

# FUTURES



**Futures**  
**Your Focussed Guide**  
**to Key Stage 4**  
**2022-2025**

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# FUTURES

## Your guide to Key Stage 4 Courses

### 1.1 Introduction

This booklet provides valuable information that will help you and your parents/carers to make an informed choice about the subjects and types of qualifications you wish to study for in Years 9, 10 and 11. A copy of this booklet is available on the school's website [www.jmhs.hereford.sch.uk](http://www.jmhs.hereford.sch.uk)

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

- i. Providing choice and flexibility so that you can tailor the curriculum to meet your strengths as a learner and work towards your career aspirations;
- ii. Supporting you to make the right choices through providing high quality information, guidance and support;
- iii. Ensuring that you have access to a wide range of subjects and qualifications that are challenging, motivating and rewarding;
- iv. Equipping you with the skills and competencies that enable you to confidently meet the challenges of working and living in the 21st century;
- v. Offering progression beyond Year 11, either at John Masefield Sixth Form or other post-16 providers;
- vi. Reflecting real and possible changes at the national level in terms of qualifications at 16.

### Key Stage 4 Subjects

#### 1.2 The Core Subjects

The following subjects are compulsory: English (Language and Literature), 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. You will also follow a tutorial programme that covers many aspects of the National Curriculum for RE, Citizenship and PSHE.

#### 1.3 Choices

You will need to study a Humanity subject, either History or Geography and a Language (selected students will be dis-applied). Dual linguists will be able to choose either German or French, single linguists will take French. You will then choose two further courses from an open list.

Once you have selected your choices we will endeavour to block groups of subjects together on the timetable to ensure that the vast majority of students get their preferred options. You are asked to pick a 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 - 31
- For guidance on the different type of qualifications offered please see the table on page 4.

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 in tutor time, at the online Choices Evening and to any subject teachers.

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.

## 1.4 Guidance On Different Qualifications

Qualification	Description	These 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.	AS and A levels
BTEC Tech Award Level 2	These are vocational qualifications that relate learning closely to the world of work. BTEC Tech Awards are available as Certificates (equivalent to 1 GCSE at or above grade 4). Although assessment is predominately by assignment and portfolio, all BTECs now include an examined component.	BTEC Nationals Applied AS and A levels
Cambridge National Certificate	Cambridge National Certificates are vocationally related qualifications that take an engaging and 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.	Level 3 qualifications or A levels
RSL Tech Award	RSL's Vocational Qualification provides a proven technical alternative to the GCSE. One externally assessed core unit and one internally assessed optional unit.	Level 3 qualifications or A levels

## 1.5 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.

## 1.6 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 or Level 2 Further Maths (in years 10/11). As a school we believe it is best for students in general to only study 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 you 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?

Year 9 is a transition year between Key Stage 3 and GCSE. Only the underlying work and skills needed for GCSE will be taught during the first two terms 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 then you can ask to see if a suitable swap is available. Between Christmas and Easter this will become increasingly difficult due to the amount of work missed 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.

## 1.7 Supporting You To Make The Right Choices

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

10 January 2022	Choices Booklet	Students will be given a copy of the Choices booklet. This will also be placed on the school website and on Teams from 17 <sup>th</sup> January.
13 January 2022	Choices information in tutor time	Tutors will run sessions during this period to go through some key PowerPoints and explain how to access the presentations.
17 January 2022	Subject presentations will be placed on Teams	Individual subjects will have presentations on Teams for viewing at home. Instructions on how to access these will be sent via ParentPay.
20 January 2022 6.30 – 7.30 pm	KS4 Courses Evening Virtual	The process of choosing subjects will be explained in detail at the virtual Course Evening. There will be a live Teams chat facility available at this time. All details will be sent on ParentPay
24 January – 11 February 2022	Choices Interviews Form submission	Every student will receive an interview with a member of the senior team. Mr Evans - B8a and B8b Mr Collard - H8a Mr Williams - J8a Mr Hammond - M8a Mrs Fox - M8b Mrs Barker - selected students Mrs Males - selected students <b>During this meeting an application form will be completed electronically by the interviewer.</b> Students should come prepared to answer questions about subject decisions.
10 February 2022	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 your choices and make changes.
<b>12 February 2022</b>	<b>Deadline for completed forms</b>	All interviews should be complete. If you wish to make any changes to the choices already entered, then please use the email <b>Y8choices@jmhs.hereford.sch.uk</b>
6 April 2022	Progress Check issued	Update on subject progress
Prior to Easter	Choice allocations	Allocations will be sent home before Easter. Any changes at this point will be dealt with on a first come first served basis and depend on availability.
24 June 2022	Report issued	Final report of this academic year
During the whole of this period subject leaders and teachers will provide you with information during lesson time and your tutors will follow a series of support activities during PSHE.		

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## 1.8 Guidance On Decision-Making

To increase the likelihood of making well-informed and appropriate subject choices, you should ask yourself:

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

**Remember: it's important to be proactive about exploring where your choices could lead you, 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 the website focusses on A-level choices, GCSEs are also covered - particularly important for students looking to go to Russell Group Universities and/or those which offer 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

## 2.1 Subject Snapshots

### English

English Language is the study, analysis and interpretation of both Fiction and Non-Fiction texts. It develops a close reading and understanding of all texts, articulated in short answers on language, structure, comparison and evaluation. In addition, this subject offers you the opportunity to write in a compelling, imaginative and creative way: both in story-telling, description and polemic writing. It requires an eye for detail; an understanding of a writer's techniques and intentions, and an ability to succinctly explain a reader's response.

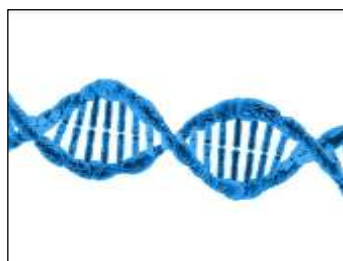


English Literature is the study, analysis and interpretation of poetry, prose and drama. It develops a critical understanding of all texts, and considers the resonance and relevance of their message in today's society. It requires curiosity, an eye for detail and a willingness to be critical.

### Mathematics

Mathematics is the science that deals with the logic of shape, quantity and arrangement. Mathematics is all around us, in everything we do. It is the building block for everything in our daily lives, including mobile devices, computers, software, architecture (ancient and modern), art, money, engineering and even sports. We aim to develop your love of mathematics appreciating its beauty while we develop fluency in your mathematical skills and your confidence in using them effectively. You will tackle increasingly difficult problems, learn from your mistakes and develop high levels of resilience. You will apply mathematics to everyday situations and appreciate how mathematics can be used to solve real life problems.

### Science



Science is the study of biological systems and chemical and physical interactions. Scientists make and record real world observations and use these to make scientific predictions. We aim to promote the understanding of the scientific method so you can question what you learn about in lessons and in the wider world. You will then be in a position to further investigate this information with objectivity, precision, accuracy and reliability. We want you to be able to answer questions about the world and 21<sup>st</sup> century problems such as climate change, and to understand the implications of science for the future.

### Art and Design: Fine Art

Art and Design GCSE is an exploration and understanding of artists, application of skills and refinement of techniques in the creation of personal responses in a wide range of media. Studying Art prepares you for pursuing a wide range of careers in the creative industries, enabling you to become a confident, independent and creative thinker. These are skills which are highly sought by employers in a range of sectors.

### Computer Science

Computer Science is the study, creation and application of computing systems. It develops critical and logical thinking, this is done by you extensively learning the Python programming language and developing a plethora of practical applications. It teaches the skills required for you to become software engineers, cyber security specialists and network engineers. You will develop skills that allow you to fully utilise the ever-developing digital world around you, for both personal and professional reasons.



## 3D Design

3D Design is defined as the design, prototyping and modelling or making of primary functional and aesthetic consumer products, objects and environments. This subject allows innovative and creative minds to design and manufacture products, using both practical workshop skills and computer aided design.

## Dance

The Dance course is a vocationally focussed qualification exploring a wide range of different dance styles and performance settings. You will learn the fundamentals of performance and choreography, developing your creativity and appreciation for dance as an art form. Additionally, you will have the opportunity to develop key skills applicable to a wide range of other subjects including communication, problem solving, planning and evaluation.



## Drama

Drama is an exciting, challenging and creative subject which strengthens not just your knowledge and appreciation of the subject but also builds a wide variety of employable skills for life. Through problem-solving, collaboration, analysis, evaluation and communication, you will create original drama, perform well-known pieces of work and immerse in live theatre. This balance of skills and knowledge development is unique in building students who are well-versed in the arts and their world.

## Enterprise and Marketing

Enterprise and Marketing offers you the opportunity to enhance your knowledge of the modern business world and your role as a consumer with a particular focus on marketing. This course blends well with a variety of other subjects as key learning areas include planning, finance, marketing, economics and techniques to analyse a business' performance. You will develop a range of essential transferable skills including communication skills, problem solving, teamwork and presentation skills.



## Food Preparation and Nutrition

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

## Geography

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.

## Health and Social Care

Health and Social Care is the study of health care, social care and early years care and the people who use and work in these sectors. It develops an empathetic understanding of the reasons why people use these sectors and helps develop a wide knowledge of people's needs. You will learn a range of communication skills and be able to apply these to a variety of scenarios. You will be able to apply the knowledge you acquire from this course as you continue in education and into the workplace.

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## History

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. It is a subject which helps to reinforce confidence and stimulate curiosity. This makes it a natural option for critical thinkers who want to make an informed contribution to the future of society.

## Modern Foreign Languages: French and German

Being able to converse in another language is a valued skill recognised by many employers and universities, giving you improved opportunities in business and the wider world and greater cultural awareness. Studying French and/or German will also enable you to acquire and improve key skills in problem solving, communication, memory function (long & short-term) and will also enhance your creative thinking capacity. Speaking a foreign language opens doors in our global world.

## Music



Music is one of the oldest, most natural activities humans can do. Playing music is one of the only activities that engages both sides of the brain and allows for cognitive and emotional development throughout childhood and adolescence. Engagement with music is beneficial for both mental and physical health, reducing stress and improving coordination and dexterity. The GCSE Music course allows you to explore a wide range of genres of music through performance, composing and appraisal, building confidence, cultural awareness and an appreciation of a wide variety of musical genres.

## Physical Education

Regular participation in Physical Education and physical activity has so many benefits. It can improve physical fitness, promote good health, instil self-discipline, develop skill, improve self-confidence; reduce stress and develop lifelong learning skills. Our holistic approach to PE also includes roles and responsibilities outside of the performer such as officiating, coaching and analysis. The curriculum is designed to be broad and cover a wide range of practical and theoretical elements to encourage all students to find passion and success within an area of sport.

## Travel and Tourism

This Travel and Tourism Tech Award complements the learning in GCSE programmes such as GCSE Geography and GCSE Enterprise and Marketing by broadening your experience and skills participation in different contexts, with the opportunity for you to practically apply your knowledge and skills through areas such as investigating different travel and tourism organisations, how they identify trends and customer needs to provide products and services, the factors influencing tourism, and the impact of tourism on destinations.



## 2.2 Subject Detail

### English – GCSE

**English Language:** In Year 9, you will read and study a range of texts, building on your knowledge of inference and writer's intention. You will reflect this knowledge in a range of writing: analytical, descriptive, narrative and persuasive, in readiness for the GCSE course. In Year 11, we explicitly teach the assessment objectives, building upon previous knowledge in preparation for the final examinations.

**English Literature:** In Year 9, you will read and study: 'To Kill a Mockingbird'; poetry; a wide range of genres and 'The Crucible' to build your skills and knowledge in preparation for your GCSE course. In Year 10, you cover all of the content of the GCSE English Literature course; Year 10 exams cover both English Literature papers. Content is subsequently revised in Year 11.



#### What skills will I need?

##### English Language:

- Inference
- Evaluation
- Analytical writing
- Creative and polemic writing

##### English Literature:

- Inference
- Explanation
- Interpretation
- Understanding of plot, character, message and theme
- Analytical writing

#### How will I be assessed?

##### English Language

###### Paper 1: Explorations in Creative Reading and Writing

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

**Section A: Reading:** one literature fiction text

**Reading (40 marks) (25%)– one single text**

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

**Section B: Writing:** descriptive or narrative writing

**Writing (40 marks) (25%)**

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

###### Paper 2: Writers' Viewpoints and Perspectives

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

**Section A: Reading:** one non-fiction text and one literary non-fiction text

**Reading (40 marks) (25%)– two linked texts**

1 short form question (1 x 4 marks)

2 longer form questions (1 x 8, 1 x 12 marks)

1 extended question (1 x 16 marks)

**Section B: Writing:** to present a viewpoint

**Writing (40 marks) (25%)**

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

**Non- examination Assessment: spoken language** separate endorsement (0% weighting of GCSE) Assessed by the teacher during Year 10, filmed and moderated. You present a speech, respond to questions and use Standard English.

## English Literature

### **Paper 1: Shakespeare and the 19th Century novel**

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

#### **Section A Shakespeare: 'Macbeth'**

You will answer one question on 'Macbeth'. 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 The 19th-century novel: 'A Christmas Carol'**

You will answer one question on 'A Christmas Carol'. 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**

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

#### **Section A Modern texts: 'An Inspector Calls'**

You will answer one essay question, from a choice of two, on the drama text 'An Inspector Calls'.

#### **Section B Poetry: Anthology Poetry 'Power and Conflict'**

You will answer one comparative question on one named poem printed on the paper and one other poem from the 'Power and Conflict' cluster.

#### **Section C Unseen poetry:**

You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Course Titles	Exam Board	Website
GCSE English Language GCSE English Literature	AQA	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

## Mathematics – GCSE

In Year 9 you will continue with your mathematical journey looking at key areas in Number, Algebra, Shape, Space and Measures and Data Handling. You will further develop your ability to solve problems using your knowledge of different topics in different contexts.

In Years 10 and 11 you will continue to work on the same areas but in more depth and at a higher level.

### **What will I be learning?**

There are three assessment objectives

#### AO1 - Use and apply standard techniques

You will learn to: Accurately recall facts, terminology and definitions. Use and interpret notation correctly. Accurately carry out routine procedures or set tasks requiring multi-step solutions.



**AO2 - Reason, interpret and communicate mathematically**

You will learn to: Make deductions, inferences and draw conclusions from mathematical information; Construct chains of reasoning to achieve a given result; Interpret and communicate information accurately; Present arguments and proofs.

**AO3 - Solve problems within mathematics and in other contexts**

You will learn to: Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes; Make and use connections between different parts of mathematics; Interpret results in the context of the given problem; Evaluate methods used and results obtained.

**How will I be assessed?****External Assessment**

3 external GCSE examinations at the end of Year 11:

Paper 1 – Non-calculator (1 hour, 30 mins)

Paper 2 – Calculator (1 hour, 30 mins)

Paper 3 – Calculator (1 hour, 30 mins)

Each paper is equally weighted and contains all aspects of the curriculum.

Course Title	Exam Board	Website
GCSE Mathematics	AQA	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

## Science – GCSE



In year 9 you will follow a broad and balanced Science curriculum consisting of 4 lessons per week. This is designed to allow you to focus on key content and skills that will prepare you for your GCSE Science studies.

**What will I be learning?**

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 you the greatest flexibility and will also prepare you for the A-level courses offered.

**How will I be assessed?**

There are two pathways that you 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 awarded are given for overall performance and are not assigned to any particular paper, as all papers are given equal weighting.



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. 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.

Students wishing to follow the Separate Science course will be given further information about the application process during the Spring Term. It is also important to note that if you take this option you 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 if you find extended assessments challenging. Again, the weighting for each paper is equal as for Combined Science above.

In previous years, Separate Science has been oversubscribed; decisions will be made towards Easter regarding those students most suited to the Separate Science route. Due to the challenging nature of the course, you will be selected based upon your assessment data, commitment, work ethic and performance in class work and homework across Year 9.

Exams in both Combined and Separate Science contain a mixture of types of question including multiple choice, short answer and extended answer questions. The questions require you to recall knowledge and understanding and apply this to both familiar and unfamiliar situations. You will also be required to interpret and evaluate experimental information, to form conclusions and suggest improvements to experiments.

Course Titles	Exam Board	Website
GCSE Biology GCSE Chemistry GCSE Physics GCSE Combined Science	Edexcel	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-CombinedScience">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-CombinedScience</a>

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 you are unsure which route you should apply for you should speak with your Science teacher or the Head of Science.

## Art and Design: Fine Art - GCSE

Year 9 is our Artist toolbox year where we aim to introduce you to a range of techniques and media. You complete a series of extended projects that build key skills and understanding in preparation for your GCSE course work. These are explored through the theme of Environment.

### *What will I be learning?*

You 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 and printmaking skills. You are expected to develop and refine personal ideas inspired by your exploration. You are also required to research, analyse, critique and respond to the work of other artists.



**What skills and qualities will I need?**

- A strong interest and passion for art and design
- A willingness to develop practical skills and increase understanding of art
- 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
- A commitment to spend time outside of the standard school day to progress your coursework and refine your skills.
- An ability to use your initiative to develop your work independently and imaginatively

**How will I be assessed?****Internal Assessment**

Both units are internally assessed.

**Unit 1 (J171 - 01): Art and Design Portfolio 60% of marks**

You will 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. You will be given approximately 45 hours (15-18 school weeks as a guide) in which to complete your controlled assessment portfolio.

**Unit 2 (J171- 02): Art and Design OCR set task 40% of marks**

You select *one* question from an early release question paper to which you produce a personal exam *project*. From January of year 11 you will be given a period of time in which to plan and prepare as determined by the centre. You will then be given *ten* hours of controlled time, usually towards the end of April, in which to work on realising your ideas to outcome(s).

**External Assessment**

There is an external moderation process to ensure that the marking has been in line with national standards.

Course Title	Exam Board	Website
GCSE Art and Design: Fine Art	OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

## Computer Science - GCSE



Year 9 is a transition year that we use as an opportunity to extensively, and exclusively teach Python to an industry level far beyond the requirements of the GCSE specification. Year 10 & 11 is where the theory content is taught along with Python tasks, to keep the students' Python programming skills at an industry level.

Computer Science opens up a variety of career pathways, such as: Robotics, Game design, Website development, App creation, Cyber security and IT support. In whatever field you wish to pursue in the technical and business world, programmers are always sought after and compensated well for their time.

**What will I be learning?**

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

**Practical programming**

You develop an understanding of the principles and techniques involved in programming a solution to a problem. You learn the skills needed to be able to develop an application from concept to a functional program through learning essential programming techniques such as variables, selection, iteration and functions.

**Computing Theory**

This component focuses on developing your understanding of essential computer principles including key elements of a computer system, networking, database concepts and how computing is used in society. Along with the legal and ethical components that come along with computers being widely used in a modern society.

**What skills and qualities will I need?**

- Working independently you will develop your 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.
- The ability to think logically and in a structured way is essential with programming. The programmed projects have to be created independently.

**How will I be assessed?**

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

Computing Theory - Two 1 hour 30 minute papers. The first paper concentrates on the technical theory side of Computing while the second paper focuses on problem solving and algorithm design.

Each paper counts as 50% of the qualification.

Practical Programming – A portfolio of programming projects produced over the course are used as supporting evidence. The exam board requests this evidence of this course element but it is not formally assessed.

Course Title	Exam Board	Website
GCSE Computer Science	OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

## Dance - RSL Level 2 Award in Creative & Performing Arts

Studying Dance offers you an opportunity to develop your confidence, creativity and team working skills, which can be applied to a broad spectrum of careers. Throughout year 9, you will explore a range of dance styles with an introduction to technique, stylistic features and choreographic principles. In this introductory year, you will broaden your knowledge and understanding of key practitioners who have had a significant influence on the development



of dance as an art form. The vocational focus of this qualification offers you the opportunity to go on theatre trips, have professional workshops and have plenty of performing experiences.

The UK's creative industries are developing new jobs faster than any other sectors. This qualification is designed to allow you to progress further with either Level 3 Vocation Qualifications or A levels Dance/Drama. Studying Dance promotes cultural appreciation, health and fitness, creativity, problem solving, communication and resilience.



### ***What will I be learning?***

When studying Creative & Performing Arts in this qualification, you will participate in practical dance lessons with a focus on the application and development of creativity within the Dance pathway. RSL's Vocational Qualification provides a proven technical alternative to the GCSE, which offers a more vocationally relevant experience. This qualification is made up of one externally assessed core unit and one internally assessed optional unit, which are completed in years 10 and 11.

### ***What skills and qualities will I need?***

- 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
- Interest 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

### ***How will I be assessed?***

#### Core Unit - 201: Live Performance (50% of final grade)

This unit is completed under controlled assessment conditions in class. It consists of planning, choreographing and performing a dance in response to a given brief. You have a choice whether to do a solo performance, a duo/trio or a group performance.

The video evidence and written coursework will then be submitted to the exam board for assessment.

#### Optional Unit 229: Ensemble Dance Performance (50% of their final grade)

This unit consists of learning and developing dance skills in at least 2 dance styles. You will learn extended dance sequences to perform, culminating in two large group performance pieces. You are required to perform your work for assessment in the annual school Dance Showcases. You will document your progress in rehearsals and research the background of the dance styles studied.

The grades available for this course are Pass (equivalent to grade 4 at GCSE), Merit (equivalent to grade 6 at GCSE) and Distinction (equivalent to grade 8 at GCSE).

<b>Course Title</b>	<b>Exam Board</b>	<b>Website</b>
RSL Level 2 Award in Creative & Performing Arts	RSL	<a href="http://www.rslawards.com">www.rslawards.com</a>

## 3D Design - GCSE



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

### ***What will I be learning?***

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

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

### ***What skills and qualities will I need?***

- 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.

### ***How will I be assessed?***

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

You 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

You select one question from an early release question paper to which you produce a personal exam project. You will be given a period of time in which to plan and prepare as determined by the centre. You will be given ten hours of controlled time in which to work on realising your 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.

Course Title	Exam Board	Website
GCSE 3D Design (Specification J175)	OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

## Drama - GCSE

Year 9 begins with a recap of key skills learned in Y8 with an audit of your strengths and areas for development so far. This leads into the study of a slightly higher-level text of *The 39 Steps*. This exciting text teaches you about further concepts such as multi-roling and world-building through physical theatre. Building on the skills learned in Y8, you direct yourselves in the piece organising rehearsals, lighting, set, sound, props and the acting (casting for yourselves).



### ***What will I be learning?***

You constantly utilise the subject specific vocabulary introduced in years 7 and 8 whilst you are working. At this point we explore the range of careers involved in the performing arts as you have to have a good understanding of all roles in the theatre and how they function. You learn further, in depth skills in devising and responding to stimuli. You create a piece of 10 – 15 minutes in small groups and complete detailed research influenced by your stimulus material. A theatre trip will also take place towards the end of the year to further develop your reviewing and analytical skills from Y8; this time in a live environment.

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

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

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

**Working with a range of other people:** You will work on at least five performance units over the course, enabling you 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: You do not have to choose acting as your 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.

### **How will I be assessed?**

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

You will study a play through a series of practical workshops, exploring the playwright's intentions and possible performance interpretations. You 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**

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

#### **Component 3: Texts in Practice: Performance or Design: 20% of GCSE**

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

Course Title	Exam Board	Website
GCSE Drama	AQA	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

## Enterprise and Marketing – Cambridge National Certificate

In Year 9, you will gain the foundation knowledge to facilitate a secure start to the Cambridge National course. You will learn about different business types, the successes and failures of business start-ups, external influences on businesses and their impact. Finally you will gain an insight into economics by learning about the local and national economy and your role as a consumer within the modern business world.



### **What is a Certificate in Enterprise and Marketing?**

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

### **Career Pathways:**

Business skills are essential for success in employment and provide fundamental knowledge required by employers, in addition to providing transferable skills for future study. This qualification covers a range of topics and can lead into careers in the following sector; Financial, Human Resource Management, Marketing and Operations. You will need to achieve at least Level 2 Pass to continue studying this subject further. It will prepare you for A Level Business or a vocational qualification such as a BTEC Level 3.

### **What skills and qualities will I need?**

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.
- Consistently work hard and enjoy research and investigation approaches to learning.
- Are keen and motivated, and are able to meet clear deadlines.
- Are organised and keep good notes from the start of the course.

### **How will I be assessed?**

On the course you will learn essential business theory which is then applied throughout two coursework assignments. Your teacher will use a variety of assessment methods such as case studies, projects and presentations in order for you to obtain key knowledge and demonstrate your skills. The first external assessment will be in January of Year 11 in the form of an exam for Unit R064. During Year 10 and Year 11 you will be assessed by a combination of internal assessments and two coursework assignments which will be completed individually and submitted to the exam board.

### **What grades will I be awarded?**

Grades awarded can be seen below including a guideline comparison to the GCSE 9-1 scale. Your overall grade is 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	8.5	7	5.5	4	3	2	1

In order to achieve the Certificate, you 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 hour Exam – 60 GLH**

You will understand how and why customer segmentation is used and how to target a customer market. You 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 you with the skills and knowledge to design a product proposal to meet a business challenge scenario. You will be able to identify a customer profile for your own product design, develop market research tools and use these to complete market research for your product. You will use your 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. You will complete financial calculations to select a pricing strategy and determine whether your proposal is viable.

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

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

<b>Course Title</b> National Certificate in Enterprise and Marketing	<b>Exam Board</b> OCR	<b>Website</b> <a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
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## Food Preparation and Nutrition - GCSE



Food preparation and nutrition in year 9 is an opportunity for you to develop your skills and understanding in the kitchen. Practical sessions are two hours instead of one which allows you an introduction to the higher order skills such as pastry making, enriched dough, meat and fish preparation, as well as allowing you to focus on presentation skills. This year encourages you to become an independent, confident cook and prepares you really well for the following two years.

### ***What will I be learning?***

GCSE Food Preparation and Nutrition enables you 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

### ***What skills and qualities will I need?***

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

### ***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%

**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).

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

Course Title	Exam Board	Website
GCSE Food Preparation and Nutrition	EDUQAS	<a href="http://www.eduqas.co.uk">www.eduqas.co.uk</a>

## Geography - GCSE

Year 9 is a fundamentally important year in your study of geography as it will equip you with the foundational knowledge of key concepts that are embedded throughout the GCSE course in Years 10 and 11. This knowledge is introduced through a range of topics such as: 'What is geographical enquiry?' and 'How diverse is Asia?'.



***What skills and qualities will I need?***

- A knowledge of places covered in the course.
- An understanding of environments and themes.
- An ability to apply your knowledge and understanding in a variety of human and physical contexts.
- That you also have the potential to select and use a variety of appropriate graphical and statistical techniques in your work.

***What will I be learning and how will I be assessed?***

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



UNIT	CONTENT	ASSESSMENT
<p><b>Unit 1:</b> <b>Global Geographical Issues</b></p>	<p><b>SECTION A: Hazardous Earth:</b> 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><b>SECTION B Development Dynamics:</b> What is the scale of global inequality? How can it be reduced? How has India managed to develop? What is the role of TNC's?</p> <p><b>SECTION C Challenges of an Urbanising World:</b> 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>	<p><b>1 ½ HOUR WRITTEN EXAM (37.5%)</b></p>
<p><b>Unit 2:</b> <b>UK Geographical Issues</b></p>	<p><b>SECTION A: The UK's Evolving Physical Landscape:</b> 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><b>SECTION B: The Evolving Human Landscape</b></p> <ul style="list-style-type: none"> <li>• <b>Changing settlements in the UK</b> – Why are places and people changing in the UK? How are UK cities changing? Are deprivation and affordability the main challenges in the UK?</li> </ul> <p><b>SECTION C: Geographical Investigations</b></p> <ul style="list-style-type: none"> <li>• <b>Fieldwork- River investigation.</b> Investigation of how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK.</li> <li>• <b>Fieldwork- Dynamic inner cities.</b> Investigate how and why quality of life varies within the UK inner-city areas.</li> </ul> <p><b>The fieldwork is a compulsory element of the course and therefore students will need to attend these off-site trips during Year 10.</b></p>	<p><b>1 ½ HOUR WRITTEN EXAM (37.5%)</b></p>
<p><b>Unit 3:</b> <b>People and the Environment- (Making Geographical Decisions)</b></p>	<ul style="list-style-type: none"> <li>• <b>Section A: People and the Biosphere</b> Why does the biosphere matter? How do humans modify it? How and why should humans control it?</li> <li>• <b>Section B Forests under Threat</b> What are the threats to forests? How and why should they be reduced?</li> <li>• <b>Section C Consuming Energy Resources</b> How can the growing demand for energy be met? What are the environmental consequences of using so much energy? Are there any other solutions?</li> <li>• <b>Section D Making A Geographical Decision.</b></li> </ul> <p>It includes the pressures (conflicts), stakeholders and options that are involved in decision-making and are related to <b>SUSTAINABLE DEVELOPMENT</b> and <b>ENVIROMENTAL ISSUES</b>.</p>	<p><b>1 ½ HOUR WRITTEN EXAM (25%)</b></p>
<p>Questions are multiple choice, short-answer, graphical and extended answer questions and decision making exercises.</p>		
<p><b>Course Title</b> GCSE Geography</p>	<p><b>Exam Board</b> Edexcel – Syllabus B</p>	<p><b>Website</b> <a href="https://qualifications.pearson.com">https://qualifications.pearson.com</a></p>



# Health and Social Care – Cambridge National Certificate

You spend Year 9 gaining a solid understanding of what the three sectors are in Health and Social Care looking at careers linked to this subject and also looking at the varying needs of society. You will complete two practical courses in Year 9, these are:

- First Aid – you will learn a range of first aid skills and feel confident in administering first aid
- Sign Language – you will complete a series of workshops to give you a good introduction to British Sign Language



## ***What is a Certificate in Health and Social Care?***

The Certificate is a vocational award which gives you the knowledge and helps you to develop skills relevant to careers within Health, Social and Child care.

This course enables you to go on to Level 3 courses, gain apprenticeships within the industry and demonstrate skills required for the vast majority of jobs. There are a huge range of employers within the health and social care industry and a wide range of career prospects.

## ***What skills and qualities will I need?***

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

- Have an interest in communicating with and supporting people
- Can empathise with people with a diverse range of needs
- Enjoy individual research as well as sharing your knowledge and skills in written and practical ways
- Are organised and motivated to meet deadlines
- Can work successfully both independently and with others

## ***How will I be assessed?***

Through the course you will learn essential health, social and child care theory which is then applied through coursework assignments and a written examination. A variety of assessment methods are used such as case studies, projects and presentations in order for you to demonstrate your knowledge and skills.

## ***What grades will I be awarded?***

Grades awarded can be seen below including a guideline comparison to the GCSE 9-1 scale. Your overall grade is 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	8.5	7	5.5	4	3	2	1

You will complete 3 units: two are mandatory, one is optional and will be chosen by staff based on the interests of the class.

The first mandatory unit, R032: Principles of care in health and social care is assessed through a written examination.

The second mandatory unit, R033: Supporting individuals through life events, is completed through a series of written and practical assignments which are teacher assessed and moderated by OCR.

The one optional unit is also teacher assessed and OCR moderated.

Course Title	Exam Board	Website
Cambridge National Certificate in Health and Social Care	OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

## History - GCSE



Year 9 Transition: We teach units on twentieth century world history covering both world wars, the inter-war years and the Cold War. You will also study social and cultural changes in the modern world, and a unit on popular protest and rebellion from the medieval period to the present.

A GCSE in History shows you are a thinker and an analyser. It shows you have good communication skills can make reasoned judgements when presented with conflicting evidence. History develops your Life Skills.

In short, it shows that you have the qualities desired in occupations such as journalism, law enforcement, office work, financial services, management, lawyer, tradesperson, armed forces, consultancy, higher education - a never-ending list of possibilities.

### ***What will I be learning?***

Content: GCSE units (Yrs 10 and 11)

- 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

### ***What skills and qualities will I need?***

You 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 your performance in history
- Enjoy finding out about the past and see the importance of historical events and personalities

### ***How will I be assessed?***

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

Course Title	Exam Board	Website
GCSE (9-1) History B (Schools History Project)	OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

## **Modern Foreign Languages: French and German - GCSE**



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.

To reinforce your confidence, you will regularly be able to practice your speaking skills in 1 to 1 sessions with our native Language Assistant.

In French and German, year 9 will be a transitional year leading to your GCSE in year 10 and year 11. We will revisit topics and grammar covered in year 7 and year 8, adding more complex structures and opinions.

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

### ***What will I be learning?***

- 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)

### ***What skills and qualities will I need?***

- 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

**Studying French and/or German will enable you to acquire and improve key skills including:**

- enhancing problem solving skills
- improving memory function (long & short-term)
- enhancing creative thinking capacity
- improving confidence
- extending cultural understanding in our totally international modern world

**How will I be assessed?**

You 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) and you will be entered for the appropriate tier according to your ability.

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

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

Course Titles	Exam Board	Website
GCSE French GCSE German	AQA	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

## Music - GCSE

In year 9, you study a range of genres and develop practical skills to prepare for GCSE study. In the Autumn term, you explore different musical structures and how to use music software as a composition tool. You also develop your skills on either keyboard or guitar and learn how songwriters compose effectively. This culminates in you writing and recording your own song. In the Spring term, you explore genres of music that might be more unfamiliar to you - 20th century minimalism and jazz.

The learning focus is on exploring compositional techniques that you can use in your own creative projects, such as motif development, improvisation, and extended harmony. In the Summer term of year 9, you explore two more genres of music - 19th century programme music, which allows you to explore storytelling through sound, and musical theatre, which puts a different spin on storytelling through music and is a culmination of all the skills developed this year.

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.

**What will I be learning and how will I be assessed?**

**Unit 1: Performing** (Internally assessed 30%)



You will develop your performance skills throughout the course, looking at both individual and ensemble skills. By the end of the course you will need to produce two examined recordings on any instrument and in any style of their choice, though one must link to an area of study (below). The combined length of the performances must be at least 4 minutes:

- One solo performance
- One ensemble performance

**Unit 2: Composing (Internally assessed 30%)**

You will study a number of compositional skills over the three years, all related to the areas of study below. You will practise your 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%)**

You 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
<b>What will be covered</b>	Forms and Devices of pieces from the Western Classical Tradition including a set work: JS Bach: <i>Badinerie</i>	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: Toto: <i>Africa</i>

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

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

<b>Course Title</b> GCSE Music	<b>Exam Board</b> EDUQAS	<b>Website</b> <a href="http://www.eduqas.co.uk">www.eduqas.co.uk</a>
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## Physical Education - GCSE

You will spend year 9 completing classroom-based learning, building the foundations of the theory content. Practical lessons are built into the year 10 curriculum with the coursework being introduced in the summer term and year 11 is a combination, to enable a balance between exam practise, revision and practical assessment.

***What will I be learning?***

At GCSE further knowledge is developed in anatomy and physiology, movement analysis, physical training, socio-cultural issues in sport, psychology of sport, health, fitness and wellbeing and practical sports performance and analysis. This is all achieved by teaching theoretical content and high-quality practical PE. The PE department, with a wealth of experience and enthusiasm, works collaboratively to produce high quality resources and lessons and moderation of assessment across year groups.

**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

**Unit 3: Practical Performance in Physical Activity and Sport**

- You 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

***What skills and qualities will I need?***

In order to succeed you must:

- Enjoy studying the human body, how it works and the science behind it
- 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

***How will I be assessed?***

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

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.

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

Course Title	Exam Board	Website
GCSE Physical Education	AQA	<a href="https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582">https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</a>



## Travel and Tourism: BTEC Level 2 Tech Award

The Travel and Tourism Tech Award gives you the opportunity to develop applied knowledge and understanding in a range of areas.

The travel and tourism sector is the UK's third largest employer, accounting for 9.5 per cent of total employment. Tourism is one of the fastest growing sectors in the UK in employment terms, employing nearly 3 million people, and the value of tourism to the UK economy is approximately £121 billion (7.1 per cent) of UK GDP. In 2016, travel and tourism contributed 10.2 per cent of the world GDP, and the sector now supports 292 million people in employment – that's one in ten jobs worldwide



### *What will I be learning?*

Learners taking this qualification will study three components, covering the following content areas:

- the aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes
- how organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences
- factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

### *How will I be assessed?*

Component number	Component title	Guided Learning Hours	How Its Assessed
1	Travel and Tourism Organisations and Destinations	36	Internal – externally moderated
2	Customer Needs in Travel and Tourism	36	Internal – externally moderated
3	Influences on Global Travel and Tourism	48	External Synoptic

Internally: Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

External: The external assessment is based on a written assessment in timed conditions.

Course Title	Exam Board	Website
Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism	BTEC	<a href="https://qualifications.pearson.com">https://qualifications.pearson.com</a>

## Personal Plan

### What do I want to achieve?

*What am I aiming for?*

*What I need to do next?*

### How do I achieve it?

*What help do I need?*

*The subjects I am interested in studying*



## YEAR 8 KS4 COURSES APPLICATION 2022-2025

### COMPULSORY SUBJECTS

**All** students will study 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.

### CHOSEN SUBJECTS – to be completed during the Futures interview

Students are asked choose one choice from each of boxes A and B, and then **three** choices in **order of preference** from box C (this includes a reserve subject). Students will be allocated **FOUR** chosen subjects in total.

#### BOX A:

Choose one from here	Tick one
GCSE French	
GCSE German	
I am allowed not 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 <b>ONLY ONE</b> Technology subject will be allocated to a student. If you are not studying a language please choose a fourth subject.
	GCSE Art and Design
	GCSE Computing
	RSA Level 2 Award Dance
	GCSE 3D Design ( <i>Technology</i> )
	GCSE Drama
	Cambridge National Certificate in Enterprise and Marketing
	GCSE Food Preparation and Nutrition ( <i>Technology</i> )
	GCSE French (as a second language)
	GCSE Geography ( <i>as a second Humanity</i> )
	GCSE German (as a second language)
	Cambridge National Certificate in Health and Social Care
	GCSE History ( <i>as a second Humanity</i> )
	GCSE Music
	GCSE Physical Education
	BTEC Level 2 Technical Award 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
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