Year 9 Options Evening

Thursday 3rd March 2022

Courses information booklet

Guilsborough Academy

Guilsborough Multi Academy Trust

Contents

Guidance Notes 3
Completing the online options form 7
Choosing Year 9 Options 8
GCSE English Language and English Literature 9
GCSE Mathematics 11
GCSE Science 13
GCSE Computer Science 15
GCSE Geography 17
GCSE German 19
GCSE History 21
GCSE Spanish 23
GCSE Fine Art 25
GCSE Beliefs and Ethics 27
GCSE Business Studies 29
BTEC Business 31
GCSE Drama 33
GCSE Electronics 35
GCSE Food Preparation and Nutrition 37
GCSE Product Design 39
GCSE Art & Design Textiles 41
BTEC Health and Social Care 43
Technical Award ICT 45
BTEC Media 47
GCSE Music 49
GCSE PE 51
BTEC Sport 53
Key Dates for Students 55
Notes 56

Welcome

Dear Students,

Key Stage 4 is going to be the most important part of your school career so far. The choice of courses you follow will have a significant bearing on the courses available to you after Year 11. It is important that you choose the right courses for you so that you are as successful as possible and enjoy your learning programme.

This booklet is one part of all of the information that is available to you to help you make the right decisions for Key Stage 4. We hope that you find it useful and that it helps to explain any questions that you may have.

There are some subjects that you will automatically continue to study: English Language, English Literature, Mathematics, Science and Core PE. Your next step is to select further subjects to study for the next two years during Key Stage 4.

To support you to make the right choices, we recommend that you discuss your options with your parents/carers, teachers and older students. You should make sure that you select subjects that you have an interest in so that you feel you will be able to work hard in order to achieve your best. We do not recommend that you choose a course because you want to be with your friend in this lesson or for the reason that you like a particular teacher.

Please read this information carefully, as well as that on our academy's website. You will be able to discuss your option choices with your teachers and some of you may also receive help from a member of the Learning Support Department to support you in making your choices. Your parents/carers can also contact the Learning Support Department if they have any concerns or questions about your options.

Once you have decided which subjects you would like to study, you will need to complete the online choices form via the school website. It is important that you make your choices in priority order. The option blocks will be created based on the majority choices of the year group. This is likely to mean that a few of you will study one of your reserve choices.

The online choices form will close at midnight on Friday 8th April 2022. It is important that you complete your choices before that date to increase your chances of getting your preferred choices. If you submit your choices after this date or want to change any of them then you will need to do this in writing/email to Miss Furnell.

I wish you the very best in making the exciting and right decisions for your Key Stage 4 options. You will receive a letter in May 2022 to confirm your final option choices.

Yours faithfully

Miss Furnell
Assistant Principal

Guidance Notes

Our aim is to provide a broad and balanced curriculum through which we offer a guided, differentiated route to support all of our students to be post-16 'ready.' After reading the core and option subject description pages in the following sections of this booklet, we hope that you will have the information you need to help you in selecting the subjects you would like to study.

The majority of students will follow our **E-Baccalaureate Pathway** which is achieved by studying the following:

A. **All Core Subjects**
B. **Two E-Baccalaureate subjects (one language and one humanities subject) and two additional subjects**

A smaller group of students may choose to follow our **General Pathway** which is achieved by studying the following:

A. **All Core Subjects**
B. **One E-Baccalaureate subject and three additional subjects**

As part of our differentiated approach to our curriculum, we are aware a limited number of our students will benefit from a more flexible learning approach that can be provided by the standard curriculum above. If we consider that it would be helpful for you to follow this pathway, your parents/carers will have received a letter/email sharing this as well as inviting them into school to discuss this further.

Please note: Due to the ongoing national reforms of Key Stage Four qualifications it could be possible that exam boards and specifications may change before September.

Key Stage 4 Curriculum Study Guided Pathways

EBACC PATHWAY (The majority of students will follow this pathway. It is excellent preparation for any students who are hoping to go to University)	GENERAL PATHWAY (Some students who do not want to take a humanities and language subject will follow this pathway)	FLEXIBLE LEARNING PATHWAY (Students will be guided to take this pathway)
CORE (Must be studied) ENGLISH LANGUAGE ENGLISH LITERATURE MATHS COMBINED SCIENCE/ SEPARATE SCIENCES PE (Not examined)	CORE(Must be studied) ENGLISH LANGUAGE ENGLISH LITERATURE MATHS COMBINED SCIENCE/ SEPARATE SCIENCES PE (Not examined)	CORE(Must be studied) ENGLISH LANGUAGE ENGLISH LITERATURE MATHS COMBINED SCIENCE PE (Not examined)
ENGLISH BACCALAUREATE OPTION Students choose TWO subjects (one from each category): *Category 1:Geography or History* *Category 2: German or Spanish*	ENGLISH BACCALAUREATE OPTION Students choose ONE subject from: *Computer Science, Geography, German, History or Spanish*	FLEXIBLE LEARNING PROGRAMME Additional Numeracy and Literacy (with the option of completing functional skills qualifications) plus an additional package of skills qualifications
2 FURTHER OPTIONS FROM LIST ON PAGE 6	3 FURTHER OPTIONS FROM LIST ON PAGE 6	3 FURTHER OPTIONS FROM LIST ON PAGE 6

CORE SUBJECTS

English	2 GCSEs – all students will complete English language and English literature
Maths	1 GCSE
Science	2 or 3 GCSEs (either combined or triple science). Please note the science department will consider carefully which option is appropriate for each student. The decision as to which course is most appropriate will be taken at the end of Year 10.
CORE PE	Non examined course

ENGLISH BACCALAUREATE SUBJECTS

This is the name given to a collection of subjects when students achieve grade 5 or above in each of them. These subjects include English Language, Mathematics, two Sciences, either History or Geography and a Modern Language.

Students are asked to choose TWO subjects (one Language (German or Spanish) and one Humanities (Geography or History)) for the E-Baccalaureate Pathway or ONE subject for the General Pathway (from Computer Science, Geography, German, History or Spanish).

ADDITIONAL OPTIONS SUBJECTS

Students choose a further TWO subjects for the E-Baccalaureate Pathway or THREE subjects for the General and Flexible pathways.

Art: GCSE **
Belief and Ethics: GCSE
Business: GCSE or BTEC
Computer Science: GCSE
Drama: GCSE
DT Art and Design Textiles: GCSE * and **
DT Electronics: GCSE*
DT Food: GCSE*
DT Product Design: GCSE*
Geography: GCSE
German: GCSE
Health and Social Care: BTEC
History: GCSE
IT: Digital Award
Media: BTEC
Music: GCSE
Sport: GCSE or BTEC
Spanish: GCSE

Please note, to ensure a broad and balanced curriculum students may only choose one DT subject - indicated by *. Students can also only choose to study either Art or Textiles and not both subjects – indicated by **.

The English Baccalaureate subjects are repeated in green in the additional options list to give students as much freedom of choices as possible to choose four subjects they are most likely to enjoy and be successful in.

Students are asked to identify two reserve choices to account for possible clashes in timetabling or subjects that are not viable.

Completing the online options form

A link to the options forms will be on our school website.

Please contact Reception if you require a paper copy of the options form.

There will be three forms, one for each of the different pathcways.

The form will ask you to complete the following;

- If completing the Ebacc Pathway, select either History or Geography, and German or Spanish, and two further options; these can be Ebacc subjects, including both History and Geography or German and Spanish which were not selected earlier.
- If completing the General Pathway, select an Ebacc option and then select 3 further options; these can be Ebacc subjects.
- If completing the Flexible Pathway you will select 3 options; these can be Ebacc subjects.
- Students can only select one Design and Technology subject and can only choose to study either Art or Textiles. This is the same for all pathways.
- You need to include two reserve choices.

Guidance for Parents/Carers

Choosing Year 9 Options

What help can I give to my son/daughter as a parent/carer?

- Encourage your son/daughter to discuss the subjects they like and the ones they find challenging.

- Ask them to talk through any career ideas they have and then use the websites below to look at what is involved and any specific entry requirements.

- If they already have a strong career in mind, help them to research any relevant GCSE subjects they might need to pursue for this career (see below). Some careers do require specific GCSEs in order to study at a higher level (at Further Education College for instance). For example, GCSE Art is usually required to study Art or an Art and Design course at A Level or at a Further Education College.

- It is important to choose subjects that students will like and enjoy rather than those they should do. The latter could result in the student becoming de-motivated and not achieving their best.

- Encourage your son/daughter not to choose subjects because they like the teacher or because their best friend is doing the course.

- Individual help will be offered by staff at the Year 9 Option Guidance Evening on Thursday 3rd March and both students and parents/carers can find additional information by contacting subject teachers.

Useful websites for careers information:

https://nationalcareersservice.direct.gov.uk/

Success at school.org

ENGLISH

GCSE English Language and English Literature

Exam Board: AQA

Course Description

The new GCSE curriculum offers students fantastic learning opportunities, built around extensive study of classic and modern literature, creative writing and reading and exploring all genres and forms of texts. Developing secure reading and writing is just a part of our focus and intent with the delivery of the two English courses. Through the study of great literature, fiction and non-fiction texts, media and the written word, students will develop their vocabularies, communication skills and a greater sense of who we are as individuals, and a community. We nurture their analytical insight, debating prowess, and tighter and more controlled technical accuracy in their own work. We also place increasing emphasis on making links to life outside of school to enrich their cultural capital.

Course Content

Please note, all students will complete the two independent courses in their timetabled English lessons. The courses are delivered alongside one another, and both are examined at the end of Year 11. They will achieve two distinct qualifications.

Students will also complete the stand-alone **Spoken Language Endorsement**: a prepared speech delivered to class, followed by Q&A. This is marked as Pass, Merit or Distinction and awarded on their Examinations Certificate.

Our learning journey through GCSE and how this connects with the learning from Years 7-9 can be found on our English page on the school website.

GCSE English Language	**GCSE English Literature**
100% examination – two papers	**100% examination – two papers**
Paper 1 – Creative Texts Section A – Reading: Comprehension and analysis of a short fiction extract Section B – Writing: Narrative or descriptive original writing 80 marks total 1hr 45 minutes	**Paper 1 – Shakespeare & 19C Novel** Section A – Much Ado About Nothing extract response Section B – A Christmas Carol extract response 64 marks total 90 minutes

Paper 2 – Viewpoints and Perspectives	**Paper 2 – Modern Texts and Poetry**
Section A – Reading: Comprehension and analysis of two non-fiction extracts Section B – Writing: Personal viewpoint non-fiction writing 80 marks total 1hr 45 minutes	Section A – An Inspector Calls response Section B – Anthology poetry comparative response Section C – Unseen Poetry analysis: 2 questions 96 marks total 2 hrs 15 minutes

The set texts we use in school for Literature are:

Shakespeare	**Modern**	**19th Century**
Much Ado About Nothing	An Inspector Calls	A Christmas Carol
Preferred version: Oxford School – orange cover	Preferred version: Heinemann hardcover	Example version: Wordsworth Classics

Students will begin their Literature course with the Anthology Poetry. The exam board provides the students with a copy of the Anthology of poetry. We study the Power and Conflict collection.

Assessment

Termly or end of unit assessments which are timed exam style questions based on unit of study.

Across the two years, students will complete PPEs on each of the components for each qualification.

Resources to Support Learning

Our English page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

GCSE Mathematics

Exam Board: AQA

Course Description

Building on the Mathematics studied in Years 7-9, the GCSE course is designed to deepen students' understanding of basic concepts, provide intellectual challenge with new topics, and provide an insight into how mathematics is used in everyday life.

A major focus on the new GCSE course is the ability to apply students' knowledge to unfamiliar problems that require multiple steps to achieve a solution. As such, the course uses much of the knowledge learnt in Year 7-9 but seeks to combine them into a wider understanding of the relationship between different topics.

Course Content

Students in Year 10 and 11 continue to study topics that build on their prior knowledge from Years 7,8 and 9 as well as introducing new topics, and exploring new ways of applying current knowledge. All topics are taken from the GCSE assessment objectives and cover topics from Number, Algebra, Geometry, Statistics, Measure, Ratio and Proportion. Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our Mathematics page on the school website here.

Assessment

Students in Mathematics are continually assessed in lessons. At the end of each topic, each student completes an end of topic assessment, for which they subsequently receive personalised feedback. Students are expected to complete targets from this feedback to ensure they progress with their targets. Additionally, students will complete assessments and PPEs throughout KS4 to build their knowledge and experience of answering exam style questions.

Resources to Support Learning

Our Mathematics page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional Information

All students will benefit from having their own scientific calculator. Within the GCSE curriculum there is a greater emphasis on being able to perform calculations with a calculator with 2 out of the 3 GCSE papers requiring the use of a calculator. These can be purchased via ParentPay. Students would also benefit from having a basic geometry set available for every lesson.

GCSE Science

Exam board: AQA

Course Description

Students will either study the three Sciences separately (traditionally called Triple Science) and be awarded 3 GCSEs or follow the GCSE Combined Science, Trilogy, route which is equivalent to two GCSEs. Both courses cover Biology, Chemistry and Physics. All students will learn the content common to both options until the end of Year 10 and then some students will go on to learn the additional content relevant to Triple Science.

Course Content

Whether you study Combined Science, Trilogy, or Triple Science the topics you will study are shown below, however Triple Scientists will need to learn more content within each topic and will have one additional topic in Separate Physics only.

All students will sit 6 papers as shown below.

BIOLOGY

Paper 1: Cell Biology; Organisation; Infection and Response; Bioenergetics.
Paper 2: Homeostasis and Response; Inheritance, Variation and Evolution; Ecology.

CHEMISTRY

Paper 1: Atomic Structure and the Periodic Table; Bonding, Structure and the Properties of Matter; Quantitative Chemistry; Chemical Changes; Energy Changes.
Paper 2: The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis; Chemistry of the Atmosphere; Using Resources.

PHYSICS

Paper 1: Energy; Electricity; Particle Model of Matter; Atomic Structure.
Paper 2: Forces; Waves; Magnetism and Electromagnetism; (Space Physics – Separate Physics GCSE only).

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our Science page on the school website here.

Assessments

Students will be assessed on their understanding of the content and their working scientifically skills throughout the course, either through assessments such as PPE's or summative tests, in lesson tasks such as required practical assessments, and through continuous setting and monitoring of homework and exam question practice.

Students are assessed formally at several stages throughout KS4 to allow them and the teacher to be aware of progress and diagnose student's strengths and weaknesses. From this, students will be given support to improve any misconceptions or specific content areas before the next test. Feedback from their test will be provided to students in the format of the areas they have done well in and the skills which they should continue to improve.

External assessment is carried out at the end of the course, in Year 11.
For students following the Separate Sciences (3 GCSEs):
External exams are 1 hour 45 minutes and there will be 2 for each subject. Each exam carries a weighting of 50% for each subject.

For students following the Combined Science (2 GCSEs):
External exams are 1 hour 15 mins and there will be 2 for each subject. Each exam carries a weighting of 16.7% of their final grade.

Resources to Support Learning

Our Science page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

GCSE Computer Science

Exam Board: OCR

Course Description

Our Year 9 course acts as a foundation year for GCSE where students get a firm grounding in much of the theory and practical skills involved in the subject. Students follow our in-house scheme of work designed to give them the skills necessary to be successful in the qualification they will complete in Years 10 and 11. They will be following the OCR's Computer Science GCSE syllabus.

Course Content:

Year 10 Term 1: Introduction to Python – a snakify and code combat based programming unit, where students learn the basic skills in python.
Term 2: Systems Architecture – exploring the theory behind how computer hardware works.
Term 3: Data Representation – students learn about how data is manipulated by computers.
Term 4: Networks – students learn about networking theory and how the internet works.
Term 5: Systems Software – a unit where students learn about how computers use different types of software and some of the vulnerabilities that can affect a computer system.
Python Programming Challenges – Students work on a series of programming challenges that help to reinforce the skills they learnt in term 1 and allows them to get more of an experience with structuring a large programming project at the end of term 5.
Term 6: Impacts of Technology – a unit where students learn about how computers can have an impact in the world around them.

Year 11 Term 1: Algorithms – a unit where students will learn about how to plan their instructions to the computer

Term 2: Programming – this is where pupils can refresh their skills and knowledge of Python.
Term 3: Logic and Languages – students learn about how computers think and what languages they use.
Term 4 and 5: Course Recap – lessons will revisit topics to prepare pupils for their exams that start in May

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our computer science page on the school website here.

Assessment:

Students in computer science are continually assessed in lessons. The digital nature of the on-screen work means that teachers are able to easily see what a student is doing and give them on-going feedback as they progress through the tasks in a unit of work. Additionally, students are assessed on the work they have done at the end of each unit and given feedback on their successes and how they can further improve.

Resources to Support Learning

Our computer science page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE. Students have access to the lesson PowerPoints on Microsoft Teams.

Additional Information

Generally speaking, computer science has a greater emphasis on theory work, whereas the IT Digital award focusses more on the practical and business use of software. As a guideline we usually recommend computer science to students who are predicted a grade 6 or higher at GCSE maths due to the level of maths required for programming solutions. However, we understand that computer science is an appealing subject to many students so we recommend students speak to the IT department if they would like to study this, but at the moment would not meet the maths criteria.

The subject is taught in two lessons per week in one of our dedicated IT suites. All lesson materials are digital and hosted on Microsoft Teams. Students have exercise books for note taking purposes; work is produced digitally and saved to the Guilsborough network accounts.

GEOGRAPHY

GCSE Geography

Exam Board: AQA

Course Description

Students in Year 9 have been working on some contemporary geography. This has allowed them to start making decisions for the skills required for Paper 3 at GCSE. Throughout the year they will be using geographical skills to develop exam technique in preparation for GCSE content in Year 10 and Year 11.

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our geography page on the school website here.

Course Content

	Year 10	**Year 11**
Autumn term	Urban Issues and challenges Sustainable cities	Glaciation Tectonic hazards
Spring term	Economic world- Nigeria Resources- food, water, energy Food focus	Weather hazards Impacts of climate change Pre-release Paper 3 (Issue evaluation preparation).
Summer term	Coasts Fieldwork/skills	Living world revision

Assessment

Students will be required to undertake GCSE questions throughout the course which will be marked to GCSE criteria. There will also be formal end of unit tests which require multiple questions to be completed under timed conditions. Students will complete PPE's at the end of Year 10 and 2 sessions in Year 11.

Resources to Support Learning

Our Geography page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional information

The GCSE course requires students to appreciate how different aspects of the world around them interlink as well as the role human and physical features have on a variety of scales. A geography student must show, and will be supported to develop, the relevant skills to carry out fieldwork and analyse data effectively.

GCSE German

Exam Board: AQA

Course Description

The course aims to encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of German should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. Learning a foreign language can build communication, interpersonal, intercultural, and public speaking skills, as well as helping to develop memory, creativity and self-confidence.

Course content

Theme 1: Identity and Culture

- Topic 1: Me, my family and friends
- Topic 2: Technology in everyday life
- Topic 3: Free time activities
- Topic 4: Customs and festivals in German speaking countries/communities

Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
- Topic 3: Global issues
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our German page on the school website (here).

Assessment

End-of-unit assessments

At least two of the four skills (speaking, reading, listening and writing) will be assessed at the end of each unit. The types of skills assessed will alternate for each topic.

Resources to Support Learning

Our German page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional information

This qualification is linear which means that students will sit all their exams at the end of the course in Year 11. All four skills (listening, speaking, reading, and writing) are tested in separate papers and carry equal weight.

GCSE German has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

GCSE History

Exam Board: AQA

Course Description

The GCSE course covers four main topics which contain depth study units but also thematic units which span hundreds of years. At the end of Year 11 students will sit two exam papers assessing content looked at during the GCSE.

Course Content

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our History page on the school website here.

The topics we study at GCSE are:

Topic 1 **America in the 1920s-1930s**

Topic 2 **Road to World War 2**

Topic 3 **Medicine Through Time**

Topic 4 **Elizabethan England**

Assessment

Students will be required to undertake GCSE questions throughout the year which will be marked to GCSE criteria. There will also be formal end of unit tests which require multiple questions to be completed under timed conditions.

Resources to Support Learning

Our History page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional Information

The GCSE course requires students to appreciate causes and consequences of turning points in History. There is a wealth of videos and information about these fascinating topics in school and on the internet.

SPANISH

GCSE Spanish

Exam Board: AQA

Course Description:

The course aims to encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Spanish should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Course Content:

Identity and culture: Relationships with family and friends

Local, national, international and global areas of interest: Home, town, neighbourhood and region

Local, national, international and global areas of interest: Travel and Tourism

Identity and culture: Free time activities: music, cinema and TV

Current and future study and employment: My studies and future plans

Local, national, international and global areas of interest: Social and global issues

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our Spanish page on the school website here.

Assessment

End-of-unit assessments GCSE style reading and listening assessments at the end of a term alternating with GCSE style speaking and writing assessments

End of year tests PPE – secure past papers

Resources to Support Learning

Our Spanish page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional information

This qualification is linear which means that students will sit all their exams at the end of the course in Year 11.

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken at the end of Year 11.

All four skills (listening, speaking, reading, and writing) are tested in separate papers and carry equal weight.

ART

GCSE Fine Art

Exam Board: OCR

Course Description

The Art course beginning in Year 10 is a 2 year course. The course enables students to record from observation and secondary sources, experiment with a range of materials and techniques as well as explore artists through related contextual studies. Students will also have the option to work with lens based media and image manipulation software.

Course Content

From Year 10 the students undertake a major project which runs until the January of Year 11. From January of Year 11 students complete an exam board project. Students are presented with a number of starting points and have to choose one to study (very much like the coursework piece). This culminates in the final piece completed in 10 hours in exam conditions.

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our Art page on the school website here.

Assessment

Students are assessed regularly to provide feedback which gives them the opportunity to improve and move forwards. Students are assessed against the four main objectives – **Record** (from primary and secondary sources), **Develop** (using contextual studies and developing ideas), **Refine** (using materials and techniques and refining ideas), and **Present** (working towards and presenting a final piece or pieces). In the course of study these assessment objectives blend and merge.

Resources to Support Learning

Many of our resources are in house including exemplar materials and a wealth of other support material.

Our Art page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional Information

A basic art kit would be useful for students to buy for use at home. Details and options will be given at the beginning of the course.

GCSE Beliefs and Ethics

Exam Board: AQA (Syllabus A)

Course Description

This course continues to examine the beliefs of the world's two largest faiths (Christianity and Islam). It then goes on to explore ethical themes linked to these in Year 11.

In Year 9, students have begun to explore the themes of War, Peace and Conflict and Beliefs about Life. In Year 10, students examine beliefs about God and the practices of Christianity as the main religion of the UK. Beliefs about, the nature of God, Jesus' birth, death and resurrection and the afterlife are studied, together with Christian practices. Islamic beliefs and practices are also studied in Year 10, developing knowledge of the 5 pillars of Islam gained in Year 8. The key themes of relationships and families, religion, peace and conflict, religion crime and punishment and religion, human rights and social justice are studied from the end of Year 10 and through to Year 11. The course raises challenging questions and there is lot of discussion.

Course Content

Year 10 Islamic Beliefs and Practices; Themes (Ethics) of Relationships and Families,

Year 11 Themes: Religion, Peace and Conflict; Religion Crime and Punishment; Religion, Human Rights and Social Justice. Revision.

Assessment

Assessment for learning is fully integrated into the course and in all lessons students have the opportunity to think about and respond to aspects of whole or part exam questions.

Final assessment is by examination: Paper 1 Beliefs and Practices (1hr 45 mins) Paper 2 Themes (1hr 45 mins).

Additional information

The GCSE course examines beliefs about existence and God and how people live as a result of their beliefs. During the course, students will develop an understanding of beliefs, practices and ethics in two different religions.

GCSE Business Studies

Exam Board: Edexcel

Course Description

This course involves the study of businesses – big and small. The course starts by investigating small businesses and then goes onto the building of a business.

Students will develop a thorough understanding of the basics of business in Year 10 and begin to appreciate the internal and external factors which affect businesses and a range of stakeholders.

Course Content

Students will study five modules in units 1 and 2

Unit 1

Module 1: Enterprise and entrepreneurship.

Module 2: Spotting a business opportunity.

Module 3: Putting a business idea into practice.

Module 4: Making the business effective.

Module 5: Understanding external influences on a business.

Unit 2

Module 1: Growing the business.

Module 2: Making marketing decisions.

Module 3: Making operational decisions.

Module 4: Making financial decisions.

Module 5: Making human resourcing decisions.

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our Business page on the school website here.

Assessment

In addition to the assessed homework, students will complete end of unit tests after each module. These tests will mirror the GCSE examination papers which students will take in Year 11.

Resources to Support Learning

Our Business page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional Information

The content that will be covered during Year 10 and 11 will form the basis of understanding the topics for both units. Students will be expected to complete one piece of homework per week. Formal assessed homework will be set fortnightly.

BTEC Level 1/Level 2 Tech Award in Enterprise

Exam Board: Edexcel

Course Description:

This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and hands-on element. The qualification will appeal to learners who wish to either set up their own business, move into employment, or progress onto further study.

This qualification aims to:

- develop a broad and comprehensive understanding of business and enterprise
- develop a significant knowledge core which spans the vocational sector
- provide academic and study skills that will support progression within business and enterprise and more broadly.

The objectives of this qualification are to help learners to:

- add breadth to their knowledge and understanding of the sector as part of their career progression and development plans
- progress to a Level 3 qualification, an apprenticeship or set up their own enterprise.

Course Content

Unit 1: Exploring Enterprises internal assessment
Unit 2: Planning for and Running an Enterprise internal assessment
Unit 3: Promotion and Finance for Enterprise external assessment

Our learning journey through BTEC and how this connects with the learning in Years 7-9 can be found on our Business page on the school website here.

Assessment

The course will have a 40% external assessment for component 3 and 60% coursework between components 1 and 2.

Resources to Support Learning

Our Business page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at BTEC.

Important Information

The content that will be covered during Year 10 will form the basis of understanding the topics for both units of coursework. In Year 11, the content will focus on preparation for the exam.

Students will be expected to complete one piece of homework per week. Formal assessed homework will be set fortnightly.

GCSE Drama

Exam Board: AQA

Course Description

Throughout the GCSE course, students will learn how to approach Physical Theatre, how to interact with others to create devised drama and how to create Theatre in Education. The course will give them an opportunity to build their confidence and to learn how to work sensitively and cooperatively with others. The skills learned in drama work are transferable across all curriculum areas and will build the necessary structures for further studies or in the work place. Generally, our students are pursuing their acting skills but we are able to offer options within the course which take students in to the world of stage management, lighting, design, costume and make up.

Course Content

Unit 1: Understanding Drama

What is assessed

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

How it is assessed

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks
- 40% of GCSE

Unit 2: Devising Drama

What is assessed

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)

Analysis and evaluation of own work

How it is assessed

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

Unit 3: Texts In Practice

What is Assessed

- Performance of two extracts from one play

Free choice of play but it must contrast with the set play chosen for Component 1

How it is assessed

- Performance of Extract 1 (20 marks) **and** Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our Drama page on the school website here.

Assessment

The focus of this course remains with the practical exploration. 60% of marks will be awarded for practical work with a terminal written examination at the end of Year 11 worth 40%.

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.

Resources to Support Learning

Our Drama page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional Information

There will be visits throughout the school year to see live theatre. Students must be prepared to rehearse after school in groups to prepare for their practical examinations. Rehearsals usually run from 3.15pm to 4.30pm during some parts of the year.

DT - ELECTRONICS

GCSE Electronics

Exam Board: Edexcel

During Year 10, students will work on short projects to teach them a wide variety of making skills. Each project will introduce them to components soldering and construction skills, building a resource booklet that students can use when designing and developing their GCSE product. This will also include some theory content. With each new project, students will learn about the most suitable materials and the potential environmental impact of design.

Course Content

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our DT page on the school website here.

Project 1: Board Game

This project involves designing and making a board game for a family or group of people. The game will include a timed element (either an original idea or a unique take on a classic). The timer is housed in a custom designed laser cut casing. Students will learn advanced soldering skills and learn how to use a 555 timer microchip. Students will use CAD skills to design the board element of the game.

Project 2: Promotional Displays

Students will create an attractive and visual display to help advertise a product, film or item of their choice. This project will introduce students to programming and computer control; using software to program a real-life project. The product is customisable and can use a wide range of different types of lights and sounds. Students can use a range of different materials to make the house for the circuitry.

Project 3: Alarm Systems

Students will design and make a security system to help protect a valuable item or to help keep a room secure. Students will be introduced to a range of different inputs, sensors and switches that could be used to trigger the alarm. Students will also get to design their own casing using wood or plastic to house the alarm. This project also gives students the opportunity to design and make their own custom-made PCB (printed circuit board). This project follows a similar structure to the non-examined assessment (NEA) project.

NEA Project

The NEA project is an extended project that counts towards 50% of the GCSE grade. Students pick from a list of themes set by the exam board each year. The project includes research, design, development and practical work. The NEA project runs from June in Year 10 through to February in Year 11.

Assessment

At the beginning of each project students are given assessment criteria. Their books will be assessed every four lessons with what went well (WWW) and even better if (EBI). The practical work will receive ongoing verbal feedback. Students will make decisions to enable them to achieve at least their target grade for the project, using self and peer assessment to ensure the quality of outcome required. Final assessment of the project is led by the teacher.

Resources to Support Learning

Our DT page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

GCSE Food Preparation and Nutrition

Exam Board: AQA

Course Description

In Year 10 students will work on short projects to teach them a wide variety of making skills. In each project there will be a central focus, increasing their knowledge and experience, combining ingredients and learning new methods of making whilst considering the function and nutritional value of each ingredient.

Course Content

We look at the science of food ingredients and nutrition as well as developing practical skills. Each term will have a different focus and students learn the function of ingredients and science behind how a recipe works as well as making a wide variety of dishes.

In Year 10 the main focus is to have as wide an experience as possible working with different ingredients and using different techniques to build the confidence of students.

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our DT page on the school website here.

Our topics for Year 10 are:

Term 1: Theory: Macronutrients, Practical: An introduction to knife and cooking skills

Term 2: Theory: Bread, Practical: Breads using different raising agents and an enriched holiday bread

Term 3: Theory: Food Safety, Practical: Curries from different parts of Asia

Term 4: Theory: Food Provenance, Practical: Pastry, including shortcrust, rough puff, and choux

Term 5: Theory: Diet Nutrition & Health, Practical: High level practical skills – fresh pasta, shaped pastry, accurate knife skills

Term 6: Theory: Micronutrients, fortification & new technology in food development, Practical: carrying on with the theme of high level practical skills – Breading, creating emulsions, setting mixtures.

Assessment

As the year progresses, students will be assessed increasingly against GCSE criteria. For each project, students will be given success criteria and learn how to self and peer assess their work to encourage independence and an understanding of the GCSE assessment criteria. Students take end of topic tests at the end of every term.

Resources to Support Learning

Our DT page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional Information

Students will be asked to cook at home once a week, from a selection of recipes on the VLE. Following this, students will be asked to evaluate their cook and take a picture. This will encourage students to gain a wider experience of reading and following recipes.

Soft Skills are critical for career success. All of the Design Technology subjects are more than the subject content; students learn to manage their time, work to deadlines, and work in groups. They are taught to understand the design process and how to critically evaluate products so that they can make informed choices.

DT - PRODUCT DESIGN

GCSE Product Design

Exam Board: Edexcel

Course Description

In Year 10 students complete projects to help them develop a range of skills, work with a variety of materials and processes and gain an understanding of how they work to develop their own style and pathway. Linked to each of the projects will be the theory necessary to support their understanding of the materials and processes as well as prepare them for examination in Year 11. All materials are made available including card, fabrics, metal, wood and plastic.

Course Content

Core: Each of the Design Technology subjects taught at GCSE now contain a core materials element. All students will develop a basic understanding of a wide range of materials so that they have the option to combine materials in their final GCSE coursework product. These core areas will be integrated within the projects in Year 10. Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our DT page on the school website here.

Year 10 Term 1 and 2 Jewellery project:

During the project, students will develop their creative design skills and modelling skills when making a piece of jewellery out of pewter and other materials. They will learn how to write their own success criteria and to evaluate and develop their own work. They will also build their materials knowledge.

Year 10 Term 3 and 4 Storage box:

Students will learn lots of skills to produce a storage box to keep jewellery and watches in from a range of materials including timbers, polymers and textiles.

Year 10 Term 5

Students will learn elements of the core content regarding electrical systems, polymers, CAD/CAM and timbers by making a night light. The written work for this project is very much aimed at introducing the non-examined assessment (NEA) in preparation for term 6.

Year 10 Term 6 into Year 11. Students will begin their NEA at the start of July in Year 10 and this will continue until the end of February in Year 11. Each student selects a design scenario from a selection given by the exam board. They will research, generate ideas, model, make and evaluate their product.

Assessment

At the beginning of each project students are given assessment criteria. Their books will be assessed every four lessons with what went well (WWW) and even better if (EBI). The practical work will receive ongoing verbal feedback. Students will make decisions to enable them to achieve at least their target grade for the project, using self and peer assessment to ensure the quality of outcome required. Final assessment of the project is led by the teacher.

Resources to Support Learning

Our DT page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional Information:

Homework tasks include research and theory work to support class work and build resources that will be used in controlled assessment and the final exam as revision.

Soft Skills are critical for career success. All of the Design Technology subjects are more than the subject content; students learn to manage their time, work to deadlines and work in groups. They are taught to understand the design process and how to critically evaluate products so that they can make informed choices.

DT – ART AND DESIGN TEXTILES

GCSE Art & Design Textiles

Exam Board: AQA

Course Description

The new Art and Design course is more creative than the old DT textiles course. Students will be drawing and using art materials as well as learning how to create and embellish surfaces, draw, paint and create in textiles pictures. They will work in a wide range of materials from a variety of inspiration. This course feeds well into our A level Textiles course.

Course Content

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our DT page on the school website here.

For the first year students will use a wide variety of art and textiles techniques to look at line, form, tone, texture, shape, pattern, colour, composition, decoration, repetition, scale, structure and surface. During this time, they will use this work to produce 3 textile outcomes:

Project 1 – Day of the Dead

Students will look at the theme of Day of the Dead to explore art elements such as line, shape, pattern, and colour, before translating their artistic styles into textile techniques, allowing them to explore and expand their textile competence.

Project 2 – Fashion Illustration

Students will look at existing illustrators and fashion designers' work to generate a selection of fashion designs in their own style. They will look at decoration, scale, surface, and composition within this theme. Students will then select their best illustration(s) to have sublimated onto textile fabric – this will lead to them making a sketchbook & kit case/bag for them to be able to transport their work as well as show off their textiles skills.

Project 3 - Botanical

Students explore botanical inspiration and artists with botanical references to generate a variety of artwork referring to form, tone, texture, shape and colour. They will move onto creating a 3D textile outcome of a botanical feature with their own artistic style and with personal meaning to them.

GCSE course content

Component 1: Portfolio (60% of their final grade). The best of the students work from Year 10 can be included in the first exam component. It must also include a sustained project **(Animals & Insects)** which we take from an inspiration, the study of textile and non-textile artists, trialling and developing samples to a final textile piece. Students will continue to be exposed to different art and textile techniques whilst supporting them to develop their own style.

Component 2: Externally set assignment (40% of their final grade). Set in January of Year 11 students will be supported to complete a journey from inspiration to final outcome. The practical exam will be at the end of April and is 10 hours (2 days).

Assessment

As the year progresses, students will be increasingly assessed against GCSE criteria. For each project students will be given success criteria and learn how to self and peer assess their work to encourage independence and an understanding of the GCSE assessment criteria. Exemplar materials and existing work will be used to support students understanding of what they are working towards.

Resources to Support Learning

Our DT page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional Information

Homework tasks include researching artists, practicing techniques and finishing off pieces.

Soft Skills are critical for career success. All of the Design Technology subjects are more than the subject content; students learn to manage their time, work to deadlines, and work in groups. They are taught to understand the design process and how to critically evaluate products so that they can make informed choices.

BTEC Level 1/Level 2 Tech Award in Health and Social Care

Exam Board: Pearson (Edexcel)

Course Description

The BTEC Tech Award in Health and Social Care is an exciting and challenging course, introducing students to the Health and Social Care Sector. By studying for this award students will gain the important knowledge, understanding and skills that are the foundations for working in this area. This will include many of the skills that are used by health care professionals on a day-to-day basis, such as assessing people's health and wellbeing. Students will also learn about health care services; students take the first steps towards a career caring for people and communities. Through internal and external assessment, students are encouraged to develop their skills of independent learning early on.

Course Content

Year 1: Component 1- Human Lifespan and Development

In this internally assessed unit students will gain an understanding of how we grow and develop. We learn why people develop at different rates. We understand the milestones and changes that occur throughout our lives, such as birth, marriage and retirement.

Year 2: Component 2- Health and Social Care Services and Values

In this internally assessed unit students will gain an understanding of the services offered to all individuals and specifically those who require extra support. We understand how hospitals function and overcome barriers to help people.

Year 3: Component 3- Health and Wellbeing

This unit is externally assessed in an examination. Students investigate what makes us healthy and what can lead to us being unhealthy. We look at diet and lifestyle choices such as smoking and the impact this can have on the body. We use case studies to bring work to life.

Our learning journey through BTEC and how this connects with the learning in Years 7-9 can be found on our Health & Social Care page on the school website here.

Assessment

60% of this course is marked via internal coursework. This will be internally verified, and a sample is selected to be externally verified by an assessor. Components 1 and 2 are internally assessed this way and the coursework is completed during lesson time. The rest of the course is assessed by one exam in Year 11 which is a total of 60 marks and covers the content in component 3 above.

Resources to Support Learning

Our Health & Social Care page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at BTEC Level 2.

Additional Information

The Edexcel BTEC Level 1/Level 2 Tech Award is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified and it gives learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts.

ICT TECHNICAL AWARD

Level 1/2 Vocational Award in ICT (Technical Award)

Exam Board: Eduqas

Course Description

The Level 1/2 Vocational Award in ICT is designed to offer an experience that focuses on applied learning by acquiring and applying knowledge, skills and understanding through purposeful tasks set. This is a subject that will teach students many transferable skills that they can use in their other subjects in school, as well as the ICT skills they will need in the future.

Course Content

Year 10 Term 1 & 2: Development of ICT skills – this first part of the course will be used to work on gaps in pupils general ICT skills so that they can have a solid foundation for the rest of the course

Term 3: How ICT can be used to fulfil the needs of organisations and individuals – This will look at how different hardware devices work, what different types of software does and what services are provided by IT in society.

Term 4: How data and information is used and transferred– In this topic learners will gain knowledge and understanding of why data must be fit for purpose, how input data is checked for errors, how data transfers over different types of network and different types of connectivity

Term 5: Legal, moral, ethical, cultural and environmental impacts of ICT and the need for cybersecurity– In this topic learners will gain knowledge and understanding of the following areas: Risks to information held on computers, the impact of data loss, theft or manipulation on individuals and businesses, methods used to protect information, how moral and ethical issues affect computer users, how legal issues protect computer users, the cultural, personal and environmental impact of ICT and how a digital footprint can impact computer users

Term 6: Development of ICT skills – this part of the course will be used to prepare pupils with the database, spreadsheet, word processing and graphics skills needed in Year 11

Year 11 Term 1: Databases – a unit where students will learn about how to create and test databases.

Term 2: Spreadsheets – a unit where students will learn about how to create and test spreadsheets.

Term 3: Document Automation – students learn about how many tasks can be automated.

Term 4: Planning, creating, manipulating and storing images – how to design, modify and store images.

Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our ICT page on the school website here.

Assessment:

Students in ICT will be continually assessed in lessons. The digital nature of the on-screen work means that teachers are able to easily see what a student is doing and give them on-going feedback as they progress through the tasks in a unit of work.
For final assessments students will be assessed through a mixture of exams and controlled assessments.
Unit 1 will be assessed through an exam which is worth 40% of the qualification. The exam will last 1 hour and 20 minutes, it will be made up of short and extended response questions.
Unit 2 will be assessed with project work (no exam) which is worth 60% of the qualification. As part of this assessment, students will be given a scenario and will need to undertake a number of tasks.

Resources to Support Learning

Our ICT page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts of the course. Students will have access to the lesson PowerPoints on Microsoft Teams.

Additional information

Generally speaking, ICT is a more practical subject than Computer Science. There is a large focus on the practical and business use of software. As a guideline this is a good course for students who are interested in learning how to use ICT and improve their skills in a more practical way. The subject is taught in two lessons per week in one of our dedicated IT suites. All lesson materials are digital and hosted on Microsoft Teams. Students do have exercise books for note taking purposes; work is produced digitally and saved to their Guilsborough network accounts.

BTEC Level 1/Level 2 Tech Award Creative Media Production

Exam Board: Edexcel

Course description

The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities continually arising. The UK's creative industries as a whole are now worth over £116 billion per year to the UK economy. Working in the creative media industry involves a wide range of practical processes, skills and techniques – from broadcast media to increasingly interactive products and platforms. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what has not changed is that media products still have the power to enthral, intrigue and affect audiences. Students will explore all elements of media in the twenty-first century and have the opportunity to work on independent project tasks as well as part of a group to really understand the media in the world around them.

Course Content

Component 1 Exploring Media Products (internally assessed, externally moderated)

In this component, students will develop an understanding of how media products are created for specific audiences and purposes in each of these sectors: audio/moving image, print and interactive media. They will explore the relationship between genre, narrative and representation in media products, and develop an understanding of how they are interpreted by audiences. Students will learn how media production techniques are used to create different effects to communicate meaning to audiences.

Component 2 Developing Digital Media Production Skills (internally assessed, externally moderated)

In this component, students will develop practical media production skills and techniques. They will have the opportunity to specialise in audio/moving image media, taking part in workshops and classes where practical skills and techniques will be developed. These skills and techniques will be applied to relevant pre-production, production and post-production processes when developing a media product. Throughout development, students will review

their progress and consider how they can make improvements to their techniques and practical outcomes.

Component 3 Create a Media Product in Response to a Brief (externally assessed)

In this component, students will respond to a client brief and create a product in the audio/moving image sector. They will interpret the client's needs and engage in the process of ideas generation, selecting and refining their ideas until they are satisfied that they have an idea that meets the requirements of the brief. Pre-production planning will be undertaken to demonstrate to the client how ideas will be implemented within a planned media product. Throughout the pre-production process, students will need to monitor and review the effectiveness of their planning and intended outcome to ensure that their planned media product is fit for audience and purpose. This should enable them to make the necessary amendments and improvements to their proposed product as they enter the production stage of the process and create a suitable digital media product in response to the brief.

Assessment

Component number	Component title
1	Exploring Media Products
2	Developing Digital Media Production Skills
3	Create a Media Product in Response to a Brief

Resources to Support Learning

Our Media page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional Information

We encourage Media students to explore a range of media products under the following headings:

I**nteractive** – (websites, mobile apps, e-magazines, mobile games, video games, online games, advertisements)

Audio visual - (TV programmes, films, music videos, animations, TV and radio advertisements, radio broadcasts, podcasts)

Publishing - (newspapers, magazines, comics, brochures, advertisements)

GCSE Music

Exam Board: EDUQAS

Course Description

The Eduqas GCSE Music course has three components: Performing, Composing and Appraising (Listening.) These are taught in an integrated approach. Students will perform playing music on their own and in a group. This could be in any style, on any instrument or voice, including DJ skills, rapping, singing, band and orchestral instruments. Students will also explore how great pieces of music were put together, and when they have learnt some of the techniques, composing their own music. This could involve using computer software, writing for a specific purpose, writing songs etc. Students will also listen to a variety of music and learn how to identify the facts about what they hear. They will already have heard about the elements of music in their Key Stage 3 lessons. At GCSE students focus on how these are used for different purposes.

Course Content

The course encourages an integrated approach to the three distinct disciplines of performing, composing, and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

Performance

At the end of each term in Year 10 students will produce at least one performance, a mixture of solos and ensembles over the course of the year. In Year 11, they will work towards a portfolio of performances lasting a minimum of four minutes in length.

Music Theory

Theory activities / online theory tasks form part of listening and practical lessons to ensure all students extend their understanding of music theory, for example learning about rhythm, melody/ scales / key, chords, Italian terms, expression.

Listening and Appraising
Listening will become increasingly prominent throughout Year 10 and 11 and link to the composition tasks. Students will learn to write extensively and with a widening musical vocabulary about the music that they hear.
Composition
Composition Term 1-2: Pupils will extend key composition skills including basic rules of harmony, melodic construction, and cadences. Pupils learn to develop musical material effectively.
Composition Term 3: Pupils continue to learn to develop musical material through the study of film music. They explore further rhythmic, harmonic, melodic, and textural devices.
Composition Term 4: Having studied the first of the set works, students explore song writing, working through the conventions of popular music.
Composition Term 5-6: Free choice composition coursework is begun using all the skills that they have learnt throughout the year.
The music department makes use of Focus on Sound, an online based resource. This is used for lessons and for homework and it includes lesson, quizzes and revision information for music theory, genres of music and musical instruments. Students are given a log on at the start of the year and are expected to complete the lessons and quizzes set for homework. The results are collated on the website for progress checking. We also use Dorico and Cubase, education standard software for composing and notating their music and Teams and Showbie to record composition and performance work and provide feedback to students.

Assessment
Termly performance assessment and regular short composition tasks are uploaded to Showbie for feedback and assessment. Theory short tasks are completed throughout the school year. Listening and appraising is assessed throughout the school year during different projects.

Resources to Support Learning
Our Music page here has links here to all previous learning to help students consolidate their learning. All students have access to Focus on Sound which students can also use to consolidate learning.

Additional Information
Students are strongly recommended to take part in instrumental lessons for the duration of the GCSE examination. Ongoing instrumental or vocal practice is a **statutory expectation** of the GCSE and students are expected to practice their instrument and their solo/ensemble pieces at home for at least 20 minutes 4-5 times a week.

GCSE PE

Exam Board: OCR

Course Description

The GCSE PE course aims to encourage students to understand what factors affect performance and what can be done to improve them. It will not only encourage students to follow an active healthy lifestyle but also to understand what this means. Furthermore, students will develop the ability to self-reflect upon performance and offer advice for improvement.

Course Content

The order of the units studied over the 2 years may be subject to change on a yearly basis. Our learning journey through GCSE and how this connects with the learning in Years 7-9 can be found on our PE page on the school website here.

Year 10

- **Effects of exercise upon the body** – understanding the structure, function, long and short-term effects of exercise on the skeletal, muscular systems, cardiovascular and respiratory system.
- **Movement analysis** – the planes of movements and levers which impact upon participation in physical activity.
- **Components of fitness and fitness testing –** definition, testing and monitoring and impact on a healthy balanced lifestyle as well as practical performance.
- **Training methods and training principles** – types and effects and their application in order to improve sporting performance.
- **Goal setting, feedback and guidance –** types and effects and their application in order to improve sporting performance.
- **Skill –** classification and skilful movement.

Controlled assessment will be completed in Year 10.

Year 11

- **Continue injury prevention goal setting, feedback and guidance –** types and effects and their application in order to improve sporting performance.
- **Health, fitness and factors affecting participation in physical activity and sport** – what this means and what can have a positive and negative influence on participation.

- **Commercialism of sport –** types and positive/negative influence it can have on sport and participation.
- **Diet and nutrition –** the components and the importance of a balanced diet on performance.
- **Deviance in sport –** types and impact on the sport and participation.

Assessment

Termly or end of unit assessments (exam written paper).
Ongoing practical assessment (3 activities required by February Year 11).
Two one-hour external papers sat at the end of the course (60%), 1 controlled assessment over 14 hours (10%), 3 practical sports assessed (30%)

Resources to Support Learning

Our PE page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at GCSE.

Additional Information

Students will be expected to complete both practical and theoretical lessons for this course. The unit order over the 2 years may be subject to change.
Students have to demonstrate practical prowess in at least 3 different sports (1 individual sport, 1 team sport and 1 other from a prescribed list).
It is strongly encouraged that students actively participate in at least 2 sports regularly for the practical component of the course.

BTEC SPORT

BTEC Level 1/Level 2 Tech Award in Sport

Exam Board: Edexcel

BTEC Description

The Sport course encourages personal development in both practical and theory elements related to a sporting context e.g. working within the leisure industry or sports coaching. The variety of components seeks to develop students' knowledge of the health, exercise and fitness industry whilst also developing those skills essential in the sports industry (communication, leadership, teamwork, ICT).

Course content

Our learning journey through this course and how this connects with the learning in Years 7-9 can be found on our PE page on the school website here.

The order of the components studied over the 2 years may be subject to change, on a yearly basis however, the third component must be taught at the end of the course.

Component number	Component title
1	Preparing Participants to Take Part in Sport and Physical Activity
2	Taking Part and Improving Other Participants Sporting Performance
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Components introduction

1. Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

2. Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

3. Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

Assessment

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Component	Component title	Window for assessment
Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 5 hours of supervised assessment. 60 marks.	December/ January and May/June from 2023 onwards
Component 2: Taking Part and Improving Other Participants Sporting Performance	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson set Assignment will be completed in approximately 5 hours of supervised assessment. 60 marks.	December/ January and May/June from 2023 onwards

Resources to Support Learning

Our PE page on the school website (here) has links to resources to help consolidate and secure students' knowledge of all key concepts at BTEC level.

Additional Information

Students will be expected to complete both practical and theoretical lessons for this course. The component order over the 2 years may be subject to change. Students have to complete a compulsory online assessment. Practical ability is not a necessity for the course but a passion for Sport and PE is essential. Students are assessed in assignments at Level 1 and Level 2 from pass to distinction*.

Key Dates for Students

Year 9 Options Programme for 2022

w/c Monday 21st February 2022

Year 9 assembly to introduce the options process and the assembly PowerPoint goes live on the Virtual Learning Environment (VLE).

Thursday 3rd March 2022

The options evening is to help students and parents/carers make the right choices. Information will be provided about subjects that are on the options list. There will also be an opportunity to talk with our Head of Sixth Form about post-16 opportunities and meet our Independent Careers Advisor.

Friday 4th March 2022

Online option form will be available for completion online.
It is important to complete it in priority order with the subject you want to do most as your first choice. You must also complete reserve choices for each option choice.

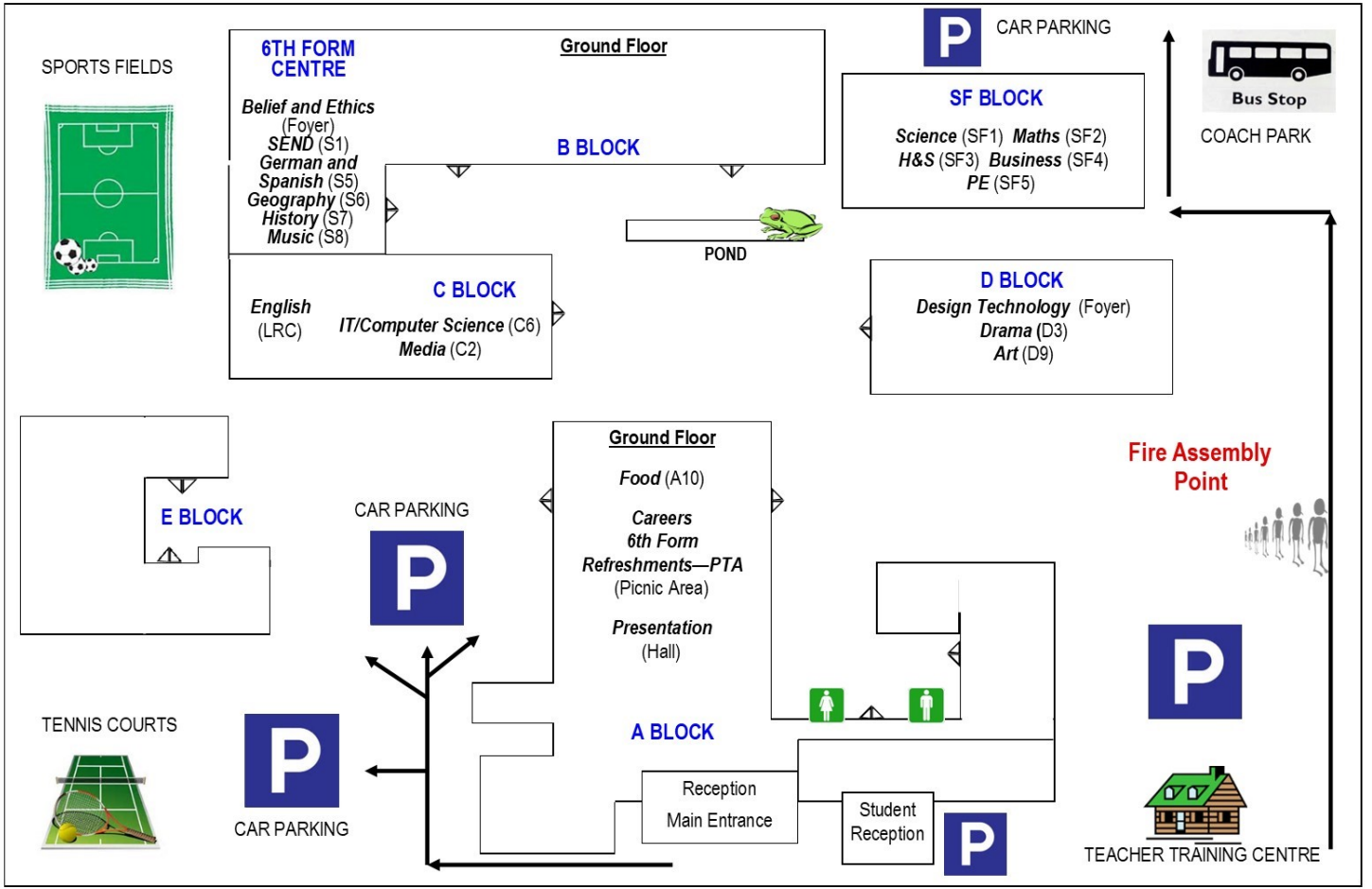
Friday 8th April 2022

Online options form will need to be completed by midnight. The information is then collated in a spreadsheet and the option blocks will be created from these preferences. Any late admissions or changes will need to be put in writing directly to Miss Furnell.

Notes

Notes

Notes


SPORTS FIELDS
6TH FORM CENTRE
Ground Floor
Belief and Ethics (Foyer)
SEND (S1)
German and Spanish (S5)
Geography (S6)
History (S7)
Music (S8)
B BLOCK
POND
CAR PARKING
SF BLOCK
Science (SF1) Maths (SF2)
H&S (SF3) Business (SF4)
PE (SF5)
Bus Stop
COACH PARK
English (LRC)
C BLOCK
IT/Computer Science (C6)
Media (C2)
D BLOCK
Design Technology (Foyer)
Drama (D3)
Art (D9)
E BLOCK
CAR PARKING
Ground Floor
Food (A10)
Careers
6th Form
Refreshments—PTA
(Picnic Area)
Presentation
(Hall)
Fire Assembly Point
TENNIS COURTS
CAR PARKING
A BLOCK
Reception
Main Entrance
Student Reception
TEACHER TRAINING CENTRE