



**MAIDEN ERLEGH
SCHOOL**



Key Stage 4 Curriculum Handbook

Class of 2022 – 2027

For courses starting in September 2024





KEY STAGE 4 PROSPECTUS
CONTENTS

	Page
Subject Combinations	3
Key Stage 4 Core Curriculum and Optional Curriculum	4
Key Dates	5
Any notes or questions	6
OPTIONS	7
GCSE Art and Design AQA	8-9
Cambridge National Sports Science OCR	10-11
GCSE Computer Science AQA	12
GCSE Design and Technology AQA	13-14
GCSE Drama AQA	15-16
GCSE Economics OCR	17-18
BTEC Tech Award in Enterprise Level 2 PEARSON EDEXCEL	19-20
GCSE Food, Preparation and Nutrition AQA	21-22
GCSE French AQA	23-24
GCSE Geography AQA	25-26
GCSE German AQA	27-28
BTEC First Award Health and Social Care PEARSON EDEXCEL	29-30
GCSE History AQA	31-32
Cambridge Nationals Creative iMedia OCR	33
GCSE Music EDEXCEL	34-35
GCSE Photography AQA	36-37
GCSE Physical Education EDEXCEL	38-40
BTEC Performing Arts PEARSON EDEXCEL	41-42
GCSE Spanish AQA	43-44

Key Stage 4 Prospectus

Year 9 courses commencing September 2024



SUBJECT COMBINATIONS

The following combinations are not permitted.

Physical Education **and** Sport

Art **and** Art Textiles

Art **and** 3D Art

3D Art **and** Art Textiles



KEY STAGE 4 CORE CURRICULUM

At Maiden Erlegh School, all students at Key Stage 4 will study the following courses to examination level at GCSE:

- English Language
- English Literature
- Mathematics
- Science
- Religion and Philosophy or Citizenship*
- A humanity (Geography or History)

*Where students request to not study RP GCSE, Citizenship GCSE may be considered as an alternative (based on GCSE groupings). Please contact the Headteacher in writing by Friday 1 March 2024 if this is the case

In addition, they will have lessons in:

- Physical Education
- Personal, Social & Health Education, which will include health education and work-related learning, and will be delivered through the pastoral programme and some other subjects.

OPTIONAL CURRICULUM

Details of the core curriculum can be found on the website in the relevant Key Stage 4 curriculum booklets.

The remainder of the curriculum is chosen by the students, but each individual student's option form reflects what the school believes is the best combination of subjects for them. Please note, this booklet contains all courses, but you must refer to your options form for what is available.

It is important for students to consider the courses most suitable for them, taking into account their own strengths and weaknesses. The first part of the process is to find out about the courses and how they are assessed. This handbook contains a great deal of information for students and parents about the courses being offered. Parents also have an opportunity to find out more about courses at the Year 8 Options Evening on Tuesday 6 February 2024.

We believe that our recommendations on the options form for your child will offer the best route to success at KS4. This suggestion has been based on the student's performance and aptitude so far at Foundation Stage. Students should find that within the recommended pathway they will be able to choose the subjects that are appropriate for them. Further guidance and advice are available from Mr Bryant, Head of Year 8, and Mr Thomas, Assistant Headteacher, throughout the options process. Both will be available at the parents' meetings for consultation over this process.

Key Stage 4 Prospectus

Year 9 courses commencing September 2024



Key Dates

Friday 2 February 2024 - Key Stage 4 Options Handbook available

Monday 5 February 2024 - Spring tracking report available on MCAS and student portal.

Tuesday 6 February 2024 - Key Stage 4 Options Evening

12 – 16 February 2024 - HALF TERM HOLIDAY

Tuesday 20 February 2024 - 8M Progress Meetings

Thursday 22 February 2024 - 8E Progress Meetings

Monday 26 February 2024 - Options Surgeries

Tuesday 27 February 2024 - Options Surgeries

Friday 1 March 2024 - Deadline for submission of Options Form



**For further information, or if you have any questions,
or queries, please contact:**

Mr S Bryant
Head of Year 8

Mr G Thomas
Assistant Headteacher

KS4Options@maidenerleghtrust.org

Key Stage 4 Prospectus

Year 9 courses commencing September 2024



Any Notes or Questions

Please use the space on this page to add any notes, questions etc. that you need in order to help you through the options process.



OPTIONS



ART AND DESIGN:
ART TEXTILES: AQA
ART 3-DIMENSIONAL DESIGN (Sculpture): AQA

OVERVIEW

Following courses in the Visual Arts can lead to a wide range of careers. At GCSE, Art, and Design covers: drawing and painting; print; photography; textiles; fashion; jewellery; graphic design; sculpture; ceramics and mixed media. If you choose to specialise in 3D Design, then you will focus on sculpture and ceramics. If you choose to specialise in Textiles, you will focus on exploring many diverse and interesting ways of working with cloth from sculpting fabric to batik and free stitch machine drawing. The study of other artists and cultures forms an important part of the course and underpins your work.

Many of our students have gone on to have careers in the following areas – architecture, interior design, product design, theatre and set design, make up for television and film, film cameraman, film editors, special effects for film and television, animation, fashion design, fashion journalism, art historians, gallery directors, art directors in advertising, graphic designers, florists, store visualisation and merchandising, jewellers, community artists, art teachers, stained glass designers and many more exciting careers.

Following a visual arts course encourages you to have personal ideas and to be creative, often thinking outside the box. You will learn many new practical skills and how to present a good portfolio which can be used in interviews for college or employment. Presentations to your peers throughout the course develop your communication skills and working and learning from artists showing in The Peacock Gallery introduces you to the world of work.

COURSE CONTENT

Year 9

- Term 1** Skills workshops, enabling students to: take better photographs, print in many colours, model, and construct in clay, use recycled materials in innovative and creative ways, draw and paint in a range of styles, use Photoshop for manipulating images and creating new ones. Learning what makes a good sketchbook.
- Term 2** Trip to a gallery or museum to inspire students to create more independent and confident responses within coursework portfolio by experiencing artwork and an art environment first-hand. This is an ideal opportunity to resource, gather and inspire students to develop their portfolios.
- Term 3** Critical studies which involve the investigation of textile artists, cultures and art movements which have helped to shape contemporary practice through the theme of Art from Art.

Year 10

- Term 1** Students will attend a workshop with local artists creating profiles on the artists, learning new techniques and methods of working in a variety of media or will visit a museum or gallery.



Term 2 - Personal extended project which is planned, developed, and executed according to the individual's strengths and interests. The project will be developed from suggested themes where students will select a topic area to investigate in a personal way. E.g., Archive, The Elements, Colour, and Pattern.

Term 3 - Personal extended project continued.

Year 11

Term 1 - Personal extended project completed.

Term 2 - Unit 2 AQA exam paper issued 1 January. The externally set assignment with a paper set by AQA with a choice of 7 or 8 questions. Preliminary studies culminate in a 10-hour final exam usually taken at the end of March.

Term 3 - Careful presentation of preparatory studies for assessment and exhibition. The GCSE exhibition is held in June every year.

ASSESSMENT OBJECTIVES

- **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- **AO2:** Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- **AO3:** Record ideas, observations, and insights relevant to intentions as work progresses.
- **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ASSESSMENT STRUCTURE

AQA Unit 1	96 marks	60% of total GCSE mark The Portfolio (including more than one project)
A01	24 marks	Developing ideas through research and critical studies.
A02	24 marks	Refine ideas by experimenting with materials and processes.
A03	24 marks	Record their ideas and observations relevant to their intentions.
A04	24 marks	Present a personal response making connections between all of the assessment criteria.
AQA Unit 2	96 marks	the externally set assignment - 40% of final mark.



CAMBRIDGE NATIONAL SPORTS SCIENCE: OCR

OVERVIEW

This is a vocationally related qualification that takes an engaging, practical, and inspiring approach to learning and assessment. This course provides students with a broad knowledge and understanding of different aspects of sports science including sports psychology and nutrition and equips students with practical skills such as learning to design and evaluate a training programme.

There are also opportunities throughout the course for insights into future careers based on topics taught. For example, physiotherapy, sports coach, working in the media, sports psychology, and teaching.

ASSESSMENT STRUCTURE

Unit 1 - R041 Reducing the risks of sports injuries What is assessed?

Taking part in sport and physical activity puts the body under stress. Knowing how to reduce the risk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting are, therefore, vital skills in many roles within the sport and leisure industry, whether you are a lifeguard, a steward at a sports stadium or a personal fitness instructor. By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications.

How is it assessed?

This unit is externally assessed by OCR.

Written paper 1 hour – 60 marks

Unit 2 – R042 Applying principles of training What is assessed?

In the world of team and individual sport, it is vital that coaches keep their performers in peak condition. They do this by regularly monitoring them through fitness tests and by designing bespoke training programmes to suit the type of sport, performance schedule and the individual themselves. High quality training programmes apply principles of training to the requirements of the individual in their development and implementation.

By completing this unit, learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing.

How is it assessed?

This unit is internally assessed by the Physical Education department and externally moderated by OCR. The assignment is marked out of 60.



Unit 3 - R045 Sports Nutrition What is assessed?

In all walks of life, appropriate nutrition and diet are vital to our health and wellbeing. In the world of sport, the right nutrition is as important as the right equipment and the right training methods, because without suitable nutrition a performer's body would not be able to cope with the stresses and strains put upon it. This would lead not only to deterioration in performance, but also in health. The amount of legislation and media coverage that surrounds the use of supplements in elite sport, some of which are approved and some of which are prohibited, highlights the value placed on nutrition in modern day sport.

By completing this unit, learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate, effective diet plan for a performer.

How is it assessed?

This unit is internally assessed by the Physical Education department and externally moderated by OCR. The assignment is marked out of 60.

Unit 4 - R046 Technology in sport What is assessed?

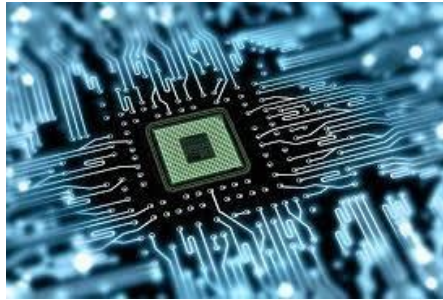
Elite sport is big business and the amounts of money invested in, and available for, achieving success are increasing.

In such a competitive environment, innovation which can provide an advantage is much sought-after and it is in this context that the application of technology to sport is becoming more and more prevalent and providing a growing range of career opportunities as a result.

By completing this unit, learners will consider the variety of ways in which technology is being used in sport to enhance both performance and the experience of sport for performers and for spectators. They will also develop an appreciation of some of the counterarguments regarding the increasing use of technology in sport.

How is it assessed?

This unit is internally assessed by the Physical Education department and externally moderated by OCR.



COMPUTER SCIENCE: AQA

OVERVIEW

This course will suit students wishing to pursue a career in software or games development. Students must be highly logical and have an analytical approach to problem solving. They must overall be patient and never give up on trying to solve problems. The programming language that is taught is Python 3.

Computer Science allows for students to gain problem solving skills, appropriate across all forms of careers. Students typically go on to study the subject at A Level/Degree level and go into the many different fields of Computer Science including software engineering, games development and animation.

COURSE CONTENT

Fundamentals of algorithms, programming, fundamentals of data representation, computer systems, fundamentals of computer networks, cyber security, relational databases, and structured query language (SQL) and ethical, legal, and environmental impacts of digital technology on wider society, including issues of privacy.

ASSESSMENT OBJECTIVES

AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science.

AO2: Apply knowledge and understanding of key concepts and principles of computer science.

AO3: Analyse problems in computational terms:

- to make reasoned judgements; and
- to design, program, evaluate and refine solutions.

ASSESSMENT STRUCTURE

Paper 1: Computational thinking and programming skills

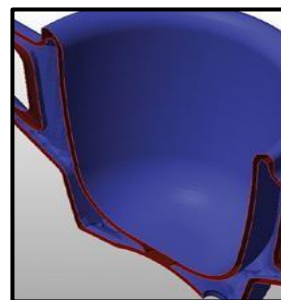
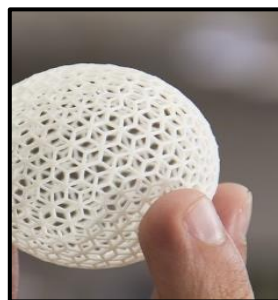
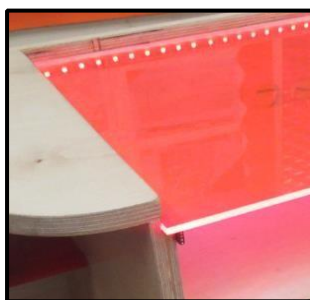
Written exam assessing computational thinking, code tracing, problem solving, programming concepts including the design of effective algorithms and the designing, writing, testing, and refining of code.

- 2 hours
- 90 marks
- 50% of GCSE

Paper 2: Computing concepts

Written exam assessing fundamentals of data representation, computer systems, fundamentals of computer networks, cyber security, relational databases, and structured query language (SQL) and ethical, legal, and environmental impacts of digital technology on wider society, including issues of privacy.

- 1 hour 45 minutes
- 90 marks
- 50% of GCSE



DESIGN & TECHNOLOGY: AQA

OVERVIEW

Design and Technology is important in all areas of the modern world, from railway stations to space stations, adverts to inventions and yogurt pots to yachts. Without Design and Technology, human beings would find every task a great deal more difficult. The first computers required the art of invention and designers strive to create the next new and exciting thing. Design and Technology combines skill, talent and creativity and allows pupils to work in a practical way to problem solve, innovate, and change the way we live.

COURSE CONTENT

Design and Technology is an excellent pathway to many careers. These range from direct pathways such as design, fashion, manufacturing, and production to other areas such as retail, education, training, sales, and marketing. There are in excess of 100 different career options that directly relate to Design and Technology, and the subject has a high employability rating.

ASSESSMENT OBJECTIVES

AO1: Identify, investigate, and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate:

- design decisions and outcomes, including for prototypes made by themselves and others.
- wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of:

- technical principles.
- designing and making principles.

ASSESSMENT STRUCTURE

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	100	x 1	100
NEA	100	x 1	100
Total scaled mark:			200

The non-exam assessment will contribute towards 50% of the student's overall mark.

The NEA project in its entirety should take between 30-35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent A4 paper or the digital equivalent.



The assessment criteria for the NEA are split into six sections as follows:

	Section	Criteria	Maximum marks
AO1 Identify, investigate and outline design possibilities	A	Identifying and investigating design possibilities	10
	B	Producing a design brief and specification	10
AO2 Design and make prototypes that are fit for purpose	C	Generating design ideas	20
	D	Developing design ideas	20
	E	Realising design ideas	20
AO3 Analyse and evaluate	F	Analysing and evaluating	20
Total			100



DRAMA: AQA

OVERVIEW

AQA GCSE in Drama encourages students to:

- Develop transferrable skills necessary for a wide range of careers including ICT, law, politics, HR, business, health care, and journalism.
- Develop their ability to work as part of team.
- Develop essential skills in oracy, communication, presentation, problem solving, time management, application of ICT, research, discipline, empathy, motivation, and above all, the ability to work independently.
- Work imaginatively and creatively in collaborative contexts, generating, developing, and communicating ideas.
- Help build self-esteem, self-confidence, and self-awareness.
- Consider and explore the impact of social, historical, and cultural influences on drama texts and activities.
- Reflect and evaluate their own and the work of others.
- Develop and demonstrate competence in a range of practical, creative and performance skills.
- Develop a basis for their future role as active citizens in employment and society in general, as well as for the possible study of drama.
- Actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

ASSESSMENT OBJECTIVES

AO1: Create and develop ideas to communicate meaning for theatrical performance.

AO2: Apply theatrical skills to realise artistic intentions in live performance.

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4: Analyse and evaluate their own work and the work of others.

ASSESSMENT STRUCTURE

Component 1: Understanding drama – Written exam (80 marks - 40% of total GCSE)

Written exam of 1 hour and 45 minutes.

- **Section A:** multiple choice (4 marks).
- **Section B:** 4 questions on extract from chosen set play (44 marks).
- **Section C:** 1 question on a live theatre production seen (32 marks).

- **AO3:** "Demonstrate knowledge and understanding of how drama and theatre is developed and performed."

- **AO4:** "Analyse and evaluate their own work and the work of others." **Component 2: Devising drama (40% of total GCSE)**

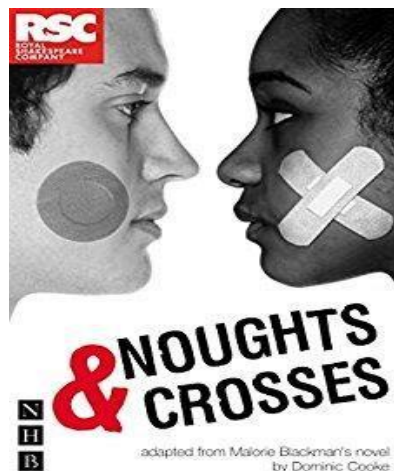
Internally assessed and externally moderated by AQA.

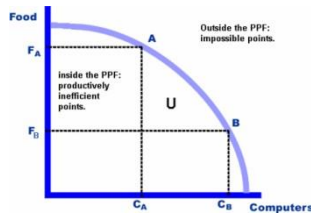


- **Devised Performance:** (20 Marks - 10% of total GCSE)
 - ✓ Student group work from a stimulus to create a piece of theatre. ✓
 - They must contribute as either a **performer or designer**.
 - ✓ Students will write a **STATEMENT OF DRAMATIC INTENTION** stating what style, they are working in, what the aims of the piece are and personal aims.
 - ✓ The performance will be internally assessed and externally moderated.
 - ✓ Students will be expected to book in for after school rehearsals.
 - **Devising Log:** (60 Marks - 30% of total GCSE)
The Devising Log must comprise of three sections, each marked out of 20 marks:
 - ✓ Section 1: Response to a stimulus.
 - ✓ Section 2: Development and collaboration.
 - ✓ Section 3: Analysis and evaluation.
 - **AO1:** "Create and develop ideas to communicate meaning for theatrical performance."
 - **AO2:** "Apply theatrical skills to realise artistic intentions in live performance."
 - **AO4:** "Analyse and evaluate their own work and the work of others."
- Component 3: Texts in practice (20% of total GCSE)**
Examined by a visiting AQA examiner.

Performance of TWO extracts: (20%)

- You will perform two extracts from the same play.
- You will produce a Statement of Dramatic Intention.
- Students will be expected to book in for after school rehearsals.
- **AO2:** "Apply theatrical skills to realise artistic intentions in live performance".





ECONOMICS: OCR

OVERVIEW

Economics is about people and their economic choices. This course enables learners to appreciate we are all part of the economy and that economics relates to every aspect of our lives, from the decisions of individuals or families, to the structures created by governments and producers. The course will equip learners with the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally. Economics provides you with the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It enables you to understand the decisions of households, firms and governments based on human behaviour, beliefs, structure, constraints, and need.

The skills you will learn in GCSE Economics are easily transferable to a number of careers such as banking, insurance, politics, retail, public sector, accountancy, and management.

COURSE CONTENT

Economics encourages learners to think as economists and develop the appropriate range of analytical, critical, and reasoning skills to achieve this objective.

This qualification will teach learners to explain, analyse and evaluate the role of markets and the government within a market economy. They will learn about the basic market models and are encouraged to deepen their understanding of the economic concepts studied by applying these to relevant current and historical economic issues. This should include reading articles with economic data, graphical representations, or discussions of economic problems.

Learners will be encouraged to make reasoned and informed judgements using both qualitative and quantitative evidence. They will learn how to select and interpret data as well as understand its possible limitations.

Economics provides an engaging and comprehensive introduction to economics drawing on local, national and global contexts.

Component 01 introduces learners to the main economic agents, the basic economic problem, and the role of markets, including the labour market and the importance of the financial sector.

Component 02 focusses on the main economic objectives, such as economic growth, low unemployment, fair distribution of income and price stability, and other roles of government. Other aspects are the importance of international trade and the impact of globalisation.

ASSESSMENT OBJECTIVES

AO1 Demonstrate knowledge and understanding of economic concepts and issues.

AO2 Apply knowledge and understanding of economic concepts and issues to a variety of contexts.



AO3 Analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.

ASSESSMENT STRUCTURE

Economics Paper 1: Introduction to Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Introduction to Economics and The Role of Markets and Money.

This examination is worth 80 marks, split into two sections and assesses content from the 2 units mentioned above. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks.

Economics Paper 2: National and International Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Economic Objectives and the role of Government and International Trade and the Global Economy. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks. Section A and Section B are the same structure as the Business 1 paper.



BTEC TECH AWARD IN ENTERPRISE LEVEL 2: PEARSON EDEXCEL

OVERVIEW

This is a vocationally related qualification that takes an engaging, practical, and inspiring approach to learning and assessment. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses. Study of this sector will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs. They will explore how market research helps enterprises meet customer needs and understand competitor behaviour. They will then investigate the factors that contribute to the success of an enterprise.

ASSESSMENT STRUCTURE

Component 1: Exploring Enterprises

What is assessed?

In this component, you will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. You will understand the importance of having a clear focus on the customer and the importance of meeting their needs. Enterprises can struggle if they do not carry out market research. It is important for you to develop relevant skills in market research and to analyse and be able to interpret your findings to support your understanding of customers and competitors. You will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analysis can be used to support decision making. You will discover how success can be monitored in an SME.

How is it assessed?

This unit is internally assessed by the Business Studies department and externally moderated by Pearson Edexcel.

Component 2: Planning for and Pitching an Enterprise Activity

What is assessed?

If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial, and human resources – which means the skills that you and others bring. An entrepreneur will also have to pitch their ideas to an audience in order to secure funding. In this component, you will use the research knowledge gained from Component 1 to consider a number of ideas before developing a plan for a realistic micro-enterprise activity. You will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. You will need to take responsibility for creating and then delivering a pitch for your developed idea to an audience using your knowledge of business, and demonstrating entrepreneurial characteristics, qualities, and skills. In the final part of the component, you will use feedback to review your plan and pitch for the micro-enterprise activity, reflecting on your plan, your pitch, and the skills you demonstrated when pitching.

How is it assessed?

This unit is internally assessed by the Business department and externally moderated by Pearson Edexcel.



Component 3: Marketing and Finance for Enterprise

What is assessed?

The performance of an enterprise can be affected by both internal and external factors. To monitor and improve an enterprise's performance, you need to be aware of the impact of these factors and the strategies you can use to make the most of opportunities and minimise any threats. In this component, you will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. You will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them. You will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.

How is it assessed?

This component is assessed by a written assessment set and marked by Pearson. The external assessment will be 2 hours in length. The number of marks for the assessment is 60.



FOOD, PREPARATION AND NUTRITION: AQA

OVERVIEW

This new and exciting course aims to equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating to what they have made.

It offers valuable preparation for those wishing to progress to further or higher education, leading to careers in teaching, food science, dietetics, manufacturing, or a role within the hospitality industry.

It also develops vital life skills which will enable students to feed themselves and others affordably and nutritiously, both now and later in life.

COURSE CONTENT

A. Nutrition

- How peoples' nutritional needs change and how to plan a balanced diet for those life stages, including for those with specific dietary needs.
- How to maintain a healthy body weight throughout life and avoid diet related diseases e.g., diabetes, coronary heart disease.
- Nutrient functions and main sources and the importance and function of water in the diet.
- Recipe and meal planning.
- A study of the major food groups including cereals and cereal products, fruit and vegetables, dairy foods, meat and meat alternatives, fats, and sugars.

B. Food

Food provenance

- Where and how foods are grown, reared, or caught, then processed or produced.
- How processing affects the sensory and nutritional properties of ingredients.
- The impact of food and food security on the environment, local and global markets, and communities.
- Technological developments that claim to support better health and food production.
- A study of culinary traditions in Britain and two international cuisines.

Food choice

- How sensory perception guides the choices that people make.
- The sensory qualities of a range of foods and combinations.
- The range of factors that influence food choices.
- The choices that people make about certain foods according to religion, culture, ethical belief, or medical reason.
- How to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs.
- The influence of food labelling and marketing on food choice.

Key Stage 4 Prospectus



C. Cooking and food preparation

- Why food is cooked.
- Food safety principles when buying, storing, preparing, and cooking food.
- How heat is transferred to food through conduction, convection, and radiation.
- Appropriate cooking methods to conserve or modify nutritive value or improve palatability.
- Understanding of the working characteristics, functional and chemical properties of a wide range of ingredients to achieve a particular result.
- The effect of preparation and cooking on the sensory and nutritional quality of dishes.

ASSESSMENT OBJECTIVES

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking, and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking, and preparation.
- AO3: Plan, prepare, cook, and present dishes, combining appropriate techniques.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking, and preparation including food made by themselves and others

ASSESSMENT STRUCTURE

All assessments which count towards the final GCSE grade take place in Year 11.

NON- EXAM ASSESSMENT (NEA): Task 1: Food investigation (15%)

Students will be expected to show their understanding of the *working characteristics, functional and chemical properties of ingredients*. They will submit a written report (1,500–2,000 words) including photographic evidence of the practical work carried out.

NON- EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%)

Students will be expected to show their knowledge, skills and understanding in relation to the *planning, preparation, cooking, presentation of food and application of nutrition* related to a chosen task set by the Examination Board. Students *will prepare, cook, and present a final menu of three dishes* within a single period of no more than three hours. Students will submit a written portfolio (20 x A4 pages) including photographic evidence.

EXAM: Paper 1: Food preparation and nutrition (50%) Written exam: 1 hour 45 minutes

The paper will be made up of 20 multiple choice questions worth 20 marks and 5 questions, each with a number of sub questions, worth 80 marks.



FRENCH ab initio (3-year course): AQA
or FRENCH continuation (5-year course in total): AQA

If there is enough interest, we can offer French as a 3-year GCSE course. Students need to be motivated and hard-working if they choose this option and should discuss it with their class teacher beforehand.

OVERVIEW

More than 220 million people speak French on all the five continents. French is a major language of international communication. It is the second most widely taught language after English and the sixth most widely spoken language in the world.

France is the world's top tourist destination and attracts more than 79.5 million visitors a year. The ability to speak French makes it so much more enjoyable to visit France and other French speaking countries around the world. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset, particularly in the world of tourism, communication, and business.

Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose French.

If there is enough interest, we can offer French as a 3-year GCSE course. Students need to be motivated and hard-working if they choose this option and should discuss it with their class teacher beforehand.

COURSE CONTENT

The new GCSE French specification is a linear course with terminal examinations in listening, speaking, reading, and writing taken at the end of Year 11. Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

Building on the topics and grammatical patterns already covered in the Foundation years, we will aim to access more complex lexical items and a deeper understanding of different themes.

The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

There are three broad themes:

1. Identity and culture.
2. Local, national, international, and global areas of interest.
3. Current and future study and employment.

Key Stage 4 Prospectus



Each theme will contain a number of topics and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons.
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation and stretch and challenge).
- the appropriate lexical and grammatical content.

ASSESSMENT OBJECTIVES

The exams will measure how students have achieved the following assessment objectives.

- **AO1:** Listening – understand and respond to different types of spoken language.
- **AO2:** Speaking – communicate and interact effectively in speech.
- **AO3:** Reading – understand and respond to different types of written language.
- **AO4:** Writing – communicate in writing.

ASSESSMENT STRUCTURE

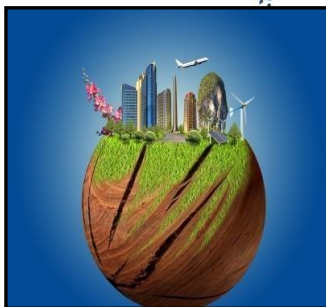
The GCSE French specification is a linear course with terminal examinations in listening, speaking, reading, and writing at the end of Year 11. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - Listening: 25% of GCSE, 35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Non-examined assessment - Speaking: 25% of GCSE

Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Foundation), 1 hour 15 minutes (Higher)



GEOGRAPHY: AQA

OVERVIEW

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps to prepare you for those changes. The transferable skills which geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. It is less likely that you will spend all your life with one company or organisation (the 'job for life'), so flexible thinking is a great attribute. Geographical study fosters these qualities and provides a firm basis for life-long learning.

Compared to other subjects, geography graduates are among the most employable. They possess the skills that employers look for. In part this is because the subject combines knowledge of science and an understanding of the arts. Geographers can make a concise report, handle data, ask questions and find answers, make decisions about an issue, analyse material, organise themselves, think creatively and independently. Geographers are good communicators, spatially aware, socially, economically, and environmentally aware, problem solvers, good team players, computer literate, well rounded and flexible thinkers.

COURSE CONTENT

The examination board is AQA, and the qualification is linear so all students will sit the three papers at the end of the course.

- The challenge of resource management – water option.
- Urban issues and challenges.
- River landscapes in the UK (Physical landscapes in the UK).
- Issue evaluation practice.
- The changing economic world.
- Ecosystems and tropical rainforests (The living world).
- Cold environments (The living world).
- Tectonic hazards (The challenge of natural hazards).
- Fieldtrip involving physical and human investigation.
- Weather hazards and climate change (The challenge of natural hazards).
- Coastal landscapes in the UK (Physical landscapes in the UK).
- Geographical skills (cartographic, graphical, numerical, statistical skills).
- Issue evaluation preparation.



ASSESSMENT OBJECTIVES

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Geography specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge of locations, places, processes, environments, and different scales (15%).
- AO2: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments, and processes; the interrelationships between places, environments, and processes (25%).
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to field work context(s)).
- AO4: Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

ASSESSMENT STRUCTURE

There are three main parts to the GCSE assessment structure:

Paper 1: Living with the physical environment (35%)

This is a 1 hour 30-minute written examination that assesses all the physical modules of the course. It is in 3 sections, section A (The challenge of natural hazards) is worth 33 marks, section B (UK Physical Landscapes) is worth 30 marks and section C (The living world) is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 2: Challenges in the human environment (35%)

This is a 1 hour 30-minute written examination that assesses all the human modules of the course. It is in 3 sections. Section A - Urban Issues and Challenges is worth 33 marks. Section B - The Changing Economic World is worth 30 marks and section C - The Challenge of Resource Management is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 3: Geographical Applications (30%)

Question 1 is worth 37 marks and is an issue evaluation. The students will receive the issue booklet (a series of resources on the issue) 12 weeks prior to the exam and these will be discussed in lessons. The students will then be expected to answer a series of questions on a contemporary geographical issue, leading to a more extended piece of writing which will involve a decision with some justification.

Question 2 is worth 39 marks and is split between questions based on the fieldwork that they complete during the course and questions based on the use of fieldwork materials in an unfamiliar context.

Fieldwork

As part of the GCSE, students are required to undertake two geographical enquiries involving the collection of primary data to show an understanding of both human and physical geography. As a school we offer students the opportunity to go on a fieldtrip which covers these requirements, which will cost around £20. Should your child not go on this trip, they will be required to complete two fieldwork investigations in their own time and under your supervision.



GERMAN GCSE (5-year course starting in Year 7): AQA

OVERVIEW

Being able to converse and understand a foreign language is an extremely useful life skill and opens many exciting opportunities. Whether you are using German on holiday in the Alps or in a high-powered job, speaking a foreign language fluently is rewarding, enjoyable and impressive. In fact, if many British businesses are to survive and thrive post-Brexit, companies will be very glad of German speakers. Studies also show that having an additional language can boost your salary considerably and if you can compete with other people from around the world who often speak multiple languages, you will be very employable. German companies like BMW, Daimler, Siemens, Lufthansa, and Bosch like to employ candidates with good language skills. German is also an asset to careers in law, journalism, tourism, translating and many more.

A significant body of the world's great science and literature has been written in German, and knowledge of the language will greatly enhance your appreciation of German culture in general. It is also worth bearing in mind that top universities hold linguists in great esteem.

If there is enough interest, we can offer German as a 3-year GCSE course. Students need to be motivated and hardworking if they choose this option and should discuss with their class teacher beforehand.

COURSE CONTENT

The new GCSE German specification is a linear course with terminal examinations in listening, speaking, reading, and writing taken at the end of Year 11. Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

There are three broad themes:

1. Identity and culture.
2. Local, national, international, and global areas of interest.
3. Current and future study and employment.

Each theme will contain a number of topics and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons.
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation and stretch and challenge).
- the appropriate lexical and grammatical content.

Key Stage 4 Prospectus



ASSESSMENT OBJECTIVES

The exams will measure how students have achieved the following assessment objectives.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

ASSESSMENT STRUCTURE

The GCSE German specification is a linear course with terminal examinations in listening, speaking, reading, and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - Listening: 25% of GCSE, 35 minutes (Foundation), 45 minutes (Higher).

Paper 2: Non-examined assessment - Speaking: 25% of GCSE.

Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher).

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Foundation), 1 hour 15 minutes (Higher).



BTEC FIRST AWARD HEALTH AND SOCIAL CARE: PEARSON EDEXCEL

OVERVIEW

Technical qualifications in health and social care provide a broad, solid foundation for progression to Level 3 and employment in the health and social care sector. This new suite of qualifications will offer learners:

- Coursework Units – ‘Human Lifespan Development’ and ‘Health and Social Care Values’.
- Exam unit – Health and Wellbeing. Looking at factors that affect health and wellbeing, interpreting health indicators and person-centred health and wellbeing improvement plans.

KEY FEATURES OF THIS QUALIFICATION

This qualification:

- Is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 Pass, Level 1 Merit, Level 1 Distinction and Unclassified.
- Is a 120-hour guided-learning qualification (equivalent in teaching time to one GCSE)
- Has external assessments for 40% of the qualification. Edexcel sets and marks these assessments.
- Presents knowledge in a work-related context.
- Gives learners the opportunity to develop and apply skills in English and Mathematics in naturally occurring, work-related contexts.
- About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives, and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors, and administrators. Together, they account for one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

COURSE CONTENT

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing.
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them.
- knowledge that underpins the effective use of skills, processes, and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE

Key Stage 4 Prospectus



Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.

ASSESSMENT OBJECTIVES

AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing.

AO2 Interpret health indicators.

AO3 Design a person-centred health and wellbeing improvement plan.

AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans.

ASSESSMENT STRUCTURE

Internal assessment

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- knowledge and understanding of human growth and development.
- knowledge and understanding of how people deal with major life events.
- knowledge and understanding of health and social care services.
- practical demonstration of care values, together with the ability to reflect on own performance.

Synoptic external assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

Component 3: Health and Wellbeing requires learners to assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan. Task set and marked by Pearson, completed under supervised conditions. The set task will be completed in three hours in the period timetabled by Pearson.



HISTORY: AQA

OVERVIEW

The new history GCSE supports students in learning more about the history of Britain and that of the wider world. It will inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions, and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful, and active citizens.

The discipline of history and a knowledge and understanding of the past will also help students to understand their own identity and significant aspects of the world in which they live and provide them with the basis for further wider learning and study both at A Level and university. The skills learnt in GCSE History are linked to a variety of careers from law and the police force by supporting an argument and reaching judgements with evidence, to politics, media, public relations, and sales through learning how to argue and convince using research and critical thinking.

History is enjoyable and teaching is based on a number of different learning strategies, including independent work, collaborative work, debates, note taking, discussion work and others.

COURSE CONTENT

At GCSE students will:

- Develop and extend their knowledge and understanding of specified key events, periods, and societies in local, British, and wider world history, and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been given historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Elements

The GCSE History content comprises the following elements:

- A period study: it will focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period.
- A thematic study: it will require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages. They will understand wider changes in aspects of society over the centuries and make comparisons between different periods of history. These aspects will include (but are not restricted to) some or all of the following: culture, economics, politics, religion, science, technology, and war.

Key Stage 4 Prospectus



- A wider world depth study: it will focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the particular society or historical situation selected for study, these aspects may include (but are not restricted to) social, economic, political, religious, technological, and military factors. For European or wider world depth studies the complexity may stem from the number and diverse interests of the different nation states involved. Students will have to study at least one British in-depth study and at least one European or wider world in-depth study chosen from the historical eras defined above.
- A British in-depth study including the historic environment will focus on one particular site in its historical context. The study will examine the relationship between a place and historical events and developments. The focus of study may range in scale from, for example, a particular building or part of a building to a city or rural landscape/setting. There is no requirement that students visit the site. This study may be linked to another part of the course or may stand alone.

ASSESSMENT OBJECTIVES

- **AO1:** Demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- **AO2:** Explain and analyse historical events and periods studied using second-order historical concepts.
- **AO3:** Analyse, evaluate, and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- **AO4:** Analyse, evaluate, and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

ASSESSMENT STRUCTURE

This qualification is linear so students will sit their written exams at the end of the course in Year 11. There are 2 Papers that students sit: 50% of the GCSE for each; 84 marks each (including 4 marks for spelling, punctuation, and grammar); 1 hour 45 minutes each.

Paper 1: Understanding the modern world.

Section A: Period studies - 1C Russia, 1894–1945: Tsardom and communism. Section B: Wider world depth studies - Conflict and tension, 1918–1939.

Paper 2: Shaping the nation.

Section A: Thematic studies - 2A Britain: Health and the people: c1000 to the present day
Section B: British in-depth studies including the historic environment - Medieval England: the reign of Edward I, 1272–1307



CAMBRIDGE NATIONALS CREATIVE IMEDIA: OCR

OVERVIEW

At Key Stage 4, students who opt to study this course will need to have good basic IT skills and academic writing ability. The NEW Cambridge National in Creative iMedia course equips students with a wide range of knowledge and skills needed to work in the creative digital media and advertising sector. Students will build an understanding and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, preproduction planning techniques, legal issues, and creation/publishing/distribution considerations. They start by acquiring a solid understanding about pre-production and developing their skills through practical projects as they create final creative and multimedia products. They will also develop project management skills and understanding of the creative and media world. The course places an emphasis in developing originality and creativity. They will develop independence and confidence in using skills that would be relevant to the media industry. It will require students to document their portfolio of work from start to completion by producing written essays and presenting their final end product. Students will then sit for their theory examination and controlled assessments to demonstrate their understanding, knowledge, and skills in the subject.

ASSESSMENT OBJECTIVES

R093: Creative iMedia in the media industry. This is an externally assessed unit.

In this unit students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact, and engage audiences.

- Topic area 1: The media industry.
- Topic area 2: Factors influencing product design.
- Topic area 3: Pre-production planning.
- Topic area 4: Distribution considerations.

R094: Visual identity and digital graphics. This is an externally moderated assessed unit.

In this unit students will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. □ Topic area 1: Develop visual identity

- Topic area 2: Plan digital graphics for products
- Topic area 3: Create visual identity and digital graphics

R095: Characters and comics. This is an externally moderated assessed unit.

In this unit students will learn how to plan, create, and review comics which contain original characters and to understand how comics can be used to obtain repeat customers.

- Topic area 1: Plan characters and comics
- Topic area 2: Create characters and comics
- Topic area 3: Review characters and comics

ASSESSMENT STRUCTURE

1 Written Examination (externally assessed) 1-hour 30mins (48 GLH)

1 NEA project (OCR moderated) 10-12 hours (30 GLH) 1

NEA project (OCR moderated) 12-15 hours (42 GLH)



MUSIC: EDEXCEL

OVERVIEW

GCSE Music aims to engage students in music-making and project-planning, providing a real focus for creativity and performance skills. The course will also widen students' understanding of the world of music through interesting studies of particular genres and in-depth studies of special pieces.

Students who opt for music are expected to play an instrument or sing. You do not have to be able to read music notation to take this option, however students who can, will be stretched and challenged further on this course.

Studying music allows students to improve their co-ordination skills, memory, teamwork, self-discipline and gives them an opportunity to express themselves.

ASSESSMENT OBJECTIVES

- AO1** Perform with technical control, expression, and interpretation.
- AO2** Compose and develop musical ideas with technical control and coherence.
- AO3** Demonstrate and apply musical knowledge.
- AO4** Use appraising skills to make evaluative and critical judgements about music.

ASSESSMENT STRUCTURE

The course is made up of three components:

- Performing (30%)
- Composing (30%)
- Appraising (40%)

Performing

You will have to submit two performances - one solo and one ensemble piece. Each performance must be a minimum of one minute and together they must be a minimum of four minutes. Each piece is marked out of 30. Credit is given for pieces that are of a standard (grade 4) and more difficult level.

You will be marked on technique; expression and interpretation; and accuracy and fluency. You must submit music with your performance so that the accuracy can be assessed.

Composing

You will have to submit two compositions - one to a set brief and one free composition. Each composition must be a minimum of one minute and a minimum of three minutes combined. The briefs will relate to each of the areas of study. They will be published in the September before you sit your GCSEs.

You will be marked on developing musical ideas; demonstrating technical control; composing with musical coherence. Each composition is marked out of 30.

You must submit a score and a recording of your work.

Appraising

This consists of an exam which lasts 1 hour and 45 minutes. 80 marks are available.

Key Stage 4 Prospectus



There are four areas of study with two set works each.

Area of Study	Set Works
Instrumental Music 1700-1820	J.S. Bach: 3 rd Movement from Brandenburg Concerto no. 5 in D major L. van Beethoven: 1 st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	H. Purcell: Music for a While Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	S. Schwartz: Defying Gravity (from the album of the cast recording of Wicked) J. Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	Afro Celt Sound System: Release (from the album 'Volume 2: Release') Esperanza Spalding: Samba En Preludio (from the album 'Esperanza')

The exam is divided into two sections.

Section A will assess your ability to identify the key musical features in some of the set works. You should understand the context within which the set works were composed and their place within the Area of Study.

You will also be expected to express and justify opinions on the extracts and complete short musical dictation questions.

This section consists of eight questions. You will be required to respond to extracts of music. One of these pieces will be unfamiliar but it will be related to a set work.

This section is worth 68 marks.

Section B will assess your ability to compare pieces of music. You will be asked to compare one of the set works with an unfamiliar listening piece. This section is worth 12 marks.



PHOTOGRAPHY: AQA

OVERVIEW

This course will give you opportunities to explore how photographs are made and how they represent the world. You will learn to use a variety of light and lens-based photographic techniques and processes using traditional and new technologies. This will include working in the darkroom to create cyanotypes and pinhole images, as well making collages and photomontages. You will become a proficient user of digital cameras and Photoshop to create a variety of effects. You will gain knowledge of a range of photographic processes and create images in various genres including portraiture, landscape, still-life, documentary, abstract, conceptual, moving image and installation. You will learn how to conduct research about the history of photography, explore the work of individual photographers, generate exciting and imaginative ideas for projects and work collaboratively with others. You will document your work using a sketchbook. As well as projects that you undertake there will be opportunities to participate in workshops, attend galleries and museums, and support sessions after school.

Studying photography enhances your creative, social, and cultural understanding as well as developing your specialist technical knowledge. These qualities would support your success in a wide range of careers in a variety of fields such as magazine editor, television camera operator, press photographer, advertising, creative art director, web designer, animator, fashion photographer and visual merchandiser.

COURSE CONTENT

Year 9

Term 1 - Skills workshops: discovering how to take better photographs, use Photoshop for manipulating images and creating new ones. Learning what makes a good portfolio.

Term 2 - Trip to a gallery or museum to inspire and create more independent and confident responses within coursework portfolio by experiencing artwork in an art environment first-hand. This is an ideal opportunity to resource, gather and motivate for development of portfolios.

Term 3 - Critical studies which involve the investigation of cultures and art movements which have helped to shape contemporary practice through the theme of Art from Art.

Year 10

Term 1 - Opportunity for a workshop with a local artist; creating profiles on the artist, learning new techniques and methods of working, developing own practice.

Term 2 - Personal extended project which is planned, developed, and executed according to individual strengths and interests. The project will be developed from suggested themes, selecting a topic area to investigate in a personal way. E.g., Movement, Distortion, Colour and Pattern.

Term 3 - Personal extended project continued.



Year 11

Term 1 - Personal extended project completed.

Term 2 - Unit 2 AQA exam paper issued 1 January. The externally set assignment with a paper set by AQA choosing 1 out of 7 questions. Preliminary studies culminate in a 10-hour final exam usually taken at the end of March.

Term 3 - Careful presentation of preparatory studies for assessment and exhibition. The GCSE exhibition is held in June every year.

ASSESSMENT OBJECTIVES

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- AO3: Record ideas, observations, and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ASSESSMENT STRUCTURE

AQA Component 1 96 marks 60% of total GCSE mark: **The Portfolio** (including more than one project).

A01 *24 marks* Developing ideas through research and critical studies

A02 *24 marks* Refine ideas by experimenting with materials and processes

A03 *24 marks* Record ideas and observations relevant to intentions

A04 *24 marks* Present a personal response making connections between all the assessment criteria.

AQA Component 2 96 marks 40% of total GCSE mark: **The externally set assignment.**



PHYSICAL EDUCATION: EDEXCEL

OVERVIEW

This is an exciting and demanding course that is enjoyed very much by many students. The theoretical aspects are interesting and once learned, can support understanding other subjects, such as science.

The practical components of the course ensure that even the most energetic and talented students are constantly challenged. The dedicated PE staff will support the development of students into all round sports performers and ensure good fitness habits are instilled.

Both elements of this course are taught by an extremely enthusiastic team of teachers, who endeavour to bring lessons to life and enjoy excellent relationships with all students.

There are also opportunities throughout the course for insights into future careers based on topics taught. For example, physiotherapy, sports coach, working in the media, sports psychology, and teaching.

COURSE CONTENT

Theoretical Component:

The course requires a theoretical and practical understanding of the following areas: muscular system, cardiovascular system, skeletal system, respiratory system, health related fitness, and safety aspects of sport.

Each of these topics also have a numeracy link as students will be required to analyse data and graphs to evaluate performance.

Practical Component:

Students study a range of sports and activities during the 3 years, including basketball, handball, badminton, volleyball, trampolining, athletics, and fitness training. Students will then be asked to select 3 for their final assessment in Year 11. In addition, they may also offer alternative sports or pursuits, which they may follow outside of school.

Regardless of their eventual assessment portfolio students will be assessed in combination of:

- skills in isolation.
- performance of skills in the game situation.
- providing feedback.
- observation and analysis.
- rules and regulations.



Students taking the course should be interested in physical education and the range of physical activities that are offered by the school. They should enjoy practical activities and have an interest in personal fitness. In addition, it would be an advantage if students were actively involved in sports outside of school.

ASSESSMENT OBJECTIVES

AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4 Demonstrate and apply relevant skills and techniques in physical activity and sport, analyse and evaluate performance.

ASSESSMENT STRUCTURE

The course has been designed to enable all students of varying ability to perform to their highest possible level. Students study a range of sports and activities during the 3 years, including basketball, handball, badminton, volleyball, trampolining, athletics, and fitness training. Students will then be asked to select 3 for their final assessment in Year 11. In addition, they may also offer alternative sports or pursuits, which they may follow outside of school.

Regardless of their eventual assessment portfolio students will be assessed in combination of:

- skills in isolation
- performance of skills in the game situation
- providing feedback
- observation and analysis
- rules and regulations

Students taking the course should be interested in physical education and the range of physical activities that are offered by the school. They should enjoy practical activities and have an interest in personal fitness. In addition, it would be an advantage if students were actively involved in sports outside of school.

Theoretical Component (60%)

Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes.

36% of the qualification.

90 marks.

Content overview

Topic 1: Applied Anatomy and Physiology.

Topic 2: Movement Analysis.

Topic 3: Physical Training.

Topic 4: Use of Data.

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes.

24% of the qualification.

70 marks.

Content overview

Topic 1: Health, Fitness and Well-being.

Topic 2: Sport Psychology.

Topic 3: Socio-cultural Influences.

Topic 4: Use of Data.

Key Stage 4 Prospectus



Both of these written examinations take place at the end of Year 11.

Practical Component (30%)

Component 3: Practical Performance

Non-Examined Assessment (NEA): internally marked and externally moderated 30% of the qualification.

90 marks (30 marks per activity).

Content overview

Skills during individual and team activities. General performance skills.

Assessment overview

The assessment consists of learners completing **three** physical activities from a set list.

One must be a **team** activity.

One must be an **individual** activity.

The final activity can be a **free** choice.

Coursework Component (10%)

Component 4: Personal Exercise Programme (PEP)

NEA: internally marked and externally moderated.

10% of the qualification.

20 marks.

Content overview

Aim and planning analysis.

Carrying out and monitoring the PEP. Evaluation of the PEP.

Assessment overview

The assessment consists of learners producing a PEP.

Learners will be required to analyse and evaluate their performance.

These will be assessed by the tutor and moderated by Pearson.

BTEC TECH AWARD PERFORMING ARTS: PEARSON EDEXCEL

OVERVIEW

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the performing arts sector. This course enables learners to develop the foundational skills that are integral to a wide range of roles (from performing to designing and directing) across the creative industries, including film and television, theatre, games, and advertising. Learners will receive a general introduction to the sector, crammed with opportunities to learn and try out new skills, techniques, and styles, allowing them to make an informed decision about their future learning and career.

KEY FEATURES OF THIS QUALIFICATION

This qualification:

- Is a level 1/2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 Pass, Level 1 Merit, Level 1 Distinction and Unclassified.
- Is a 120-hour guided-learning qualification (equivalent in teaching time to one GCSE)
- Has external assessments for 40% of the qualification. Edexcel sets and marks these assessments. There is no written examination for this course.
- Presents knowledge in a work-related context.
- The performing arts industry employs over 100,000 people in the UK; just over a third are performers, such as actors, dancers, musicians, and the majority work backstage and offstage in roles such as directors, agents, managers, technicians, designers, and promoters. These exciting roles require many skills such as research, communication, administration, IT, and finance skills.

COURSE CONTENT

Through this course, learners will acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role.

Learners will also have the opportunity to develop their own technical, practical, and interpretative skills through workshops and classes, and to apply them in the internal and external assessments. In addition, learners will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.

Component 1: Exploring the Performing Arts

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Component 2: Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

Component 3: Responding to a Brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.



ASSESSMENT STRUCTURE

Component 1: Exploring the Performing Arts – 30%

This is an internal assessment set by Pearson's, marked by the centre and then moderated by Pearson's.

The key purpose of this assessment is for learners to demonstrate an awareness of the techniques, processes and elements used by professionals in performing arts.

The assignment for this component consists of two tasks:

- In response to Task 1, learners will investigate an example of professional performing arts work, covering stylistic qualities, features, intentions, and purpose of the work. Learners will also cover the skills and responsibilities required and the influences of other work.
- In response to Task 2, learners will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1.

Component 2: Developing Skills and Techniques in the Performing Arts –30%

This is an internal assessment set by Pearson's, marked by the centre and then moderated by Pearson's.

The key purpose of this assessment is for learners to develop their skills in producing a performance or production based in existing repertoire. The assignment for this component consists of three tasks:

- In response to Task 1, learners will prepare for a performance or pitch/presentation of designs of/for existing repertoire.
- In response to Task 2, learners will showcase performance or production designs for an audience.
- In response to Task 3, learners will review the development and application of skills and techniques during the process and after.

Component 3: Responding to a Brief – 40%

This is an external synoptic task, set and marked by Pearson's.

This assessment requires learners to apply performances or production skills and techniques in response to a brief and stimulus, developing group workshop performance for a selected audience.

The assessment contains four main tasks:

- Activity 1: an ideas log
- Activity 2: a skills log
- Activity 3: performers – digital recording of a workshop performance to an audience (7–15 minutes per group performance); designers – digital recording of their presentation of between 3 and 10 minutes.

Activity 4: an evaluation report



SPANISH ab initio (3-year course): AQA
or SPANISH continuation (5-year course in total): AQA

If there is enough interest, we can offer Spanish as a 3-year GCSE course. Students need to be motivated and hard-working if they choose this option and should discuss it with their class teacher beforehand.

OVERVIEW

Having a Spanish GCSE will enable you to stand out from the crowd. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset. Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose Spanish.

The business world is in a continuous development. Businesses are evolving and activating in a diversified environment that doesn't respect physical boundaries anymore. Even more, due to accelerated globalization, we now live in a world where any type of business has the possibility to extend over borders. This made language proficiency a very important business skill that will boost anyone's career.

If there is enough interest, we can offer Spanish as a 3-year GCSE course. Students need to be motivated and hard-working if they choose this option and should discuss with their class teacher beforehand.

COURSE CONTENT

The new GCSE Spanish specification is a linear course with terminal examinations in listening, speaking, reading, and writing taken at the end of Year 11. Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

Building on the topics and grammatical patterns already covered in the Foundation years, we will aim to access more complex lexical items and a deeper understanding of different themes.

The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

There are three broad themes:

1. Identity and culture.
2. Local, national, international, and global areas of interest.
3. Current and future study and employment.

Each theme will contain a number of topics and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons.



- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation and stretch and challenge).
- the appropriate lexical and grammatical content.

ASSESSMENT OBJECTIVES

Covering the 4 skills – speaking, writing, reading, and listening. Students to get used to the AQA new grading criteria.

ASSESSMENT STRUCTURE

The GCSE Spanish specification is a linear course with terminal examinations in listening, speaking, reading, and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - Listening: 25% of GCSE, 35 minutes (Foundation), 45 minutes (Higher).

Paper 2: Non-examined assessment - Speaking: 25% of GCSE.

Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher).

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Foundation), 1 hour 15 minutes (Higher).