks. The first paper concentrates on the technical theory side of Computing while the second paper focuses on problem solving and algorithm design.

Grades awarded are: GCSE 9 to 1

Requirements:

Students will need to be able to work methodically and over a sustained period of time on a programming project. The ability to think logically and in a structured way is essential with programming. The programmed projects have to be created independently.

Future benefits:

Programming as a career is very rewarding and good programmers are always sought after in the technical and business world. GCSE Computing students will start to develop the skills and understanding necessary to move into this area.

ICT: Creative iMedia

Examination Board: OCR

Qualification: Cambridge Nationals Creative iMedia Certificate

Skills:

The course focuses on the creative use of digital technology and will equip students with a range of ICT skills. It will provide opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

Content:

During the course students will complete four units related to producing and developing digital content including pre-production skills, and creating digital graphics, both of which are compulsory units. Students study the two compulsory units and also two further units that are selected by the faculty depending upon the skills and interests of the cohort. An illustrative example is given below.

Unit R081: Pre-production skills (compulsory)

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques.

Unit R082: Creating digital graphics (compulsory)

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

Unit R087: Creating Interactive Multimedia Products (optional)

Interactive multimedia products are used widely in everyday life and the creative and digital media sector. They are used in computer games, mobile phone applications, presentations and many other areas. This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

Unit R090: Digital Photography (optional)

Digital photography is used in a variety of different situations and circumstances. These range from professional photographers taking wedding and special event photographs to informal holiday and social networking photographs. In this unit learners will learn about different types of digital photographic equipment, features and settings used in digital photography, how to plan a photo shoot and how to present their portfolios.

Assessment:

Cambridge Nationals use a combination of exams and controlled assessment. Controlled assessment means coursework produced in a supervised environment, such as a classroom. This enables students to demonstrate a wide array of skills whilst studying on this course.

Unit	Topic	Assessment method
R081	Pre-production skills	Written paper OCR set and marked 1 hour 15 mins – 60 marks (60 UMS)
R082	Creating digital graphics	Centre assessed tasks OCR moderated Approx 10 hours – 60 marks (60 UMS)
R087	Creating Interactive Multimedia Products	Centre assessed tasks OCR moderated Approx 10 hours – 60 marks (60 UMS)
R090	Digital Photography	Centre assessed tasks OCR moderated Approx 10 hours – 60 marks (60 UMS)

Grades awarded are: Pass, Merit, Distinction and Distinction*

The learner's overall grade will be determined by the total uniform mark. The following table shows the minimum total mark for each overall grade:

Qualification	Distinction* L2	Distinction L2	Merit L2	Pass L2	Distinction L1	Merit L1	Pass L1
GCSE Equivalent	A*	A	B	C	D	E	F/G

Requirements:

Learners must demonstrate an interest in, and aptitude for, working with technology. As the coursework must be completed under controlled conditions, a high level of attendance is expected, with the willingness and ability to independently make up any time missed.

Future benefits:

This qualification is designed to enable students to enter employment at an operative or trainee level within a wide range of Information and Communication Technology environments. Such candidates would normally enter employment through a work-related training programme.

DANCE: GCSE

Examination Board: AQA

Content:***Component 1: Performance & Choreography (60%)***

This component consists of 2 solo performances of 30 second set phrases and a performance in a duo/trio choreographed by the teacher. Students will be supported by their teachers in the preparation for these performance elements and will focus on the following:

- Physical expression
- Clarity of delivery
- Focus
- Confidence
- Control
- Communication of creative ideas and intentions

Students will also choose to choreograph either a solo dance (2-2.5 minutes) or a group dance (3-3.5 minutes). Students will be given a choice of stimuli set by the exam board which could include a piece of text, a poem, a photo, piece of art, a prop or a topical/historical event. Students will write a short programme note (120-150 words) explaining how they have responded to their chosen stimuli in their choreography. To create their own dance, students must know, understand and be able to apply the following, as appropriate to their choreography:

- Action content
- Dynamic content
- Spatial content
- Relationship content
- Choreographic processes
- Structuring devices and form
- Choreographic devices
- Aural setting
- Communication of choreographic intent

Component 2: Dance Appreciation (40%)

Students will sit a 1.5 hour written exam which is broken into 3 sections:

In section A, students must demonstrate knowledge and understanding of choreographic processes and performing skills. In section B, they must show a critical appreciation of their own work by evaluating their own choreographic decisions and in section C, show a critical appreciation of 6 professional works set by the exam board (The GCSE Dance Anthology).

Assessment:

Component 1 is internally assessed and externally moderated. Component 2 is externally assessed by examiners for the exam board. The work is video recorded and then sent off to the exam board for moderation. Grades available are 1-9.

Skills and Qualities:

- Confidence to perform on stage, both alone and as part of a group
- Interest in all forms of dance – to participate in, create, write or speak about
- Willingness to find out about, and write about, different dance styles and approaches
- Dedication and teamwork are essential – you need to be reliable and motivated
- The ability to work with anyone in the class, as well as sometimes working as an individual, remaining focused for long periods of time

KS4 3D DESIGN

(The Design Technology alternative option):

3D Design is defined as the design, prototyping and modelling or making of primary functional and aesthetic consumer products, objects and environments.

During year 9 students will explore the properties of natural, man-made, new and smart materials used to create 3D products. Students will learn the design process; looking into, researching, designing, developing and manufacturing products. These termly mini projects will be supported by regular theory sessions to fully equip them with a broad base of knowledge and applied skills. Students will complete an end of year internal examination.

The 3D Design course allows students to develop their creative, analytical and problem solving skills. This is a valuable subject combining practical and academic learning. It can enable learners to actively contribute to the creative, cultural wealth and well-being of themselves, their communities and the wider world. It teaches students how to take informed risks and so become more resourceful, innovative, enterprising, and capable of personal leadership and responsibility.

Students develop a critical understanding of the impact of design and technology on daily life and its vital role in world affairs. Students will combine traditional skills and knowledge alongside computer aided design and manufacture. Additionally, it provides excellent opportunities for students to develop and apply judgements of an aesthetic, ergonomic, environmental, moral, social and technical nature both in their own designing and when evaluating the work of others.

GCSE 3D Design

Examination Board: OCR (Specification J175)

Unit 1: 3D Design Portfolio, 60% of marks

Students produce a portfolio of work developed from personal and/or centre-devised starting points, or briefs/projects/assignments within a client-focused context. This will be in the form of a 'design and make' project.

Unit 2: 3D Design OCR externally set task, 40% of marks

Students select one question from an early release question paper to which they produce a personal exam project. Students will be given a period of time in which to plan and prepare as determined by the centre. Students will be given ten hours of controlled time in which to work on realising their ideas to outcome(s).

The assessment criteria for both the portfolio and the externally set task are as follows:

AO1: Develop ideas through investigations, demonstrating critical understanding of resources.

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 and personal and meaningful response that realises intentions and demonstrates understanding of visual language. (15-18 school weeks as a guide) in which to complete their controlled assessment portfolio.

* Both units are internally assessed, with an external moderation process to ensure that marking has been in line with national standards. Grades available are 1-9.

Skills and Qualities:

* A strong interest in problem solving, designing and manufacturing.

* An interest in materials and their properties.

* A willingness to want to develop practical skills and increase understanding of manufacturing processes.

* An ability to meet regular coursework deadlines and the motivation to work independently as well as within a group.

* Confident use of ICT to manufacture and present work in different formats.

* Use your initiative to develop your work independently and imaginatively.

DRAMA: GCSE

Examination Board: AQA

An exciting course with a strong reputation for building confidence, enhancing communication skills, inspiring creativity, high student enjoyment and very good results.

Component 1: Understanding Drama: Written Exam: 40% of GCSE

Students will study a play through a series of practical workshops, exploring the playwright's intentions and possible performance interpretations. They will also attend live theatre performances and learn how to analyse the layers of production elements which work together to create an effective audience experience.

Component 2: Devising Drama: Performance and written journal: 40% of GCSE

Students will explore a series of performance techniques and genres before using these skills to create their own piece of theatre. They will keep a working notebook of their input throughout the process, evidencing their methodologies and evaluating their contributions.

Component 3: Texts in Practice: Performance: 20% of GCSE

Students will perform two extracts from one play, refining their acting technique and demonstrating a sophisticated understanding of creating and sustaining character, engaging an audience and effectively communicating narrative.

Highlights of the course include:

Shakespeare Schools Festival: Auditioned and cast in the July prior to the start of Year 10, students embark on this project from their first lesson in September. This is a performance of an edited Shakespeare script on a professional stage to an audience of 400. Students work with directors connected to the National Theatre as part of this experience.

Trips to live theatre: Students will see a range of plays in order to refine their evaluation of productions in preparation for the written examination.

Exposure to modern theatre techniques: Students will learn how to work with physical theatre styles as well as more traditional performance practice in order to extend their abilities and production choices when devising their own pieces.

Working with a range of other people: Students will work on at least five performance units over the course, enabling them to explore dynamics with a range of other students. Some of these units are working with scripts, others are devised pieces which students create themselves.

Technical know-how: Students do not have to choose acting as their skill in assessed units. Other options include: set design, costume design, lighting and sound. Drama staff have enjoyed having the opportunity to teach, train and support candidates wishing to learn and demonstrate skills in these areas.

GEOGRAPHY : GCSE

Many of the world's problems boil down to geography and the study of geography helps us to realise we all share the same planet; encouraging an understanding of different cultures and countries in an increasingly, accessible world. Geography holds the key to a sustainable future.

Examination Board: Edexcel – Syllabus B

Content:

There are three main components to this course. Details can be seen below:

UNIT	CONTENT	ASSESSMENT
<u>Unit 1:</u> Global Geographical Issues	<p>SECTION A: Hazardous Earth: Earthquakes/volcanoes/tsunamis – what causes them? Climate systems and change. Is extreme weather a hazard? What are the effects? Can we protect ourselves? What are the effects? What does the future hold?</p> <p>SECTION B Development Dynamics: What is the scale of global inequality? How can it be reduced? How has China managed to develop? What is the role of TNC's?</p> <p>SECTION C Challenges of an Urbanising World: What are the causes and challenges of rapid change in cities? Why are people migrating and what impacts does this have? Why does the quality of life differ so much in one country?</p>	1 ½ HOUR WRITTEN EXAM (37.5%)
<u>Unit 2:</u> UK Geographical Issues	<p>SECTION A: The UK's Evolving Physical Landscape: Why does the physical landscape of the UK change from place to place? What is the role of geology, past tectonic and glacial processes? What role do rivers play in changing the UK's landscape? How and why does the shape of Britain's coast line alter?</p> <p>SECTION B: The Evolving Human Landscape</p> <ul style="list-style-type: none"> • Changing settlements in the UK - Why are places and people changing in the UK? How are UK cities changing? Are deprivation and affordability the main challenges in the UK? <p>SECTION C: Geographical Investigations</p> <ul style="list-style-type: none"> • Fieldwork- River investigation. Investigation of how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK. • Fieldwork- Dynamic inner cities. Investigate how and why quality of life varies within the UK inner-city areas. <p>The fieldwork is a compulsory element of the course and therefore students will need to attend these off-site trips during Year 10.</p>	1 ½ HOUR WRITTEN EXAM (37.5%)

Unit 3: People and the Environment- (Making Geographical Decisions)	<ul style="list-style-type: none"> • <u>SECTION A: People and the Biosphere</u> Why does the biosphere matter? How do humans modify it? How and why should humans control it? • <u>Section B Forests under Threat</u> What are the threats to forests? How and why should they be reduced? • <u>SECTION C Consuming Energy Resources</u> How can the growing demand for energy be met? What are the environmental consequences of using so much energy? Are there any other solutions? • <u>Section D Making A Geographical decision.</u> • It includes the pressures (conflicts), stakeholders and options that are involved in decision-making and are related to <u>SUSTAINABLE DEVELOPMENT</u> and <u>ENVIROMENTAL ISSUES.</u> 	1 ½ HOUR WRITTEN EXAM (25%)
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Questions are multiple choice, short-answer, graphical and extended answer questions and decision making exercises.

Skills required:

Students will need to show:

- A knowledge of places covered in the course.
- An understanding of environments and themes.
- An ability to apply their knowledge and understanding in a variety of human and physical contexts.
- That they also have the potential to select and use a variety of appropriate graphical, diagrammatic and statistical techniques in their work.
- The ability to use ICT effectively to research, present and analyse information in its many forms

HISTORY : GCSE

This GCSE History course is designed for those who like to debate, discuss and analyse the key events of the past which have shaped the world around us today. It's about having an opinion and being prepared to share it with others.

Examination Board: OCR B

Content:

- 1) *Thematic Study – Crime and Punishment, 1250-Present*
- 2) *British Depth Study – The Elizabethans. 1580-1603*
- 3) *History Around Us – Local Site Study: How has the significance of Ludlow Castle changed over time?*
- 4) *Period Study – The Making of America, 1789-1900*
- 5) *World Depth Study – Living Under Nazi Rule, 1933-45*

Assessment:

- Each module is worth 20% and they are all externally examined

Skills and Qualities:

Students should be prepared and able to:

- Contribute to discussions and join in debates
- Have an opinion and share it with others
- Investigate historical sources to learn about the past including cartoons, propaganda, written accounts and film
- Take on advice to move forward and improve their performance in history
- Enjoy finding out about the past and see the importance of historical events and personalities

History and Your Future:

- A GCSE in History shows you are a thinker and an analyser. It shows you have good communication skills and make reasoned judgements when presented with a number of different ideas. History develops your Life Skills.
- In short, it shows that you have all the qualities desired in occupations as varied as journalist, police, catering, office worker, management, lawyer, tradesman, sales, armed services, consultancy, higher education..... Whatever you want!!

GCSE Food Preparation and Nutrition

Examination Board: WJEC

What is a GCSE in Food Preparation and Nutrition?

This qualification equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

GCSE Food Preparation and Nutrition enables students to master the following areas:

- Effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- The functional, sensory and chemical properties and characteristics of food
- The nutritional content of food and drinks
- The relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- The economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- Microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- The range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes

How will I be assessed?

This course is broken down into **two** components:

Component 1: Principles of Food Preparation and Nutrition.

Written examination: 1 hour 45 minutes 50% of qualification

This component will consist of two sections both containing compulsory questions. Section A: questions based on stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2: Food Preparation and Nutrition in Action.

Non-examination assessment. Internally assessed, externally moderated

Assessment 1: 8 hours 15% of qualification

Assessment 2: 12 hours 35% of qualification

What grades will I be awarded?

This qualification will be awarded on a nine point scale from 1 to 9, where 9 is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

Content:

In order to achieve a GCSE in Food Preparation and Nutrition, Students must complete **Component 1 (externally set paper)** and **Component 2 (two board set assessment tasks)**.

Skills and Qualities:

In order to be successful on this course it is important that you:

- Have an interest in what is going on around you in the world and in your local area
- Enjoy research and investigation
- Work consistently hard
- Take responsibility for your own learning. You should be keen and motivated enough to work hard without being continually monitored
- Meet deadlines, particularly for completion of the board set assessment tasks
- Are organised and keep good notes from the start of the course
- Have excellent attendance

MODERN LANGUAGES : GCSE French and German

Examination Board: AQA

Skills:

As in Key Stage 3, the four communication skills of listening, speaking, reading and writing are covered equally throughout the course. Grammatical understanding is an important part of language learning to enable success in all four skills.

Content:

- Theme 1: Identity and culture (Family and friends, technology, leisure and customs)
- Theme 2 : Local and international areas of interest (Home town and region, social issues, global issues and travel and tourism)
- Theme 3 : Current and future study and employment (Studies, life at school, higher education and career choices)

Assessment:

Students will sit three formal, external exams on prescribed dates during the summer term of year 11. These exams will assess the skills of listening reading and writing. GCSE Languages have a foundation tier (grades 1-5) and a higher tier (grades 4-9) Students will be entered for the appropriate tier according to their ability.

The speaking assessment will be an internal exam during the summer term with their class teacher.

Weighting of skills: Speaking 25% Writing 25% Reading 25% Listening 25%

Requirements:

- You should be prepared to work on your speaking skills whenever you have the opportunity
- You should pay attention to detail, using support resources to check and develop work
- You should be prepared to learn new vocabulary and grammar thoroughly

- You need to take pride in your notes and organisation
- You should have an interest in other cultures and travel

Future benefits:

As always there are a number of specialist language occupations but increasingly in an international market, employers look for language experience combined with other skills. Having a language qualification gives you the edge in a global market!

Travel opportunities for pleasure, work and setting up home are more common. Having knowledge of a foreign language is a huge asset and provides an excellent basis for learning other languages.

MUSIC: GCSE

Examination Board: Eduqas

Unit 1: Performing (Internally assessed 30%)

Pupils will develop their performance skills throughout the course, looking at both individual and ensemble skills. By the end of the course they will need to produce two examined recordings on any instrument and in any style of their choice. The combined length of the performances must be at least 4 minutes:

- One solo performance
- One ensemble performance

Unit 2: Composing (Internally assessed 30%)

Pupils will study a number of compositional skills over the three years, all related to the areas of study below. They will practice their skills in small compositional tasks, building up to two coursework submissions:

- One composition in response to a brief set by the exam board (choice of 4)
- One composition in any style

These will be in two different styles and should be submitted along with a recording and a notated score or written commentary.

Unit 3: Appraising (Written paper 1 hour and 15 mins 40%)

Pupils will study four different areas of music across genres from Western Classical Music to Popular Music. We will explore this through performing, composing and listening. Some areas of study will include set works that we will explore.

Area of Study	Musical Forms and Devices	Music for Ensemble	Film Music	Popular Music
What will be covered	Forms and Devices of pieces from the Western Classical Tradition including a set work: Eine Kleine Nachtmusik by Mozart	Music from Chamber Music, Musical Theatre, Jazz and Blues	Use of timbre, tone colour and dynamics in a variety of film music	Music from Rock, Pop, Bhangra and Fusion genres including a set work: Since You've Been Gone by Rainbow

This will give them a broad knowledge of the history of music and how music has developed over time. This study will also contribute towards their knowledge of musical devices useful for their composition coursework.

At the end of the course pupils will sit an exam paper that will test their listening skills in a wide variety of genres, as well as testing their knowledge of the set works.

Requirements:

Pupils who choose to study GCSE music would benefit from having peripatetic music lessons throughout the length of the course. Pupils should work towards Grade 3 standard by year 11, anything higher than this will attract extra marks.

SCIENCE : GCSE

Examination Board: Edexcel

In year 9 all students will follow a common GCSE course consisting of 4 science lessons per week, focused on key content and skills common to both Combined and Separate Science routes.

The Edexcel Science syllabus places its emphasis on 'Working Scientifically', which means not just learning theory/content but also understanding the practical side of science and its relation to the world in which we live. The Science Faculty has adopted the Edexcel course as it offers the greatest flexibility for our students and will also prepare students for the Edexcel A-level courses offered.

Exams in both Combined and Separate Science contain a mixture of types of questioning including multiple choice, short answer and extended answer questions. The questions require students to recall knowledge and understanding, apply knowledge and understanding to both familiar and unfamiliar situations and also to analyse experimental information using ideas to; interpret and evaluate, conclude and improve experiments (practical skills).

There are two pathways that students can follow:

1. Combined Science studied across years 10 and 11, leading to two GCSEs, covering Biology, Chemistry and Physics topics. Six exams (two 1hr 10 minute exams for each of Biology, Chemistry and Physics) are taken at the end of year 11. This results in two grades using the 9-1 system. The grades are awarded given for overall performance on all papers and are not assigned to any particular paper.
2. Separate Science leading to three GCSEs in Biology, Chemistry and Physics. This includes a compulsory hour-long lesson after school every Tuesday and an increased volume of homework. In previous years, Separate Science has been oversubscribed, with two classes following the Separate Science course. In the event of the Separate Science course being oversubscribed again, students will be selected based on their care and concentration in Science lessons, commitment to classwork and homework and also on their attainment over the course of the year, particularly how they cope with two extended exams at the end of year 9. Two-thirds of the content studied in Separate Science is the same as that studied in Combined Science. The remaining third is based on extending the Combined Science content and some new content, unique to Separate Science.

All students, regardless of ability and attainment are offered the opportunity to apply to follow this route but should be aware that only a limited number will be offered places.

Students wishing to follow the Separate Science course should tick the relevant box on the option form to express an interest. **It is also important to note that if students take this option they will have to sit a total of 6 exams at the end of Year 11 which are 1hr 45 mins long each (2 for each subject) so it may be less appropriate for those students who find extended assessments challenging.**

Decisions will be made towards the end year 9 regarding those students most suited to the Separate Science route based upon their commitment, work ethic and performance in class work, homework and assessments in year 9.

Students selecting either route will be able to continue onto A-level Biology, Chemistry or Physics qualifications, as long as they achieve the required GCSE grades. If students are unsure which route they should apply for they should speak with their Science teacher or the Head of Science.

GCSE PE

Students will study PE during Year 9 and at the end of the year students will be placed on the appropriate course to help them succeed. It is likely that the majority will take the GCSE course.

GCSE PE

Examination Board: AQA

The course is assessed in the following ways:

30% 1hour 15 min exam – The Human Body and Movement in Physical Action and Sport

30% 1hour 15 min exam – Socio Cultural Influences and Physical Well-Being in Physical Activity and Sport.

40% practical ability and evaluation

Unit 1: The Human Body and Movement in Physical Activity

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

Unit 2: Socio Cultural Influences and Physical Well-Being in Physical Activity and Sport.

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

Both of these exams contain a mixture of multiple choice/objective test questions, short answer questions and extended answer questions and take place towards the end of year 11.

Unit 3: Practical Performance in Physical Activity and Sport

- Students need to be assessed in three different sports as a performer/player (one team activity, one individual activity and a third from either category).
- Analysis and evaluation of performance to bring about improvement in one activity

Students are assessed in school by their teacher and awarded a grade. An external moderator then comes to the school to moderate the grades.

In order to succeed students must:

Enjoy studying the human body

Be prepared to study some complex concepts and themes about sport and culture

Be prepared to learn correct anatomical and physiological vocabulary

Regularly take part in sport both in and out of school

Be competent as a player/performer in three sports

Enjoy watching sport and evaluating performance

Students will spend the majority of their time in Year 9 honing their practical skills as well as their ability to analyse performance and suggest ways in which others can improve.

Travel and Tourism: BTEC First Certificate (Level 2)

Examination Board: Pearson

This course is aimed at students interested in finding out more about working in the booming industry of travel, leisure and tourism. It also offers any student the chance to develop Geographical skills and knowledge alongside a broad based business and customer service course. The course combines well with Geography, Food, Sport and Languages. The course also

aims to develop essential functional literacy and numeracy skills, vital for working in this sector or indeed any. The Year 9 course develops student awareness of the tourism industry and those involved in it before accredited work is started much later on in the year

Accreditation

The course comprises of three units. Each unit must be completed to pass the course at either level 1, or level 2 pass, merit, distinction or distinction* level. Students who fail to complete any of the units to level 2 standard can go on to achieve a level 1 qualification. Two units carry equal weighting with Component 2 involving a compulsory external examination and higher mark score. The other two components are assessed through a coursework portfolio. Students need to score 70 marks approximately over the 3 units (there are approx. 180 total marks available over the 3 components) to achieve a level 2 pass grade and over 110 marks to qualify for a distinction grade.

Unit 1: Travel and Tourism Organisations and destinations (Internally assessed 50 marks available)

In this unit you will conduct research into both one tourist destination in the UK and one major organisation or company. You will specifically look at how destinations market themselves to specific tourist markets and how they utilise their natural and human resources to do so. Students will need to show in detail how one tourist organisation is structured and owned plus the way it develops vital business links with other organisations

Unit 2: Global influences on the Travel and Tourism Industry (Externally assessed 80 marks available)

In this unit students are taught a wide range of political, environmental and economic factors that shape the tourist industry and influence the choices customers make. These range from natural disasters, changes in oil prices, terrorism and the spread of infectious diseases. The second area of study in this component involves looking at issues of sustainability within the industry and how companies can reduce their negative impact on society and the environment

Unit 3: Customer Needs in Travel and Tourism (Internally assessed 50 marks available)

In this final unit students need to use their skills and knowledge from the previous components to investigate how tourist organisations research, provide and devaluate high levels of customer service. They will look at the range of features, products and services used by the industry to increase their profits. Finally they will plan and produce their own package holiday experience for a hypothetical customer or group of customers. This is a synoptic unit so will demand levels of data interpretation as well as demonstrating functional literacy skills for business.

In order to succeed students must be able to keep to a range of deadlines throughout the course, have an interest or curiosity in the world around them and be keen to learn and develop skills and qualities useful for any industry which involves working with customers and the general public.

YEAR 8 KS4 COURSES APPLICATION

Pathway A 2019-2022

Name Tutor Group

PART A: COMPULSORY SUBJECTS

All students will follow the following courses:

Maths GCSE , English Language , English Literature , Combined Science (or Separate Sciences from Year 10) and non-examination courses in RE/Citizenship (Year 9), PSHE and PE.

PART B: CHOSEN SUBJECTS - to be completed by every student

Students are asked to tick one choice from each of boxes A and B, and then **three** choices in **order of preference** from box C. Students will be allocated **FOUR** other subjects in total.

BOX A:

Choose one from here	Tick one
GCSE French	
GCSE German	

BOX B:

Choose one from here	Tick one
GCSE Geography	
GCSE History	

BOX C:

Priority	Choose three subjects in order of preference with 1 being your first choice, through to 3 (this includes 1 reserve subject). Please note that ONLY ONE Technology subject will be allocated to a student.
	GCSE Art & Design
	Cambridge National Enterprise and Marketing
	GCSE Computing
	Cambridge National Creative iMedia
	GCSE Dance
	GCSE 3D Design (<i>Technology</i>)
	GCSE Drama
	GCSE Food Preparation and Nutrition (<i>Technology</i>)
	GCSE Geography (<i>as a second Humanity</i>)
	GCSE German (<i>as a second language</i>)
	GCSE Music
	GCSE PE
	BTEC Travel and Tourism

BOX D:

Please tick if you would like to be considered for Separate Sciences:	Tick
I would like to be considered for Separate Sciences in Year 10 (which includes an extra-curricular lesson after school on a Tuesday in Year 10 and 11)	

Interviewer comment box

YEAR 8 KS4 COURSES APPLICATION

Pathway B 2019-2022

Name Tutor Group

PART A: COMPULSORY SUBJECTS

All students will follow the following courses:

Maths GCSE , English Language , English Literature , Combined Science (Separate Sciences from Year 10) and non-examination courses in RE/Citizenship (Year 9), PSHE and PE.

PART B: CHOSEN SUBJECTS - to be completed by every student

Students are asked to tick one choice from each of boxes A and B, and then **three** choices in **order of preference** from box C. Students will be allocated **FOUR** other subjects in total.

BOX A:

Choose one from here	Tick one
GCSE French	
GCSE German	
I do not wish to study a language	

BOX B:

Choose one from here	Tick one
GCSE Geography	
GCSE History	

BOX C:

Priority	Choose three subjects in order of preference with 1 being your first choice, through to 3 (this includes 1 reserve subject). Please note that ONLY ONE Technology subject will be allocated to a student. If you have opted for no language please choose a fourth subject.
	GCSE Art & Design
	Cambridge National Enterprise and Marketing
	GCSE Computing
	Cambridge National Creative iMedia
	GCSE 3D Design (<i>Technology</i>)
	GCSE Dance
	GCSE Drama
	GCSE Food Preparation and Nutrition (<i>Technology</i>)
	GCSE Geography (<i>as a second Humanity</i>)
	GCSE Music
	GCSE PE
	BTEC Travel and Tourism

BOX D:

Please tick if you would like to be considered for Separate Sciences:	Tick
I would like to be considered for Separate Sciences in Year 10 (which includes an extra-curricular lesson after school on a Tuesday in Year 10 and 11)	

Interviewer comment box
