



Bohunt School



Enjoy. Respect. Achieve.

Subject Pathways 2017-2020

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Included in this booklet are details of the courses that the school will be offering over the next two years for your son/daughter, subject to viable numbers. The purpose of this booklet and the Pathways evening is to provide students and parents with information that will help them make informed decisions as to the courses they wish to study during Key Stage 4. In addition Achievement Co-ordinators, Tutors and subject staff will be available to advise and guide students towards the most suitable courses.

The Core Curriculum

September 2017 will see the introduction of the final set of new GCSEs. This means that **all** GCSEs will now be graded with a 1 to 9 score where 9 is the highest grade, which will only be awarded to the top 5% of students nationally, with BTEC subjects graded as Distinction * (D*), Distinction (D), Merit (M) or Pass (P).

Each student will study a core of subjects which is as follows:

- English Language
- English Literature
- Maths
- Science
- PE – Non examinable
- PSRE – Non examinable

The core entitlement will allow students to gain either 5 or 6 GCSEs depending on the Science course they study (this will be decided as your child progresses through the Key Stage 4 Science course). In addition to this core entitlement, the majority of students will take a Language and a Humanity (Geography or History), whilst having a further two guided choices.

Language and Humanities:

As a school we have always recognised the importance of students having a rounded and balanced curriculum, which prepares and doesn't disadvantage students for progression post 16. The entry requirements for many Russell Group Universities look for students to have an A*-C grade in a language other than English as well as a Humanities subject. To reflect this, students will need to choose a Modern Foreign Language (MFL) and a Humanities subject (either History or Geography). In electing for their language choice, students must take a language that they have studied at Key Stage 3. The majority of students will follow Pathway 1 with only a small minority following Pathway 2, 3 and 4.

The school will decide on the most relevant Pathway for your son/daughter, based on their academic profile.

Pathway 1	Pathway 2	Pathway 3	Pathway 4
<p>Students must select:</p> <ul style="list-style-type: none"> • A Language <ul style="list-style-type: none"> ○ French ○ German ○ Delf (CLIL group only)* ○ Mandarin ○ Spanish • A Humanity <ul style="list-style-type: none"> ○ Geography ○ History 	<p>Students must select two subjects from:</p> <ul style="list-style-type: none"> • French • German • Spanish • Mandarin • Geography • History • Computer Science 	<p>Students must select:</p> <ul style="list-style-type: none"> • Geography or • History 	<p>Students will take a support option which focuses on English, Maths and Science. They must also select:</p> <ul style="list-style-type: none"> • Geography or • History

*this is results dependent, with a final decision taken once GCSE results are known in August.

Two additional choices:

The vast majority of students will have an additional two guided choices. This will incorporate subjects from the core (Languages and Humanities) as well as a wide variety of other subjects. Within the additional choices there are two subjects that have entry requirements, which are Statistics & Advanced Maths and Economics. The entry requirement is clearly identified in the booklet and it maybe that students are asked to reselect a choice if they do not reach this standard by the end of Year 8.

Exam Boards and Courses

The Government has recently made major changes to GCSE examinations and require the majority of students to study English Language and Literature, Maths, Science, one Language and one Humanity subject (Geography or History). Summer 2017 is the first year of new examinations for English and Maths and currently all students will be required to achieve Grade 4 or above in English Language and Mathematics at GCSE. Students who do not achieve this will need to re-take the subject(s) at post-16. It is likely after this initial year that Grade 5 will be the required level to avoid a resit. In addition, please be aware that colleges set grade 4 or 5 as an entry requirement for many of their courses. As well as GCSEs we offer vocational courses that are also Level 2 qualifications but have more portfolio based work and less examined content.

Making your decision:

Choosing the subjects you want to study in Key Stage 4 takes time and needs careful thought. Your parents, your tutor, your teachers, your friends and others will all help you with your decisions.

You will need to do some research and we can help you with that through the PSRE lessons. A good starting point is to ask yourself some of the following questions:

- Which subjects do you like now?
- Is there a career that attracts you and what qualifications does it need?

If you are not sure yet, do not worry. This is not uncommon and the key is to make choices that are wide-ranging and can keep your options open for the future. Our advice when considering your subject choice is to choose subjects that:

- You are most likely to work enthusiastically in and succeed at.
- You think you will enjoy and you feel you are good at.
- Provide a balance and variety. By keeping a balance at this stage, you will not close off future options.
- You may need for your future education and/or career path, if you have some ideas as to what these may be.

Some Advice:

In choosing your two additional choices (and your additional core courses) you need to consider the following:

- Do not take a subject because you like your current teacher.
- Do not take the course because your friend is taking it; there is no guarantee that you will be in the same groups.
- Do make sure you take a subject because you enjoy and are good at it.
- Do your research. Find out about the courses and do not assume they will be the same as the ones you currently study. Speak to your teachers, older students, tutor and Achievement Co-Ordinator.

And finally....

- The only silly question is the one that you do not ask!

Deadline for completed Pathway Forms: 24 April 2017

Subject	Exam Board	CAT Element	Exam Element	Approximately when CAT will be taken
English Language	AQA	No CAT	100%	-
English Literature	AQA	No CAT	100%	-
Maths	Edexcel	No CAT	100%	-
Biology	AQA	No CAT	100% Exam	-
Chemistry	AQA	No CAT	100% Exam	-
Physics	AQA	No CAT	100% Exam	-
Combined Science	AQA	No CAT	100% exam	-
Art	AQA	100%	N/A	Component 1 = 60% Component 2 = 40%
Art - Textiles	AQA	100%	N/A	Component 1 = 60% Component 2 = 40%
BTEC Sport	Edexcel	3 Units internally assessed	1 Unit externally assessed	On going from September 2017
Business	OCR	No CAT	100%	-
Computer Science	OCR	20%	80%	On going from September 2017
Dance	AQA	60%	40%	Year 10 – on-going specific dates TBC Year 11 – Final Performance/ Choreography Exam Easter – End of April
Design Technology	TBC	50%	50%	On going from September 2017
Drama	AQA	60%	40%	Components 2 & 3 on going throughout Year 11
Economics	OCR	No CAT	100%	-

Food Preparation and Nutrition	WJEC	50%	50%	Year 11
Geography	AQA	No CAT	100%	-
History	EDUQAS	No CAT	100%	-
IT	OCR	75%	25%	On going from September 2017
Languages	AQA	No CAT	Final exam	-
Statistics	Edexcel	25%	75%	
Statistics Only	Edexcel	No CAT	100%	-
Further Maths	OCR	No CAT	100%	-
Mandarin	AQA	60%	40%	From 2 nd Term of Y10 up to end of 2 nd Term of Y11
Media Studies	AQA	No CAT	Final exam	Year 10 Summer Term - Year 11 Autumn Term TBC
Music	AQA	60%	40%	Component 1 = 60% Component 2 = 40%
PE	AQA	40%	60%	March – April 2018
Photography	AQA	100%	N/A	Component 1 = 60% Component 2 = 40%
Religious Studies	AQA	No CAT	100%	-

Key to examination boards and web addresses:

OCR - Oxford, Cambridge and RSE Examinations: www.ocr.org.uk

AQA - Assessment and Qualifications Alliance (Northern Examination and Assessment Board): www.aqa.org.uk

EDEXCEL - Incorporating London Examination and Assessment Board and BTEC: <https://qualifications.pearson.com/en/home.html>

WJEC/EDUQAS - Welsh Joint Examination Committee: www.wjec.co.uk

1. Is the pathways process based on first come first served?
 - No. The pathways process is not based on first come first served, therefore please take your time and consider your options carefully.
2. Can I decide which Pathway I take?
 - As we have identified earlier in this booklet, the Government have stated that the majority of students should study a core entitlement of English Language & Literature, Maths, Science, one Language and one Humanity subject (Geography or History). This means that the vast majority of students will follow Pathway 1. For a small minority of students this will be unsuitable for a variety of reasons and therefore there is some scope for personalising the curriculum offer. Whilst we will consider all requests for alternative choices, we cannot guarantee that we will be able to accommodate parental and student requests.
3. How does the school identify the best pathway for students?
 - We use a full range of information about each individual student, including:
 - Key Stage 2 results
 - Current performance
 - Teacher/tutor/AC recommendation
 - Predicted outcomes for the end of Key Stage 4
4. Will the course my son/daughter chooses run?
 - There is no guarantee that all courses will run as this is dependent on numbers as well as subject combinations.
5. Can I take two languages?
 - In theory yes. The other languages are offered in the 'free' choice subjects. However, it will depend on numbers and subject combinations as to whether you will be able to study two modern languages.
6. Can I take a BTEC alongside my core entitlement?
 - There is nothing stopping you taking a BTEC alongside core entitlement. However, you will be advised as to whether this is the most appropriate course for you. Subject and Pastoral staff have a clear understanding of the suitability of courses for you.
7. When will I find out if I have my first choices?
 - If you have not heard from Mr Pittaway by Friday 19 May, then you have received your first choices. We will issue you with a summary of your choices once the process has been completed.
8. I am not sure what courses to take?
 - You need to do your research! Speak to your tutor, AC or subject teacher as they will know you best. If you are still unsure, try to pick a breadth of subjects as this gives you more options when you get to post 16 education. You can also use the examination boards as they generally have sections of their websites that give details of the courses offered.
9. Do I really need to pick reserve subjects?
 - Absolutely. You need to put as much thought into these subjects as you did for your initial choices. If there is a conflict in subjects or a course does not run, you will need to do your reserve choice.
10. Will I be able to drop this subject in the future (i.e. in Year 10 or 11) if I am not doing well in it?
 - **Absolutely not.** You are not allowed to drop courses; therefore it is crucial that you think carefully about the choices you make.

11. Can I change my mind as to the subjects I have chosen?

- Yes, within reason. You can change your choices at any point in time before the summer holidays if the combination of choices works, there is space on the course and staff feel you are suitable for that course.
- We do allow you to change course at the start of Year 9 if you feel the course is not suitable as long as the combination of choices works, there is space on the course and staff feel you are suitable for it. The cut off point for changing subjects is during November of Year 9.

Overview Throughout the two year course, students will further develop their writing, reading, speaking and listening skills to produce written and oral work in a variety of different styles and for a range of different audiences. Texts are taken from the 19th, 20th and 21st century and from a range of different genres and cultures. Students will prepare for two GCSEs in English Language and English Literature. Assessment will be via externally assessed examinations to take place in May and June in year 11.

Topics Covered Topics covered will include: creative writing for different purposes including writing to describe, explain, persuade and advise as well as a range of reading response tasks. Students will be required to read and respond in writing and in discussion to a variety of different texts and media such as documentaries, films, advertisements, newspapers and magazines, as well as works of Literature including works from the English Literary Heritage and different cultures, a Shakespeare play, a modern play and/or novel and a range of poetry from the published Anthology.

Assessment Assessment will be via externally assessed examinations to take place in May and June in year 11.

English Language:

English Language: Paper One- Explorations in Creative Reading and Writing

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of English Language GCSE
- No tiers of entry

Section A: Reading analysis and interpretation based on one unseen literature text extract

- 40 marks - 25% weighting
- 1 short form question (1x 4 marks)
- 2 longer form questions (2x 8 marks)
- 1 extended question (1x 20 marks)

Section B: Writing: Creative writing based on writing to describe, or narrative writing

- 40 marks 25% weighting
- 1 extended writing question
- 24 marks for content
- 16 for technical accuracy

English Language: Paper Two- Writers' Viewpoints and Perspectives

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

- No tiers of entry

Section A- Reading- One non-fiction text and one literary non-fiction text

- 40 marks 25% weighting
- Two linked texts (in theme)
- 1 short form question (1x 4 marks)
- 2 longer form questions (1 x 8 marks & 1x 12 marks)
- 1 extended question (1x 16 marks)

Section B- Writing- Writing to present a viewpoint

- 40 marks 25% weighting
- 1 extended writing question
- 24 marks for content
- 16 for technical accuracy

English Literature:

Paper One- Shakespeare and the 19th Century novel:

- Written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE
- No tiers of entry
- Whole texts must be studied

Section A: Shakespeare 30 marks & 4 for SPAG (Spelling and Grammar)

- Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: 19th Century Novel- 30 marks

- Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper Two- Modern Texts and Poetry

- Written exam: 2 hours 15 minutes
- 96 marks
- 60% of GCSE
- No tiers of entry

Section A: Modern Texts- 30 marks & 4 marks for SPAG

- Students will answer one essay question from a choice of two on their studied modern prose text

Section B: Poetry- 30 marks

- Students will answer one comparative question on one named poem and another from their chosen anthology choice

Section C- Unseen Poetry- 24 marks & 8 marks

- Students will answer one question on one unseen poem and one question comparing this poem to a second unseen poem

Overview	Mathematics is a core subject at GCSE. All students will be following a Linear Course at either the Higher or the Foundation tier. The Higher tier allows students to achieve up to a grade 9, while students can achieve a 5 grade on the Foundation tier. There is no coursework in the Mathematics GCSE.
Topics Covered	The Mathematics GCSE covers a wide range of topics within the six areas of Number, Algebra, Statistics, Probability, Geometry and Measures. The topics are broadly the same at the two tiers but are studied at different levels of difficulty.
Assessment	<p>Students will take three examinations in the summer term of Year 11. Each examination is worth one third of the total GCSE. One is a non-calculator examination while the other two require a calculator. A large percentage of the paper is made up of the functional elements of Mathematics.</p> <p>Students will also complete regular assessments in class as well as mock examinations to ensure that they are making appropriate progress and are placed in the correct ability group.</p>

Overview Students will study Biology, Chemistry and Physics in lessons.

We offer two pathways for the science GCSE's. All students begin on the double science pathway. Some students will be offered the opportunity to change to triple science at the end of Year 10 based on exam data, in class assessments and teacher recommendation.

Triple

Students will achieve 3 GCSE's

Combined science

Students will achieve 2 GCSE's

Topics Covered

Biology:

- Genetics,
- cells,
- organs,
- plants,
- environmental science,
- human biology

Chemistry-

- Periodic table,
- atoms,
- bonding,
- salts,
- organic chemistry

Physics:

- forces,
- radiation,
- the earth,
- energy,
- space

Assessment Both the triple science and combined science pathways are 100% examination based. These exams will take place at the end of year 11.

Overview

This is a non-examination course.

Students will have the opportunity to choose to follow one "Pathway" throughout Year 10 and 11. Pathways include Sports Leaders options leading to Sports Leaders Level 2 Award, Performance Pathway, Recreation and Leisure, Gymnastics and Dance Leading to Dance Leaders Award and Health and Fitness

Topics Covered

The course operates on a six week module basis and the current Year 10 / Year 11 course has included the following modules.-

- Badminton, Fitness Room, Gymnastics, Hockey, Athletics, Rounder's, Games Choice.
- Golf, Swimming and Orienteering are currently offered as optional off-site activities.

Overview A GCSE in Art & Design can lead towards many careers: from architecture to fashion design, product design, artwork for computer games, set and costume design to TV and film production or advertising... the list is endless. A creative mindset is also a desirable if not essential attribute for any successful career.

The course is 100% coursework. You will produce coursework projects and accompanying sketch books which will be made up of at least two extended projects (this is called PORTFOLIO OF WORK) and you will produce a separate project (externally set project) based on a starting point that the exam board gives you.

The course allows and encourages you to be creative, imaginative, expressive and hardworking.

Topics Covered The GCSE Art course we deliver allows you to explore and develop a wide variety of skills, for example : drawing & painting, printing and stenciling, sculpture, textiles and photography. It allows you to develop your own, individual ideas and encourages you to be independent and self-motivated. Project themes that we have covered in the past have been: structures, natural forms, identity, the seven deadly sins, Pandora's box and issues.

Assessment **Component 1 - PORTFOLIO OF WORK** - Internally Assessed worth 60%

Must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course.

- AO1 : develop your ideas through investigation informed by artists work demonstrating analytical understanding
- AO2 : refine your ideas through experimentation and selection of appropriate resources, materials and techniques
- AO3 : Quality recording skills of ideas, observations, insights relevant to your intentions
- AO4 : Present a personal response that is thoughtful and original – demonstrate your understanding and realise your intentions

Component 2 - EXTERNALLY SET TASK – Internally assessed and moderated by external moderator. Preparatory period followed by 10 hours of supervised time worth 40%

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

- AO1 : develop your ideas through investigation informed by artists work demonstrating analytical understanding
- AO2 : refine your ideas through experimentation and selection of appropriate resources, materials and techniques
- AO3 : Quality recording skills of ideas, observations, insights relevant to your intentions
- AO4 : Present a personal response that is thoughtful and original – demonstrate your understanding and realise your intentions

Overview A GCSE in Art & Design Textiles can lead towards many careers: from Interior design to fashion design to Textile to Clothing technologist for Industry, from set and costume design to printmaking and retail buying... the list is endless. A creative mindset is also a desirable if not essential attribute for any successful career.

The course is 100% coursework and is split into two components. You will produce coursework projects and accompanying sketch books which will be made up of at least two extended projects (this is called PORTFOLIO OF WORK) and you will produce a separate project (EXTERNALLY SET TASK) based on a starting point that the exam board gives you. The course allows and encourages you to be creative, imaginative, expressive and hardworking!!

Topics Covered The GCSE Art Textile course we deliver allows you to explore and develop a wide variety of skills, for example: Applique, Trapunto, Stenciling, Laser cut, Quilting, Shibori and many more. This allows you to develop your own, individual ideas and encourages you to be independent and self-motivated. Project themes that we have covered in the past have ranged from *The Four Seasons*, where students make an item of clothing, to *Artist Painting*, in which students produce a piece of Interior Textiles.

Assessment Component One: Portfolio of Work – Internally assessed – 60%

Must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course.

- AO1 : develop your ideas through investigation informed by artists work demonstrating analytical understanding
- AO2 : refine your ideas through experimentation and selection of appropriate resources, materials and techniques
- AO3 : Quality recording skills of ideas, observations, insights relevant to your intentions
- AO4 : Present a personal response that is thoughtful and original – demonstrate your understanding and realise your intentions

Component Two: Externally Set Task - Internally assessed and moderated by external moderator – 40%

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

- AO1 : develop your ideas through investigation informed by artists work demonstrating analytical understanding
- AO2 : refine your ideas through experimentation and selection of appropriate resources, materials and techniques
- AO3 : Quality recording skills of ideas, observations, insights relevant to your intentions
- AO4 : Present a personal response that is thoughtful and original – demonstrate your understanding and realise your intentions

Overview

The BTEC Sport course will be an excellent choice for you if;

- You have a keen interest in sport, health and physical fitness, and enjoy actively participating in your PE lessons
- You want to follow a course that combines theory work with practical activities
- You want to know more about how you can design and follow a fitness training programme to achieve your goals
- You may be considering a BTEC Sport Level 3 course, an A Level Sports course or a sports industry related career
- Please note that you **MUST** be actively participating in at least **ONE** sport inside or outside of school to follow this course

This BTEC is perfect for students wishing to continue with sport at college and provides a good foundation for students intending to work in the sports industry.

Peter Jones from “Dragon’s Den” says: “BTEC courses give you real hands-on experience, It’s what I call ‘learning by doing’ and gives you the skills today’s employers are looking for”

In 2015, 1 in 4 students who got into University in the UK did so with a BTEC.

Topics covered

The course combines both practical and theory elements throughout; where possible the theory that is studied in class is reinforced through the application of practical experience. There are a variety of units which are investigated, these are:

- (Year 10) Training for Personal Fitness** – Learners plan, design and safely complete a six-week training programme using the schools fitness suite. Learners independently maintain a training diary to monitor and review their progress. Learners will complete fitness testing to measure their fitness levels throughout the programme.
- (Year 10) Fitness for Sport and Exercise (Exam)** – Learners study the components of fitness, principles of training, training methods and fitness testing. This is assessed through an external computer-generated exam.
- (Year 11) Practical Sports Performance** – Learners will apply the rules, regulations and scoring systems in two sports. Students create a practical log book as well as a video diary performing the skills, techniques and tactics in the two sports. Learners will review and analyse their performance, setting targets for future improvement.
- (Year 11) Leading Sports Activities** – Learners develop their confidence leading younger students in different sports. Learners will plan, deliver and evaluate a coaching session to younger students as a Sports Leader.

Assessment

Each unit has an accreditation and the learners need to complete 120 guided learning hours over the two years. There is one formal unit that is assessed externally which is the Fitness for Sport and Exercise module. The other units are accredited internally through individual assignments. Learners will be assessed over the four units through a variety of written, verbal and practical assessments.

Results are equivalent to GCSEs and can be broken down as follows:

- Pass Level 1, Grade D/E Pass Level 2, Grade C, Merit, Grade B, Distinction, Grade A Distinction *, Grade A*

Overview	<p>Students will learn about how the world of business works and its relevance to almost every aspect of modern society. Amongst other topics, they will learn about planning their own business, marketing, finance and economics.</p> <p>The GCSE in Business looks to inspire and enthuse learners to consider a career in one of the many business disciplines, such as marketing, finance, sales, recruitment or retail. I believe that, whichever career students choose in the future, will only be strengthened by having a good understanding of business principles and applying these to the company they are working for.</p> <p>The qualification also supports progression to a more specialised level 3 academic or vocational business course or an apprenticeship. Business related courses are currently the most popular university degrees in both the UK and the U.S so this will give students the first steps on this educational path.</p> <p>This course will also allow pupils to see how real businesses operate through case studies about the world's most famous brands. They will also have the opportunity to visit businesses to learn more about them as well as hear from local entrepreneurs who will be invited in. In the past three years we have been to the Coca Cola factory in Sidcup, Kent, the Sky Studios in Hounslow, London and Chelsea F.C. stadium, Stamford Bridge, in London.</p>
Topics Covered	<p>Students will cover a variety of different topics within the subject of business including:</p> <ul style="list-style-type: none">• Marketing• Enterprise• Business planning• Production• Finance• Economics• Business activity and organisation• Employment• Motivation• Law• Competition• Ethical and environmental considerations
Assessment	<p>The OCR GCSE Business assessment is as follows:</p> <ul style="list-style-type: none">• Two exams: 'business activity, marketing and people' and 'operations, finance and influences on business.'• No controlled assessment.• Both exams are 90 minutes and worth 50%.• Some questions will be multiple choice, some will be extended writing to test your ability to explain why you made a particular decision.• Both exams are marked out of 80. At least 10% of these marks are awarded for quantitative skills, with the rest being based on a pupil's ability to demonstrate knowledge, apply theory to business contexts and analyse / evaluate business decisions.

Overview

The computer science GCSE will give learners a real, in-depth understanding of how computer technology works. Learners will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, the course will give them an insight into what goes on 'behind the scenes', including computer programming, computer construction and many other amazing technologies. Computing is a direct link to many industries ranging from, pure computing to gaming, automation in textiles, engineering and many more.

The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area and those that can demonstrate the fundamentals of what has now become one of the most dominating tools in industry. Learners who've taken a GCSE in Computing and who then progress to study similar subjects at A Level or university will have an advantage over their colleagues who are picking up the subjects at these levels.

The course will develop critical thinking, creativity, analysis and problem-solving skills through the study of computer programming and resilience. Computing is a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life and future careers. In this respect, the course will be excellent preparation for learners who want to study or work in areas that rely on these skills, where they are directly applied, but also across a wide ranging set of career paths.

Topics Covered

Year 10

Computational Thinking, algorithms and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Programming Project – *Controlled Assignment*

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

Year 11

Computer Systems

- Systems Architecture
- Memory
- Storage
- Memory
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Assessment

Year 10

Programming Project
20 hours 20%

Year 11

Computational Thinking, algorithms and programming
Exam 1 ½ hours 40%
Computer Systems
Exam 1 ½ hours 40%

Overview Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This course recognises the role of dance in young people's lives and students will study a range of dance styles. They can choose any style to perform and choreograph in, providing it meets the assessment criteria. The study of the anthology of professional works will develop their ability to critically appraise dances of different styles and cultural influences and provides a springboard for engaging practical tasks.

This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Dance is an effective form of nonverbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities. Whilst many students will bring some previous experience of dance, others will have very little. This specification aims to value and build on whatever experience they have. GCSE students will study a range of dance styles which acknowledge aspects of the repertoire of dance for theatre that can be seen in the United Kingdom today.

Topics Covered Students will cover all aspects of Dance including practical and theory. Students must develop and apply the knowledge, understanding and skills required to perform dance as a soloist and in a duet/trio. Students will also need to demonstrate their knowledge and understanding of performing skills by responding to short answer questions in the exam. They will learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance. Students will be able to use written communication, using appropriate terminology, to critically appreciate their own work and the professional set works in the GCSE Dance anthology.

Assessment**Dance Appreciation – 40%**

Final written exam year 11 – 1hour 30 minutes. The exam is split into three sections.

- Section A – students will answer questions demonstrating their knowledge and understanding of choreographic processes and performance skills.
- Section B and Section C – students answer questions relating to the critical appreciation of their own work and of professional works.

Performance - Internally marked and externally moderated Performance worth 30%

1. Set phrases through a solo performance (approximately one minute in duration)
2. Duet/trio performance (three and a half minutes in duration).

Choreography - Internally marked and externally moderated worth 30%

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Overview In this new GCSE, all students will study a Core – this will involve being able to design and manufacture products using many different materials including timbers, fabrics, cardboards, metal, plastics. There will also be some simple investigation into common mechanisms. Students will then have the opportunity to specialise in one of the following areas in more depth – Timbers, Metals, Plastics, Cardboards. Items designed and made will either be in the form of material specific (to get the basic skills and knowledge embedded), or where students will be given a theme and will be able to design and make an item based on that theme, from any material. The Non Examined Assessment (what was called Coursework, or Controlled Assessment Task) will give students the freedom to take design risks and to innovate in a situation where it is safe to test and refine ideas.

Topics Covered

Students will be able to;

- Identify, investigate and outline design possibilities to address needs and wants
- Design and make prototypes that are fit for purpose
- Analyse and evaluate:
 - design decisions and outcomes, including for prototypes
 - made by themselves and others
 - wider issues in design and technology
- Demonstrate and apply knowledge and understanding of:
 - technical principles of a range of materials
 - designing and making principles for a range of materials

Assessment

Component 1 - Examination worth 50%

The paper includes simple calculations, one word and one sentence questions as well as extended-writing questions focused on:

- analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others
- analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts.

The paper is split into section A “core” and section B “material” categories and is a written exam, which is externally assessed. Students must answer all questions in section A based on the Core of all materials studied. Students must answer questions on the materials they have specialised in, (Metals, Cardboards, Plastics or Timbers), in more depth in section B

Component 2 - Design & Make project worth 50%

Three themes will be provided by the board on 1st June each year, from which students must choose one to respond to. Students will produce a project which consists of a portfolio and a prototype.

There are four parts to the assessment:

- Part 1: Investigate
- Part 2: Design
- Part 3: Make
- Part 4: Evaluate

This is internally assessed and externally moderated.

Overview	<p>GCSE Drama allows students to explore texts practically and work on two text based performances. The students are also given the opportunity to create a devised performance and the final exam helps them realise their full potential. Students learn to collaborate with others, think analytically, gain confidence to pursue their own ideas and reflect and refine their efforts.</p> <p>Students can choose to develop as a performer or designer (lighting, sound, set, costume, puppets) or a performer and designer. Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons.</p> <p>Students will have to study at least two texts in considerable detail and will not only learn about the themes and characters through drama activities but will also learn about stage craft and what creates effective dramatic performances in the theatre. Students will have the opportunity to see live theatre performance and become aware of how to evaluate these productions. There will be opportunities for the students to bring the scripts to life and will take on the roles themselves and this forms part of the final examination.</p> <p>Working on creating their own devised performance forms an important part of Drama GCSE and the students will have to create their own performance with an accompanying log which justifies and explains their decisions.</p> <p>Whatever the future holds, all students of Drama emerge with a toolkit of transferable skills applicable both to further studies and the workplace</p>
Topics Covered	<p>Drama allows students to develop their emotional intelligence and to step into the shoes of others to understand what motivates people to behave in the way they do. In lessons students will be taught a range of drama skills which will in turn help them access both the plays studied and inform them about how to create devised work, We will be studying play such as 'Blood Brothers' , 'The Curious Incident of the dog in the Night time' , 'Macbeth' , and 'Kinder transport.' Topics for devised work will include work on the Holocaust, and Homelessness although students will have the freedom to choose their own topic when creating their own devised piece.</p>
Assessment	<p>Component 1: Understanding Drama – Worth 40%</p> <ul style="list-style-type: none">• Final written exam year 11 – 1hour 45 minutes• Analysis and evaluation of the work of live theatre makers• Questions on a studied set text• <p>Component 2: Devising Drama – worth 40%</p> <p>Students are assessed on the process of creating devised drama, performance of devised drama (students may contribute as performer or designer) and their analysis and evaluation of own work</p> <p>Component 3: Texts in Practice – worth 20%</p> <p>Performance of two extracts from one play (This has to be a different play from the one set for the written exam)</p>

Overview	<p>Economics is the study of how the world operates. How do Governments ensure that people living in their country have a good standard of life? What are the consequences of multinational companies making certain decisions? How do our own financial decisions affect others?</p> <p>According to Dr George Bratsiotis of the University of Manchester, Economics has “one of the highest employability records of all subjects (at degree level) and one of the highest incomes”. It can lead onto very exciting careers in politics, business, banking and many more. Oxford University’s most popular course is PPE (Philosophy, Politics and Economics). Many famous faces have studied Economics including David Cameron, Kofi Annan, Arsene Wenger, Donald Trump, 3 past U.S. Presidents (Bush Sr, Reagan, Ford) and countless more.</p> <p>Economics is far more than the study of Government policy, competition and the law of demand – it teaches students how to make better decisions. They will learn how to make balanced arguments concerning some of the most important and relevant decisions in the world today. The subject is about choice and the impact of our choices on each other. It relates to every aspect of our lives, from the decisions we make as individuals to the structures created by Governments and businesses. Economics as a subject encourages critical thinking, as students have to be able to see decisions from both sides and make reasoned judgement, which is a vital life skill.</p>
Topics Covered	<p>Students will cover a variety of different topics within the subject of economics including:</p> <ul style="list-style-type: none">• Supply & demand• Markets and competition• Labour market and employment• Distribution of income and wealth• Economic growth and GDP• Monetary policy - interest rates• Prices and inflation• Fiscal policy – Government taxation and spending• Externalities – regulation, taxation, subsidies• International trade, imports and exports• Exchange rates and currency conversion• Globalisation, developed and less developed countries
Assessment	<p>The OCR GCSE Economics assessment is as follows:</p> <ul style="list-style-type: none">• Two exams: ‘Introduction to Economics’ and ‘National and International Economics’.• No controlled assessment.• Both exams are 90 minutes and worth 50%.• Both exams are marked out of 80. Some questions will be multiple choice, some will be extended writing to test your ability to explain why you made a particular decision.• At least 10% of these marks are awarded for quantitative skills, with the rest being based on a pupil’s ability to demonstrate knowledge of economic concepts, apply theory to a variety of contexts and analyse / evaluate decisions to make judgements.

Overview	This specification in food preparation and nutrition enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.
Topics Covered	<ol style="list-style-type: none">1. Food commodities2. Principles of nutrition3. Diet and good health4. The science of food5. Where food comes from6. Cooking and food preparation
Assessment	<p><u>Component 1 – Principle of Food Preparation and Nutrition- Written Examination 1 hour 45 minutes</u></p> <p>50% of the qualification</p> <p>This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.</p> <p>Section A: questions based on stimulus material.</p> <p>Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.</p> <p><u>Component 2- Principles of Food Preparation and Nutrition in action- Non Examination Assessment</u></p> <p>50% of the qualification</p> <p><u>Assessment 1-</u> 8 hours</p> <p>A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.</p> <p><u>Assessment 2-</u> 12 hours</p> <p>Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.</p>

Overview The course allows a range of human and physical features to be studied with an emphasis on UK Geography within a global context. The AQA course has a Geographical Application paper where both decision making tasks and fieldwork will be assessed.

We will be continuing to do field-trips abroad as well run our ever popular Swanage fieldtrip in Year 10 which allows pupils to experience first-hand coastal and river processes as well as conduct a range of field studies.

Topics Covered **Living with physical environment:**

1. Challenges of natural hazards - tectonic hazards, tropical storms, extreme weather in the UK, climate change
2. Physical Landscapes – coastal and river landscapes
3. The Living world- Local ecosystems, tropical rainforests, hot deserts

Challenges to the Human Environment:

1. Urban Challenges-Global patterns, two contrasting cities, sustainable urban futures
2. The changing economic world-Global patterns, closing the development gap, Contrasting studies of economic development.
3. The challenge of resource management- Overview of resources in the UK, global resource security, water

Fieldwork:

Fieldwork is now a compulsory element and pupils will need to attend wither the Swanage residential course or a day trip to Selsey.

1. 2 Contrasting pieces of fieldwork must be completed these include a short write up.
2. These are assessed in the paper 3 where pupils will be examined on their understanding of the fieldwork they completed and the design of fieldwork practices in general.

Assessment **3 Exam Papers**

1. Living with the Physical Environment - 1 hour 30 minutes, 35% of the qualification
2. Challenges in the Human Environment - 1 hour 30 minutes, 35% of the qualification
3. Geographical Applications- 1 hour 15 minutes, 30% of the qualification

Overview The History GCSE (EDUQAS) specification provides a broad and coherent course of study that ensures the study of; history on three different timescales, history in three different geographical contexts and history across three different eras.

Topics Covered A change in the GCSE allows students to study a broader and more exciting range of topics for their GCSE:

British Studies in Depth

1. *Elizabethan Ages (1558-1603)*; Students study the Elizabethan Government, the lifestyles of the rich and poor, popular entertainment during the time period, the problem of religion and the Catholic threat, The Spanish Armada and finally the Puritan Threat.
2. *The Voyages of Discovery and the Conquest of the Americas (1492-1522)*; Students study reasons for the voyages of discovery, the voyages of Columbus, explorers including Diaz, Vespucci and Magellan, the Aztec civilization, Herman Cortes, the defeat of the Aztecs and finally the effects of the Spanish conquest.

Period Study

1. *The Development of Germany (1919-1991)*; Students study Weimar Germany, The rise of the Nazi Party and consolidation of its power between 1933 and 1934, life under the Nazis, life during World War Two, West and East Germany between 1949 and 1991, Cold War relations and finally co-operation and reconciliation.

Thematic Study

1. *Changes in Health and Medicine (c.500 to present day)*; Students will study causes of illness and disease over time, attempts to prevent illness and disease over time, attempts to treat and cure illness and disease, advances in medical knowledge, developments in patient care and finally developments in public health and welfare. The 'Study of the Historic Environment' focuses on the village of Eyam during the Great Plague.

Assessment The GCSE requires students to construct balanced, reasoned and well substantiated **extended** responses to historical questions.

British Studies in Depth

Elizabethan Ages (1558-1603)- One hour paper, worth 25% of the qualification

The Voyages of Discovery and the Conquest of the Americas (1492-1522)- One hour paper, worth 25% of the qualification

Period Study

The Development of Germany (1919-1991)- One 45 minute paper worth 25% of the qualification

Thematic Study

Changes in Health and Medicine (c.500 to present day)- One hour 15 minute paper worth 25% of the qualification

Overview	The Modern Foreign Languages department offers 2 year GCSE courses in French, Spanish and German. These will be provided with AQA as the examining board. Students who specialised in one language in Year 9 will be able to continue this language to GCSE. Those students who have been studying 2 languages in Year 9 will have the opportunity to either continue with one or both within the option system. The new GCSE exam is a linear exam and students will sit all their exams at the end of the course.
Topics Covered	<p>There are 3 main themes on which all assessments are based.</p> <ol style="list-style-type: none">1. Identity and culture, (me, my family and friends, technology in everyday life, free time activities)2. Local, national and international areas of interest (home, neighbourhood and region, social issues, global issues, travel and tourism)3. Current and future study and employment (life at school/college, education post 16, jobs career choices and ambitions)
Assessment	<p>Assessment at GCSE is divided into four skills, with equal weighting given to all 4 skills of Listening, Speaking, Reading and Writing. There are 2 tiers, a Foundation Tier (grades 1 -5) and a Higher tier (4-9) and students must take all four question papers from the same tier:</p> <ul style="list-style-type: none">• Listening 25% GCSE. Section A has questions and answers in English, Section B questions and answers in the Foreign Language• Speaking 25% GCSE. The speaking exam includes a roleplay, photo card and general conversation.• Reading 25% GCSE. Section A has questions and answers in English, Section B questions and answers in the Foreign Language and also a translation from the Foreign Language into English.• Writing 25% GCSE. The writing paper includes a variety of writing tasks including translation from English into the Foreign Language.

Overview	The Mandarin department offers 2 year GCSE course in Mandarin. This will be provided with AQA as the examining board. the opportunity to The new GCSE exam is a linear exam and students will sit all their exams at the end of the course.
Topics Covered	There are 3 main themes on which all assessments are based: <ul style="list-style-type: none">• Identity and culture, (me, my family and friends, technology in everyday life, free time activities)• Local, national and international areas of interest (home, neighbourhood and region, social issues, global issues, travel and tourism)• Current and future study and employment (life at school/college, education post 16, jobs career choices and ambitions)
Assessment	Assessment at GCSE is divided into four skills, with equal weighting given to all 4 skills of Listening, Speaking, Reading and Writing. There are 2 tiers, a Foundation Tier (grades 1 -5) and a Higher tier (4-9) and students must take all four question papers from the same tier: <ul style="list-style-type: none">• Listening 25% GCSE. Section A has questions and answers in English, Section B questions and answers in French• Speaking 25% GCSE. The speaking exam includes a role play, photo card and general conversation.• Reading 25% GCSE. Section A has questions and answers in English, Section B questions and answers in Mandarin and also a translation from Mandarin into English.• Writing 25% GCSE. The writing paper includes a variety of writing tasks including translation from English into Mandarin.

Overview	<p>The everyday use of ICT, from PCs to smartphones, now impacts all of our lives. This course reflects this and provides you with a solid understanding of the subject which you can use in your working lives. Three themes are covered:</p> <ol style="list-style-type: none">1. Core units: Providing you a solid foundation for the other units2. Business- explores the ICT needs of business and provides you with transferable skills necessary for the workplace3. Creative: Lets you express your creative side with units focusing on multimedia components, the power of digital imagery and creating a dynamic product using sound and vision.
Topics Covered	<p>Students will cover two core topic areas, worth 25% each, which are:</p> <ol style="list-style-type: none">1. Understanding computer systems (Written Paper)2. Using ICT to create business solutions <p>In addition to this they will need to study 2 units, worth 25% each, from the following topic areas:</p> <ol style="list-style-type: none">1. Creating an interactive product using multimedia components2. Creating digital images3. Creating dynamic products using sound and vision4. Handling data using spreadsheets5. Handling data using databases
Assessment	<p>Students will be assessed by sitting a 1 hour external unit; all other units are internally assessed by subject staff. Students will be awarded Pass, Merit, Distinction or Distinction Star which will be the equivalent to 9-4 at GCSE.</p>

NB: We expect this course to be accredited at the end of March although currently we are awaiting confirmation from Ofqual. Should this course not be accredited then we will contact students and parents to discuss alternative choices.

Overview This option is available to able Mathematicians who will have achieved a Level 7b or higher in Maths by the end of Year 8.

Topics Covered **GCSE Statistics (Edexcel)**

This qualification complements and extends the content of the GCSE in Mathematics which is taken by all students.

The course emphasises the theoretical, practical and applied nature of the subject and provides an excellent background for the study of Statistics beyond GCSE level.

Assessment 100% final examination:

Paper 1 1 hour 30 minutes, 50% of overall grade

Paper 2 1 hour 30 minutes, 50% of overall grade

Overview **Further Maths (AQA) and FSMQ Additional Maths (OCR)**

This course provides excellent preparation for the mathematics studied in AS and A Level Mathematics. It is suitable for students who are expected to achieve a very high grade at GCSE. The full class will sit the Further Maths paper and those showing a gift for Mathematics will sit the FSMQ.

Topics Covered The content consists of four areas of Pure Mathematics:

- Algebra
- Co-ordinate Geometry
- Trigonometry
- Calculus

Each of these is used to support a topic from a recognised branch of Applied Mathematics

Assessment Assessment: 100% final examination.

These two qualifications would be offered as an option and would result in students gaining a full GCSE in Statistics and the equivalent of $\frac{2}{3}$ of a GCSE in Additional Maths.

Overview The mass media is the major force in society behind the communication of information and the provision of entertainment in today's society. It is also arguably the most important factor in shaping people's beliefs and attitudes. GCSE Media sets out to unravel the different strands that contribute to the media and to enable students to gain a critical understanding of these varied elements.

Topics Covered The course explores and evaluates not only the media product itself, but also its means of production, the underlying commercial and industrial forces, and the crucial importance of different audiences. Over the course each class will study at least four topic areas drawn from:

- TV
- Film
- Radio
- Newspapers
- Magazines and comics
- Popular music
- Digital media

In each case the students must demonstrate a critical awareness of the types of media language employed, the influence of institutions, the nature of representation and the intended and actual audience.

Assessment Assessment is made up of 30% of non-exam assessment and a 70% exam at the end of Year 11

Non-Exam Assessment

Each student will be directly involved in creating a major project in response to a set brief. This will most often be in the form of conceiving, planning, shooting and editing a very short film or advertisement(s). This assesses their knowledge and understanding of the theoretical framework as well as providing the opportunity to develop and demonstrate practical skills to create their own media products.

Exam

There will be two papers, Paper 1 and Paper 2, both lasting 90 minutes. Students will be required to answer multiple choice, short and extended response questions. Each paper is worth 35%, totalling 70% overall.

Recent Exam Topics:

2010 The Popular Press, 2011 Action Adventure Movies, 2012 TV Crime Drama, 2013 The Music press, The Promotion of Video Games, 2015 Broadcast News, 2016 Science-Fiction Films, 2017 TV Game Shows.

Overview The Music GCSE is an exciting and engaging course that values all musical styles, skills and instruments whilst broadening minds and fostering a love of all music in an enjoyable manner. Students are given the chance to study a wide range of musical genres, with many opportunities for practical learning. This GCSE course brings theory, listening and composition to life in new and engaging ways, and links to the world around us.

The course is broken into three main elements; performing, composition and understanding music.

Students will learn to develop and apply their musical knowledge, understanding and skills learnt on this course ensuring students form a personal and meaningful relationship with music. Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.

This course supports progression to further and higher education in music and related subjects, proving students with a platform to inspire a lifelong interest and enjoyment of music.

Topics Covered Students will study from four areas of study;

AoS 1: Western Classical tradition 1650 – 1910 (compulsory) defined as art music growing out of the European tradition.

AoS 2: Popular Music defined as mainstream music including a number of different styles and genres including rock, pop, musical theatre, film and computer gaming from 1950's – present.

AoS 3: Traditional Music – defined as music that takes influence from traditional sources e.g. folk music and reinterprets them in a contemporary style.

AoS 4: Western Classical tradition since 1910 – defined as music that comprises modern, contemporary classical music, experimental and minimalist music etc.

Assessment **Component 1: Understanding Music - Terminal examination Spring Year 11 worth 40%**

Listening examination lasting one hour and thirty minutes. The exam is split into two sections.

Section A: Students will hear unfamiliar music and will be assessed on their ability to evaluate the music heard. Students will demonstrate and apply their knowledge and understanding of musical elements and musical language.

Section B: Students study 4 set works and will be assessed on their appraisal ability to analyse and evaluate music in written form extending their writing to make critical judgements based on their knowledge and understanding and musical context of the works.

Component 2: Performing Music - Internally marked and externally moderated – worth 30%

Each student must perform two pieces lasting for at least 4 minutes demonstrating technical control, expression and interpretation. One should be a solo performance and the other an ensemble. Students should aim to be at grade 5 standard on their instrument by year 11 to access the higher marks.

Component 3: Composing Music – worth 30%

- **Composition 1:** Composition to a brief – set by the examination board (36 Marks)
- **Composition 2:** Free Composition – students select the genre to suit their compositional skills and interests. (36 Marks)

Controlled Assessment – Internally marked and externally moderated.

Each student composes two pieces, both assessed on their ability to demonstrate;

- Creative and Effective selection and use of musical elements
- Appropriate selection and use of musical elements (to the compositional intention)
- Technical and expressive control in the use of musical elements.

Overview

GCSE PE will give you exciting opportunities to be involved in a number of physical activities, promoting an active and healthy lifestyle.

The GCSE PE course will appeal to you if you:

- Have a keen interest in sport and recreation and always look forward to your PE lessons
- Take part in sport/recreation outside of lesson time
- Want to follow a course that develops knowledge and understanding through practical involvement
- Want to know more about the benefits of sport and exercise
- Want to study a course that is active and that you will enjoy
- Are considering a sports-related career or an A Level/higher education course.

Topics Covered

Paper 1: The human body and movement in physical activity and sport

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

Paper 2: Socio-cultural influences and well-being in physical activity and sport

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

Assessment

The course is assessed through 2 1hour 15 minute papers (details above) each worth 30% (78 marks) of the final grade. The two papers combine for a total of 60% of the final grade.

The other 40% is covered by Non-exam assessment: Practical performance in physical activity and sport:

- This is assessed by teachers, moderated by AQA and worth 100 marks (40% as stated before of the final grade).
- For each of their 3 activities (speak to staff regarding activities on the approved lists), students will be assessed in skills in progressive drills (10 marks per activity) and in full context – a competitive situation (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Overview

Our **AQA Religious Studies Syllabus A GCSE** covers **two** religions and **four** contemporary religious, philosophical and ethical themes, ensuring our students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Topics Covered

Component 1: The in depth study of the beliefs, teachings & practices of two religions:

- 1) **Buddhism**
- 2) **Christianity**

Component 2: The in-depth study of four out of six religious, philosophical and ethical studies themes.

Religious, philosophical and ethical studies themes:

- Relationships and families
- Religion, peace and conflict
- Religion and life
- Religion, crime and punishment.

Assessment

Two exams – both 1 hour 45 minutes

Paper 1- Assesses candidates on the beliefs, teachings & practices of Buddhism & Christianity (50% of the qualification)

Paper 2- Assesses candidates on the four philosophical and ethical themes (50% of the qualification)

Overview	<p>A vibrant and dynamic GCSE in Art & Design: Photography has two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', we provide students with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in art and design (photography).</p> <p>The course is 100% coursework. You will produce coursework projects and accompanying sketch books which will be made up of at least two extended projects (this is called PORTFOLIO OF WORK) and you will produce a separate project (EXTERNALLY SET TASK) based on a starting point that the exam board gives you.</p> <p>The course allows and encourages you to be creative, imaginative, expressive and hardworking. A creative mindset is an essential attribute.</p> <p>A GCSE in Art & Design – Photography, can lead towards many careers: Photographer, Teacher, Curator, Web Design, Journalist, Film Maker, Fashion Photographer, Scientific Work (think CSI!) the list is endless</p>
Topics Covered	<p>The GCSE Art & Design Photography course we deliver allows you to explore and develop a wide variety of photographic techniques and processes, for example : lighting, viewpoint, aperture, depth of field, shutter speed and movement, and many more ; it allows you to develop your own, individual ideas and encourages you to be independent and self -motivated.</p> <p>Students are required to work in one or more area(s) of photography, such as; portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation and fashion photography, the list is endless</p> <p>Project themes that we have covered in the past have been: Toy Cars, Faces, Shadows, Garden sheds, mini people, Landscapes, Famous places and lots of current up-to-date themes.</p>
Assessment	<p>The work is assessed throughout the course</p>

Component 1 – Internally Assessed and worth 60%

PORTFOLIO OF WORK:

Must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course.

- AO1 : develop your ideas through investigation informed by artists work demonstrating analytical understanding
- AO2 : refine your ideas through experimentation and selection of appropriate resources, materials and techniques
- AO3 : Quality recording skills of ideas, observations, insights relevant to your intentions
- AO4 : Present a personal response that is thoughtful and original – demonstrate your understanding and realise your intentions

Component 2

EXTERNALLY SET TASK - Internally assessed and moderated by external moderator worth 40%

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

- AO1 : develop your ideas through investigation informed by artists work demonstrating analytical understanding
- AO2 : refine your ideas through experimentation and selection of appropriate resources, materials and techniques
- AO3 : Quality recording skills of ideas, observations, insights relevant to your intentions
- AO4 : Present a personal response that is thoughtful and original – demonstrate your understanding and realise your intentions