

# Longhill High School



Options  
2017

# Contents

Introduction	3
Core Subjects, PE, Option Subjects, Alternative Curriculum	4
New Grading For GCSEs, Further Information	5
Reporting Measures	6
Raised Participation Age	7
<u>Core Subjects</u>	
English Language	8
English Literature	9
Mathematics	10
Combined Science (Double Award)	11
Core PE	12
<u>Option Subjects</u>	
Art & Design - Fine Art	13
Art & Design - 3D	14
Art & Design - Textiles	15
Business Studies	16
Care for Children	17
Computer Science	18
Creative iMedia	19
Dance	20
Design & Technology	21
Drama	22
Food Preparation & Nutrition	23
Geography	24
Graphic Design	25
Health and Social Care	26
History	27
Horticulture	28
Media Studies	29
Modern Languages - French or Spanish	30
Music GCSE	31
Music BTEC	32
PE GCSE	33
Performing Arts	34
Performing Arts (Musical Theatre)	35
Religion and Ethics	36
Sport BTEC	37
Resistant Materials	38
Triple Science	39
Post 16 Options	40

# Introduction

The options process is where students will choose subjects of study for the rest of their school career. Students now choose their options in year 8 to begin in year 9 to allow a three year Key Stage 4 that enables deeper learning and understanding of their GCSE subjects.

Parents and students should be aware that these courses are not an end in themselves, but merely lead on to a number of possible futures. More information about Post 16 options can be found at the back of this booklet.

Students and parents will need to think carefully about which subjects will be most suitable for study. Different decisions will mean different futures. The Careers Education Information, Advice and Guidance (CEIAG) given to students at this time can be crucial and will be tailored to the needs of the individual student.

The options process runs throughout Y8 and has several aspects:

- On **Thursday 2<sup>nd</sup> February** students will have an assembly introducing the options process.
- Further assemblies taken by Heads of Department for the different options subjects will then take place the week beginning **Monday 6<sup>th</sup> February**.
- On **Thursday 9<sup>th</sup> February** (6:00pm – 8:00pm) the Y8 Options Evening will take place. Parents and students are welcome to attend to speak to teaching staff about possible courses.
- On **Thursday 9<sup>th</sup> March** (5:00pm – 8:00pm) the Y8 parents evening will take place. Parents have the opportunity to speak to their child's teachers about current progress and possible future study within that subject area.
- Options forms are to be submitted by **Friday 10<sup>th</sup> March**.

# Core Subjects

All students will take the following subjects

- Maths GCSE
- English Language GCSE
- English Literature GCSE
- Double Science GCSE
- PSHE & RE (non-examined)
- Core PE (non-examined)

# Option Subjects

Students will have 4 options choices meaning a third of their timetable will be subjects that they have chosen to study. Some mixtures of subjects are not allowed. These have been put into the same rows on the options form so you may only choose one subject from each row below.

**Students must choose at least one of the following -  
History, Geography, French, Spanish, Computer Science, Triple Science**

## Choose 4 from below, plus a reserve

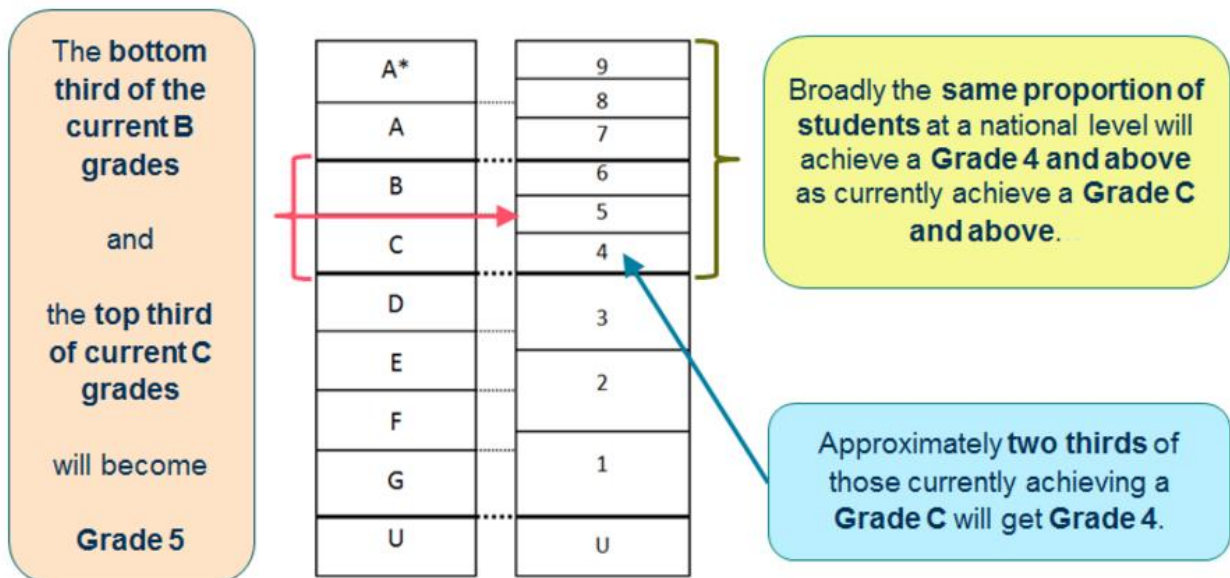
Fine Art **or** 3D Art **or** Textiles  
Business Studies  
Care for Children  
Computer Science  
Dance  
Design & Technology  
Drama **or** Performing Arts **or** Performing Arts (Musical Theatre)  
Food Preparation & Nutrition  
Geography  
Graphics **or** Resistant Materials  
Health & Social Care  
History  
Horticulture  
Media Studies **or** Creative iMedia  
MFL - French **or** Spanish  
Music GCSE **or** Music BTEC  
PE GCSE **or** Sport BTEC  
Religion & Ethics  
Triple Science

# Alternative Curriculum

Learning support opportunities are provided for students for whom following a full range of subjects may be too great a burden. For some students a reduced number of subjects together with an appropriate combination of alternative courses may well be more appropriate for their needs. Individuals will be approached by staff where we think this alternative programme may be of greater benefit to the student concerned.

# New Grading For GCSEs.

The grading system for GCSEs has now changed. Students who are currently in year 8 will receive numbers on a scale from 1-9 rather than letters for their GCSE results. The table below shows how the new numbers match up to the old GCSE grades.



## Further Information

Parents who want to know more about the National Curriculum and how it fits in with making these decisions are welcome to ask the school for advice.

**Ofqual** (the Office of Qualifications and Examinations Regulation) is the government's guardian of standards in education. Their website [www.ofqual.gov.uk](http://www.ofqual.gov.uk) contains useful guides to the different qualifications available.

Information about the awarding bodies can be found on their websites

AQA <http://web.aqa.org.uk/>

OCR [www.ocr.org.uk/](http://www.ocr.org.uk/)

EDEXCEL [www.edexcel.org.uk/](http://www.edexcel.org.uk/)

CACHE [www.cache.org.uk/](http://www.cache.org.uk/)

# Reporting Measures

There will be five league table measures for schools.

## 1 - Pupils' progress across their best eight subjects

The first measure which will be reported is pupils' progress across their best eight subjects including English and Maths, three core English Baccalaureate subjects (from the GCSE sciences, computer science, humanities and languages) and three other subjects, showing how pupils have advanced since taking tests at the end of primary school.

## 2 - Pupils' attainment across their best eight subjects

A second measure which will be reported is pupils' attainment across their best eight (as above).

In both of the best eight measures, English and maths are worth double points.

## 3 - The percentage of pupils achieving grade 5 or higher in English and maths.

The third measure that will be reported is the percentage of pupils achieving grade 5 or higher in English and maths.

## 4 - The English Baccalaureate

Another way in which the performance of students will be reported is the number of students entered for and those that achieve an award called the English Baccalaureate.

To gain the English Baccalaureate students must achieve a grade 5 in

- English
- Maths
- Double Science GCSE (which may include Computer Science)
- Spanish or French
- Geography or History

This does not affect the subjects in any way and does not involve any extra studying or exams. It is an extra award that is given if all 5 subjects are grade 5 or above.

Schools are being encouraged to focus students towards these subjects as they are seen to represent a broad curriculum. As this certificate **may** become necessary for certain career choices we will guide students appropriately to keep their future options open.

The schools advice is that there must be a balance drawn between a student's enjoyment of a subject and their perceived need for the subject for future career or college options. In our experience, a student that has little interest in a subject has a far lower chance of success.

## 5 - Destinations

The percentage of students staying in education or employment after key stage 4 will also be reported.

# Raised Participation Age (RPA)

All young people are required to stay in **learning** until their 18<sup>th</sup> birthday.

This does not mean that young people will not have to stay at school. They will have to be in

- **full-time education** such as school, college or home-education
- or
- **work-based learning** such as an apprenticeship
- or
- **part-time education or training** if they are employed, self-employed or volunteering for more than 20 hours per-week

It **does** mean that students will have to think about how their option choices will allow them to progress into further learning when they leave Longhill – bearing in mind that this further learning will be for another 2 years.

For more details on this go to

[www.brighton-hove.gov.uk/rpa/](http://www.brighton-hove.gov.uk/rpa/)

All students must also continue to study Maths and English post 16 if they did not achieve level 4 (old grade C) or above at GCSE.

# English Language

<b>Course Organiser</b>	Mr J Bliss, Head of English
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	100% Exam
	Additional speaking and listening assessment (not included in final grade)
<b>Special Equipment</b>	None
<b>Trips</b>	None
<b>Progression</b>	AS and A2 English Literature and Language courses are available at 6th form college. Required for most further education courses. Careers in writing, publishing, editing, journalism, teaching. Most sought subject by employers.

## Course details

The English Language course (8700) in Years 10 and 11 prepares students to:

- read a wide range of texts, fluently and with good understanding.
- read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- write effectively and coherently using Standard English appropriately.
- use grammar correctly, punctuate and spell accurately.
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

## Examination

Each of the 2 examinations will assess reading and writing skills equally and lasts 1 hour 45 minutes

### Paper 1: Explorations in creative reading and writing. (50% of GCSE)

Preparation for this exam will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

### Paper 2: Writers' viewpoints and perspectives (50% of GCSE)

Preparation for this exam will focus on high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

### Speaking and listening (non-exam assessment)

Students will learn to give formal presentations and develop verbal skills in class activities and discussions.

Areas are scored 1-5	1 = min	5 = max
Group work		4
Performing / presenting		3
Extended reading / writing		5
Practical		0

Notes



# English Literature

<b>Course Organiser</b>	Mr J Bliss, Head of English
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	100% Exam
<b>Special Equipment</b>	None
<b>Trips</b>	Theatre trips as available
<b>Progression</b>	AS and A2 English Literature and Language courses are available at 6th form college. Highly regarded for most further education courses. Careers in writing, publishing, editing, journalism, teaching.

<b>Course details</b>
The English Literature course (8702) in Years 10 and 11 will include each of the following: <ul style="list-style-type: none"><li>• Shakespeare play</li><li>• 19<sup>th</sup> Century novel</li><li>• Modern drama and prose</li><li>• Poetry</li></ul>
<b>Paper 1: Modern texts and poetry (60% of GCSE) 2hrs 15 minutes exam</b> <ul style="list-style-type: none"><li>• Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</li><li>• Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</li><li>• Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</li></ul>
<b>Paper 2: Shakespeare and the 19<sup>th</sup>- century novel (40% of GCSE) 1hr 45 minutes exam</b> <ul style="list-style-type: none"><li>• Shakespeare: 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.</li><li>• The 19th-century novel: 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.</li></ul>

Areas are scored 1-5	1 = min	5 = max
Group work		4
Performing / presenting		3
Extended reading / writing		5
Practical		0

<b>Notes</b>
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# Mathematics

<b>Course Organiser</b>	Mr R Brand, Head of Mathematics
<b>Awarding Body</b>	Edexcel
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	100% Exam
<b>Special Equipment</b>	Calculator and a geometry set
<b>Trips</b>	None
<b>Progression</b>	Mathematical competence and fluency is increasingly seen as an essential life skill and for career development, with many careers requiring mathematical knowledge. Mathematics is needed as a basic skill for many careers. At advanced levels, it is essential for becoming an accountant, auditor, actuary, engineer, scientist and other STEM based professions. Mathematical fluency is also prized for software development and other IT based roles.

## Course details

The Mathematics course in Years 10 and 11 aims to prepare students to solve problems using mathematical procedures and concepts, to apply their knowledge in different contexts and to reason and communicate effectively in the six areas of the new curriculum (first examined in 2017):

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Students take a linear mathematics course, which means they will sit three examinations (two calculator papers and one non-calculator paper) at the end of the course. They will be entered for either the foundation or higher tier examination. The higher tier offers levels 4 to 9; the foundation tier covers levels 1 to 5 (level 4/5 is approximately equivalent to a grade C in the old curriculum). The tier of entry is dependent on an individual student's progress throughout the course.

Students are assessed on three assessment objectives (AO). The approximate weighting of the questions for each objective in the exams are in brackets:

**AO1** Use and apply standard techniques (40% higher; 50% foundation)

**AO2** Reason, interpret and communicate mathematically (30% higher; 25% foundation)

**AO3** Solve problems within mathematics and in other contexts (30% higher; 25% foundation)

The new curriculum is more challenging than the previous one, and includes introducing students to concepts that they would have previously met at A-level. It should prove challenging to even the highest attaining student. However, the department will continue to offer courses that extend students beyond GCSE if appropriate, such as the AQA Further Maths GCSE and the OCR Additional Maths course (equivalent to A-level standard).

### Key skills and qualities required:

- Fluency in using mathematical procedures, facts and formulas.
- Ability to reason and communicate mathematically (including in writing).
- Resilience when solving problems that require more than one step to find a solution.

Areas are scored 1-5	1 = min	5 = max
Group work		3
Performing / presenting		3
Extended reading / writing		1
Practical		2

Notes

# GCSE Combined Science (double award)

<b>Course Organiser</b>	Mr P Doe, Head of Science
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	2x GCSEs
<b>Assessment</b>	100% Exam
<b>Special Equipment</b>	None
<b>Trips</b>	None
<b>Progression</b>	A level Biology, Chemistry, Physics, Geology, Human Biology, Applied Science

## Course details

Double science provides a good basic science education for students who may want to study A-levels later but wants to keep their options open. You will gain a single double award qualification in GCSE combined science.

Double science is a minimum requirement for the EBacc or for anyone who wants to follow a science at A-Level.

Double science concentrates on the science that you need to understand the news, politics and important decisions about staying healthy and safe.

You will have 2 separate teachers for science and you will have to do some revision at home to do well in this course.

## Practical Work

There are 16 practical tasks that will be assessed in the exam. You will need to carry out these experiments, keep a record of your results and explain what these results show.

## Exam

In year 11 you will take 6 exams.

## Key skills and qualities required

- An interest in science
- A creative approach to problem solving
- A reasonable mathematical ability
- An ability to study independently
- A good memory of key facts
- An ability to plan a logical sequence

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		3
Practical		4

## Notes

# Core PE (Non-examined)

<b>Course Organiser</b>	Mr C Fallick, Head of Physical Education
<b>Awarding Body</b>	None
<b>Qualification</b>	N/A
<b>Level of Entry</b>	N/A
<b>GCSE Equivalent</b>	N/A
<b>Assessment</b>	None
<b>Special Equipment</b>	PE Kit
<b>Trips</b>	Use of local facilities for recreational sporting activities.
<b>Progression</b>	Leading a healthy lifestyle when leaving school

All students are expected to participate in core PE as part of their curriculum. PE allows students to develop transferable skills such as teamwork, communication and organisation. It is also essential to support students understanding of how to lead a healthy active lifestyle. Students will select a pathway group that best suits their ability. Students will then focus on developing skills and tactics through physically demanding units.

Students will learn how to:

- use and develop a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse and evaluate their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

## How will I be assessed?

Students will be assessed practically in a wide variety of activities

## Is there anything else I need to know?

There will be opportunities for students to develop their leadership skills by being part of the Leadership Academy. Students involved in the academy have the opportunities to attend leadership courses in a variety of physical activities and first aid courses, as well as organising and running sports festivals for local schools. Students will be expected to engage in theory lessons about health and general well being.

All students will be able to access a variety of extracurricular activities both at lunch and after school. This will allow for all students to participate in competitive sport outside of the curriculum. Extra curricular activities range from football, hockey, athletics, rounders, cricket, golf, leadership, softball, handball and dodgeball. These are only a few of those on offer, please see the PE section of the school website for a more detailed overview of the type of activities we offer.

Areas are scored 1-5	1 = min	5 = max
Group work		4
Performing / presenting		4
Extended reading / writing		2
Practical		5

Notes

# Art & Design - Fine Art

<b>Course Organiser</b>	Mr G Iozzi, Head of Art
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	60% Coursework 40% Exam
<b>Special Equipment</b>	None
<b>Trips</b>	Tate Modern, Fabrica, Saatchi Gallery
<b>Progression</b>	AS & A Level Art and Design, Vocational and University degrees in Fine Art, Photography, Graphic Design, Fashion Design, Product Design, Interior Design, Ceramics, Animation, Architecture or Art History Artist, Photographer, Graphic Designer, Fashion Designer, Interior Designer, Textile Designer, Animator, Architect, Illustrator, Product Designer, Curatorial and other gallery-related work

## Course details

This course is designed for all students who are interested in Art. Skills that have been learned at Key Stage 3 will be developed further to cope with the demands of GCSE Art and Design. GCSE Art and Design is not aimed simply at students considering a career in Art and Design. The grade you achieve can help you to go onto the career path of choice at Further and Higher Education.

During Y9 you will be given the opportunity to explore a range of different Art skills, techniques and processes in 2D and 3D. These include drawing, painting, printmaking, collage, ceramics, and sculpture. You will also have the chance to develop your photography skills, manipulate images using software like Photoshop and Illustrator as well as experiment with animation.

Over the following four terms you will be expected to complete two major projects that will account for 60% of the final mark. A sketchbook is kept throughout the course and this will help you to demonstrate your ability to develop both your practical and theoretical skills. During the course you will be given the opportunity to develop your ability in the following areas: Drawing, painting, collage, printmaking, sculpture and 3D work, ceramics, digital photography, digital image manipulation, animation, and video. You will also be expected to make research into the work of other Artists and Designers.

During the Spring Term of Year 11 you will be expected to prepare for and sit a 10 hour controlled test. This will account for 40% of the final mark. Once this has been completed you will be expected to mount your work in preparation for final marking. A selection of your examination portfolio will be exhibited during the Summer Term. The Art department will mark your work and then the Awarding Body will moderate a sample of the coursework.

Project 1 - The Self / Still Life (2 and 3 dimensional media)

Project 2 - Landscape and Environment (2 and 3 dimensional media)

Project 3 - Trial GCSE Examination

## Key skills and qualities required

- Basic level of literacy and numeracy skills
- Ability to think creatively
- An interest in Visual Art
- Being prepared to learn new technical skills and to take advice
- Ability to be flexible in your attitude to coursework

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		2
Practical		5

## Notes

# Art & Design - 3D

<b>Course Organiser</b>	Mr G Iozzi, Head of Art
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	60% Coursework 40% Exam
<b>Special Equipment</b>	None
<b>Trips</b>	Tate Modern, Fabrica, Saatchi Gallery
<b>Progression</b>	AS & A Level Art and Design, Vocational and University degrees in Fine Art, Photography, Graphic Design, Fashion Design, Product Design, Interior Design, Ceramics, Animation, Architecture or Art History Artist, Photographer, Graphic Designer, Fashion Designer, Interior Designer, Textile Designer, Animator, Architect, Illustrator, Product Designer, Curatorial and other gallery-related work

## Course details

This course has been designed to develop Art and Design skills learnt at KS3 in Art and Technology. It is particularly suitable for students who enjoy working in 3D and it will give opportunities for students to make 3D artefacts in a broad range of media both in the Art rooms and Technology workshops.

During Y9 you will be given the opportunity to explore a range of different 3D Art skills, techniques and processes. These include drawing, collage, ceramics, constructive modelling and sculpture. You will also have the chance to develop your photography skills, manipulate images using software like Photoshop and Illustrator as well as experiment with animation.

Over the first four terms you will be expected to complete two major projects that will account for **60%** of the final mark. A sketchbook is kept throughout the course and this will help you to demonstrate your ability to develop your skills. During the course you will be given the opportunity to develop your ability in some of the following overlapping areas: Ceramics, sculpture, jewellery design, set design, interior design, product design, environmental design, and architectural design.

During the Spring Term of Year 11 you will be expected to prepare for and sit a 10 hour controlled test. This will account for 40% of the final mark. Once this has been completed you will be expected to mount your work in preparation for final marking. A selection of your examination portfolio will be exhibited during the Summer Term.

The Art department will mark your work and then a sample of the coursework will be moderated by the exam board.

**Project 1** - Natural forms

**Project 2** - The Body/ Environment (2 and 3 dimensional media)

**Project 3** - Trial GCSE Examination

## Key skills and qualities required

- An interest in Visual Art and design
- Enjoyment of working practically with a range of materials
- An ability to think creatively
- Being prepared to learn new technical skills and to take advice
- Ability to be flexible in your attitude to coursework

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		2
Practical		5

## Notes

# Art & Design - Textiles

<b>Course Organiser</b>	Ms L Newbury, Head of Textiles
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	60% Portfolio of work assessed and externally moderated 40% 10 hour exam internally assessed and externally moderated
<b>Special Equipment</b>	None
<b>Trips</b>	Victoria and Albert Museum, Tate Modern, Fabrica, Saatchi Gallery
<b>Progression</b>	A Level Art/Photography/Product/Textile design/ Careers in design/making

## Course details

This course is designed for all students who are interested in Art. Skills that have been learned at Key Stage 3 Art and Technology will be developed further to cope with the demands of GCSE Textiles. IT is not aimed simply at students considering a career in Art and Design, the grade you achieve can help you to go onto the career path of choice at Further and Higher Education.

This is a course for those who have an interest in, textiles, fashion and making textile artworks. It is about developing confidence and being creative with fabrics in an artistic way. The course is mainly practical with the focus on experimenting with textiles to create sculptures, artworks or fashion pieces. The course is tailored to suit student's individual strengths and interests with their own creative outcomes. Students will develop skills in pattern cutting, dyeing, sewing and many other techniques as well as written research and analysis. The fashion and Textiles industry is one of the largest in the UK and can lead to a large variety of career opportunities. Designer, fashion journalism, pattern cutter, tailor, fashion buyer, marketing and many more.

**Unit 1** (60% of final GCSE grade): Students will complete three thematic projects; they will follow a structured project plan and with teacher guidance, produce projects personal to them. They will need to gain confidence in creative design processes and the choices that are needed to develop them.

**Unit 2:** (40% of final GCSE Grade) Externally Set Assignment. A theme is given by the examining board as a starting point for the students' own ideas. Students are encouraged to develop individual directions and explore a range of techniques to produce a body of work, with a final piece produced during the two day examination.

Each project will consist of:

AO1: Research on Artists and Designers, AO2: Experiment with materials and develop ideas, AO3: Observational work (Drawing, painting and photography), AO4: Produce a Textiles artefact

## Key skills and qualities required

- An interest in working in the textiles environment.
- The ability to pay close attention to detail and to work safely.
- An interest in Visual Art and Design
- Enjoyment of working practically with a range of materials
- An ability to think creatively
- Being prepared to learn new technical skills and to take advice
- Ability to be flexible in your attitude to coursework

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		2
Practical		5

Notes

# Business Studies

<b>Course Organiser</b>	Mrs R Waite, Head of Business Studies
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	100% Examination
<b>Special Equipment</b>	Calculator
<b>Trips</b>	Visits to nominated businesses.
<b>Progression</b>	A Level and Degree Level studies There are many Level 3 Business Studies and Economics, courses some of which are a natural progression from this course, others allow you to specialise in one particular area like Marketing or Finance.

<b>Course details</b>	
Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.	
This Business Studies course should encourage students to:	
<ul style="list-style-type: none"> <li>• develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.</li> <li>• develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.</li> <li>• use an enquiring, critical approach to make informed judgements.</li> <li>• investigate and analyse real business opportunities and issues to construct well-argued, well evidenced, balanced and structured arguments, demonstrating their depth and breadth and understanding of business.</li> </ul>	
<b>Paper 1: Influences of operations and HRM on business activity</b>	
<b>What's assessed?</b>	<b>How it's assessed</b>
<ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2: Influences of marketing and finance on business activity</b>	
<b>What's assessed?</b>	<b>How it's assessed</b>
<ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Key skills and qualities required</b>	
<ul style="list-style-type: none"> <li>• Students taking this option <b>must</b> be confident with numbers to be successful.</li> <li>• Confident in being able to write extended pieces of work.</li> <li>• An interest in current affairs – such as politics, foreign policy or economics</li> <li>• Some IT skills primarily in word processing, spread sheets and graphs</li> </ul>	

<b>Areas are scored 1-5</b>	<b>1 = min</b>	<b>5 = max</b>
<b>Group work</b>		2
<b>Performing / presenting</b>		1
<b>Extended reading / writing</b>		5
<b>Practical</b>		2

<b>Notes</b>
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# Care for Children

<b>Course Organiser</b>	Ms C Essex
<b>Awarding Body</b>	CACHE
<b>Qualification</b>	Level 1 Certificate in Caring for Children (Year 10) Level 2 Award in Child Development and Care (Year 11 if appropriate)
<b>Level of Entry</b>	Level 2 and/or Level 1
<b>GCSE Equivalent</b>	Level 1 – 1 GCSE grade 1 - 2 Level 2 – 1 GCSE grade 9 - 4
<b>Assessment</b>	Evidence Portfolio Multiple Choice Exam
<b>Special Equipment</b>	None
<b>Progression</b>	Child Care Apprenticeship Level 2 CACHE in Child Care and Education Level 2 NVQ in Children and Young People's Workforce

## Course details

The course covers human growth and development, personal development, play activities and healthy eating. The course is designed to be hands on and offers many practical opportunities. Students will be expected to gather an evidence portfolio during their course as well as completing short assignments.

When they leave school they can progress onto an apprenticeship.

## Key skills and qualities required

- An interest in child welfare
- Good communications skills
- The ability to be independent and responsible

Areas are scored 1-5	1 = min	5 = max
Group work		5
Performing / presenting		1
Extended reading / writing		3
Practical		5

## Notes

# Computer Science

<b>Course Organiser</b>	Mr C Marks-Billson, Head of Computing
<b>Awarding Body</b>	OCR
<b>Qualification</b>	Computer Science
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	Written Exam 01 – Computer systems 40% of the qualification Written Exam 02 – Computational thinking, algorithms & programming 40% of the qualification Programming Project – 20% of the qualification
<b>Special Equipment</b>	Access to a Raspberry Pi or another computer outside of school would be beneficial although not essential. Computer Science courses: Most colleges require students to hold a qualification in Computing. Many colleges in the area run Computer Science A-levels.
<b>Progression</b>	IT Industry: Software development or system administration career paths.

## Course details

The course covers various aspects of computing, from computer hardware, software and the representation of data through to binary logic, programming and the use of algorithms to solve problems. The social, environmental and legal aspects of computing are also covered. Students will gain an in-depth knowledge of computer systems and will learn to apply creative and technical skills, knowledge and understanding of computing. It is important to note that while programming forms a large part of this course, students will also require an in-depth knowledge of the theoretical side of computing.

In year 9 students will be introduced to the core concepts of computer science –

- Languages, machines, and computation
- Data and representation
- Communication and coordination
- Abstraction and design
- The wider context of computing

The course is assessed through two written exams and a 20 hour controlled assessment programming task. The three sections of work are as follows:

- **Computer systems - exam**  
Question paper includes short answer questions and essay type questions. The topics are: Systems architecture; memory; storage; networks; system security; system software; ethical, legal, cultural & environmental concerns.
- **Computational thinking, algorithms & programming - exam**  
Algorithms; programming techniques; computational logic; translators and facilities of languages; data representation.
- **Programming project – controlled assessment**  
Programming task that enables candidates to design, develop and test a solution to a problem. Assessed on techniques; analysis; design; development; testing, evaluation and conclusions.

## Key skills and qualities required

- A clear and demonstrable aptitude for mathematics and Computing.
- Good level of literacy, analytical skills and an interest in logical problem solving.
- Ability to independently research problems and provide complex solutions.
- Attention to detail, patience and tenacity.

Areas are scored 1-5	1 = min	5 = max
Group work		1
Performing / presenting		2
Extended reading / writing		5
Practical		4

Notes

# Creative iMedia

<b>Course Organiser</b>	Mr C Marks-Billson, Head of Computing
<b>Awarding Body</b>	OCR
<b>Qualification</b>	Cambridge Nationals Certificate in Creative iMedia
<b>Level of Entry</b>	Pass, Merit, Distinction, Distinction*
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	Pre-production skills – exam (mandatory unit) - 25% Creating digital graphics – controlled assessment (mandatory unit) - 25% Creating a multi-page website - controlled assessment - 25% Developing digital games - controlled assessment - 25%
<b>Special Equipment</b>	None
<b>Progression</b>	This qualification would lead on to a wide range of possible future studies including: GCE in Media, ICT. Cambridge Technical (Level 3) IT, Media
<b>Course Organiser</b>	Mr C Marks-Billson – Head of Computing
<b>Awarding Body</b>	OCR

## Course details

The Certificate in Creative iMedia is focused on developing skills used in digital media production. These can include digital graphics, web development, video, audio and animation. This is an ideal subject for students who want to develop hands-on proficiency in digital graphics, web design and basic digital game design as well as the core skill of pre-production. Students in Year 9 will develop skills in the core areas of pre-production, digital graphics, web design & coding and basic games development.

### R081 Pre-production skills – written exam

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. It will help students understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents. Knowledge and understanding gained in this unit will be transferable to the three controlled assessments that constitute the remainder of the course.

### R082 Creating digital graphics – controlled assessment

Students will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process. They will develop their skills with a range of graphics software and understand different format requirements for print, web and multimedia. On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

### R085 Creating a multipage website – controlled assessment

Multipage websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms. This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.

### R092: Developing digital games – controlled assessment

This unit will enable learners to understand the basics of creating digital games and their environments. It will enable learners to create a playable game from an existing design or brief. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating a digital game. They will be able to plan, create, edit and test the digital game with a client or focus group, identifying any areas for improvement.

### Key skills and qualities required

- A good level of confidence as a user of creative computer software
- Logical thinking skills
- Creativity
- Good time management and planning skills

Areas are scored 1-5	1 = min	5 = max
Group work		1
Performing / presenting		1
Extended reading / writing		3
Practical		5

## Notes

# Dance

<b>Course Organiser</b>	Mr C Fallick, Head of PE and Dance
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	Assessment takes place via internally marked and externally moderated coursework and a 1 ½ hour written exam. Exam questions are based on students' own practice in performance and choreography and the GCSE Dance set works. Marks are awarded for: <ul style="list-style-type: none"> <li>• Performance- 30%</li> <li>• Choreography – 30%</li> <li>• Appreciation – 40%</li> </ul>
<b>Special Equipment</b>	Black T-Shirt (plain or the school dance top - £12.10 from Cashier's Office) Black tracksuit bottoms or black leggings Longhill Dance Hoodie optional (£15.60 from the Cashier's Office- please note that no other hoodie or jumper will be allowed)
<b>Trips</b>	All students will be given the opportunity to attend a school trip to see a professional dance performance in Brighton.
<b>Progression</b>	A Level Dance, Performing Arts BTEC, BA Hons Dance Degree Professional Dancer, Choreographer, Dance Teacher

## Course details

This course allows candidates to develop knowledge of a wide range of Dance based skills including:

- Using movement to express ideas and concepts
- Developing and applying performance skills
- Appreciating professional works
- Exploring contemporary dance techniques.

Candidates will study a range of dance works including those from a professional repertoire, as well as creating dances that are performed and presented to others. It caters for all students who enjoy dancing and performing.

Students are assessed throughout the course in three main areas:

- Performance - the study of technical and expressive dance skills and factors that influence the achievement of high quality dance
- Choreography - the process of creating choreography
- Appreciation - the study of historical and social context of dance and the analysis and interpretation of performance

### Key skills and qualities required

- A genuine interest in all types of dance and willingness to learn new styles
- Ability to learn movement in time with music
- Prepared to perform and be videoed in front of others, on your own or in groups.
- Prepared to give time out of school for rehearsing in preparation for examined performances.

### Areas are scored 1-5

1 = min      5 = max

<b>Group Work</b>	5
<b>Performing / presenting</b>	5
<b>Extended reading / writing</b>	3
<b>Practical</b>	5

### Notes

# Design & Technology

<b>Course Organiser</b>	Mr J Matthews, Head of Technology
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	50% Controlled Assessment 50% Exam
<b>Special Equipment</b>	Drawing equipment – a full list will be provided at the start of Year 9
<b>Trips</b>	None
<b>Progression</b>	A Level Product design, 3D Design degree Careers in design/making, carpentry, joinery, engineering and model making.

## Course details

In this GCSE students will use a full range of resistant and compliant materials, such as wood, metal, card, textiles and plastic to design and make one-off prototypes. These prototypes will take influences from design movements and designers and be client focussed. Students are taught skills and knowledge relating to the fabricating, joining and finishing of materials as well as developing their skills of the research and design process. Year 9 will be focused on developing practical skill through broad range of products.

## Controlled Assessment

Students choose from a set a number of tasks and follow the design process to design and make a product. The product will be made full scale and the student can choose to specialise in a material such as wood, metal, plastic, textile (fabric) or choose to combine materials. Students may also include electronics or computer systems.

During year 10 the task is completed under controlled conditions and should take approximately 45 hours to complete. This assessed work is worth 50 % of the overall GCSE.

## Exam

The written exam is 2 hours in length and worth 50% of the overall GCSE. Students have to answer all questions but have received pre released materials to set a theme and focus their revision prior to the exam. The Spec has not yet been published, however, previous areas covered in the written exam are;

- Materials and components.
- Design and Market influences.
- Sustainability of design.
- Processes and manufacturing including joining techniques and systems and control.
- Health & Safety.
- Designers and 20<sup>th</sup> Century design movements.

## Key skills and qualities required

- An interest in making functional and usable items /products.
- A logical and independent approach to solving a wide variety of problems.
- Some artistic ability and an ability to visualise 3D items from 2D images.
- The ability to pay close attention to detail and to work safely in a workshop environment.

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		3
Practical		3

## Notes

**This Option is for those students interested in designing and making.**

# Drama

<b>Course Organiser</b>	Mrs J Fenwick, Head of Performing Arts
<b>Awarding Body</b>	OCR
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	60% Performance with Coursework evidence 40% Exam
<b>Special Equipment</b>	None
<b>Trips</b>	Trips to theatre and workshops
<b>Progression</b>	Drama and Performing Arts A Levels Various careers in the Performing Arts, Television and Films, Radio, Public Relations, Media, Law, Teaching and work involving the technical aspects of lighting and sound

<p><b>Course details</b></p> <p>GCSE Drama extends drama work that has been explored at Key Stage 3. Improvisation and acting skills are developed to a higher level and plays are studied in more detail. Much of the emphasis is on practical activities: working in various small groups on improvised and scripted work, and creating new devised drama using our bodies and voices. Students must be able to work effectively with other people and have the necessary skills needed to support and lead (where appropriate).</p> <p><b>Performance with Coursework evidence (60%)</b></p> <p><b>Unit 1 - Devising Drama (30%)</b> Students explore a stimulus provided by the exam board. They will work in groups to create their own devised drama based on their exploration. Students can work as either performers or designers creating a portfolio and a final performance.</p> <p><b>Unit 2 – Presenting and Performing Texts (30%)</b> Students explore a text and perform two scenes to a Visiting Examiner. Students can work as either performers or designers completing a pro forma and a final performance showcase.</p> <p><b>Exam Performance and Response (40%) 1 ½ hours</b> -Section A contains questions based on the study of a full text from a list set by the exam board. -Section B contains an extended response analysing and evaluating live theatre.</p> <p><b>Key skills and qualities required</b></p> <ul style="list-style-type: none"> <li>• A genuine interest in further developing drama skills and techniques</li> <li>• Commitment to <u>working with others</u> in practical work</li> <li>• Willingness and commitment to <u>working outside class</u> on both technical and performance aspects</li> <li>• Openness about sharing ideas exploring different ways in which to solve problems</li> </ul>
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Areas are scored 1-5	1 = min	5 = max
Group work		5
Performing / presenting		5
Extended reading / writing		4
Practical		5

<b>Notes</b>
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# Food Preparation and Nutrition

<b>Course Organiser</b>	Mr Mark Norris
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	50% Controlled Assessment 50% Exam
<b>Special Equipment</b>	We will ask for a contribution towards basic ingredients, however extra ingredients may need to be purchased up to once a fortnight. All ingredients must be provided for the food preparation assessment.
<b>Trips</b>	Sustainability trip to include a visit to the real junk food project.
<b>Progression</b>	Catering/ Catering College, Food Technology A level, Professional Chef.

## Course details

**The Government's new Food GCSE will have a greater focus on food science and nutrition with students studying the units below.**

Food preparation skills.

Food, nutrition and health. Food science. Food safety. Food choice. Food provenance

Food preparation and cooking techniques

### Controlled Assessment (50% of final grade)

Task 1: Food investigation (15%)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food preparation assessment (35%)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

### Exam (50% of final grade)

1 hour forty five minute written exam on theory elements units outlined above. 20% multiple choice questions  
80% multi part questions including extended writing responses.

### Key skills and qualities required

- An interest in cooking.
- A good grounding in English and written communication for planning and evaluation.
- The ability to work independently.
- The ability to pay close attention to detail and to work safely in a Food Technology environment.

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		5
Practical		3

### Notes

**Although there are practical element students must have good level of literacy and a good level of scientific knowledge.**

# Geography

<b>Course Organiser</b>	Mrs H Seaby, Head of Geography
<b>Awarding Body</b>	WJEC
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	100% Exam
<b>Special Equipment</b>	None
<b>Trips</b>	Learners will be given the opportunity to develop their skills of geographical enquiry through fieldwork. They are expected to undertake two fieldwork enquiries, each in a contrasting environment (for example a coastal study and an urban study).
<b>Progression</b>	A Level and Degree Level studies Environmental work, journalism, teaching, travel, leisure, tourism, architecture, town planning, law, archaeology, engineering, out- door pursuits, graphic design, farming

The Geography syllabus has an issue-based investigative approach and is taught through 3 main units with human and physical themes.

## **Component 1: Changing Physical and Human Landscapes**

**Written examination: 1 hour 30 minutes - 35% of qualification**

- Landscapes and Physical Processes
- Rural-urban Links.
- Tectonic Landscapes and Hazards or Coastal Hazards and their Management

## **Component 2: Environmental and Development Issues**

**Written examination: 1 hour 30 minutes - 35% of qualification**

- Weather, Climate and Ecosystems
- Development and Resource Issues
- Social Development Issues or Environmental Challenges

## **Component 3: Applied Fieldwork Enquiry**

**Written examination: 1 hour 30 minutes - 30% of qualification**

Students sit an exam which tests their Fieldwork Knowledge. This paper will be divided into 3 sections and students will complete fieldwork activities in preparation.

- Part A - assesses approaches to fieldwork methodology, representation and analysis.
- Part B - assesses how fieldwork enquiry may be used to investigate geography's conceptual frameworks.
- Part C - assesses the application of broad geographical concepts to a wider UK context and the ability to make and justify a decision.

Emphasis is placed on giving students the opportunity to discover how geographical ideas and concepts can be applied to real issues and problems, thus making students realise the relevance of the work they undertake.

## **Key skills and qualities required**

- Highly numerical. 15% of the course is based on mathematical skills. You should enjoy analysing and interpreting data.
- IT skills such as the ability to make graphs and spreadsheets.
- Units such as Tectonic Landscapes and Climate require good scientific understanding.
- Willingness to carry out research and relate classroom ideas to events from a local, national and global scale.
- A highly developed level of literacy. The exam paper includes questions which require the interpretation of text and extended writing with the use of a wide range of specialist geographical terminology. A significant number of marks are awarded for spelling, punctuation and grammar.
- A genuine interest in the world around us, in both the physical environment and different countries and cultures.

Areas are scored 1-5	1 = min	5 = max
Group work		4
Performing / presenting		3
Extended reading / writing		3
Practical		3

Notes



# Graphic Design

<b>Course Organiser</b>	Mr J Matthews, Head of Technology
<b>Awarding Body</b>	AQA
<b>Qualification</b>	Technical award Level 2
<b>Level of Entry</b>	Level 1, Pass, Merit, Distinction
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	60% Controlled Assessment 40% Exam
<b>Special Equipment</b>	Drawing equipment – a full list will be provided at the start of Year 9
<b>Trips</b>	Brighton Graffiti tour
<b>Progression</b>	Careers in Graphic Design, Illustration, Web Design, Digital media, Marketing

## Who is this qualification for?

This qualification is intended for learners interested in using graphics based materials in a practical and imaginative way, in the context of marketing and promotion. Learners will develop an understanding of commercial and industrial processes and an awareness of careers within the industry. **It will particularly appeal to learners who are looking for a course that is practical in nature.**

The Technical Award in Visual Communication will give learners the opportunity to develop an understanding of:

- digital software applications Photoshop and illustrator.
- how to develop products, both traditional and digital, that demonstrate creativity and originality
- materials, components and technologies and the ability to select these appropriately
- how to read, interpret and work from drawings, plans and instructions
- quality and how this can be achieved by making to fine tolerances
- key technical terminology related to materials and processes
- commercial and industrial practices
- career opportunities in the sector.

**What will the learner study as part of this qualification?** Learners will complete three mandatory units (one externally assessed and two internally assessed) spread across 120 guided learning hours.

**Unit 1:** Skills demonstration (internally assessed) Learners will create a number of small practical outcomes to demonstrate their competency in 12 core skills including **Drawing, designing in Photoshop and illustrator and model making.**

**Unit 2:** Learners will undertake an extended making project that showcases the skills they have developed in Unit 1 and the knowledge and understanding they have acquired in Unit 3. **Examples include the promotion materials for a band including CD, poster t-shirt etc.**

**Unit 3 Exam:** Fundamentals of Visual Communication (externally assessed) Learners will study the fundamentals of Visual Communication including: visual communication techniques processes in industry, health and safety, materials and stock forms, tools and equipment, systems and control procedures, consideration of commercial aspects, social and environmental issues, Career opportunities.

Areas are scored 1-5	1 = min	5 = max
Group work		3
Performing / presenting		1
Extended reading / writing		2
Practical		5

<b>Notes</b> This option has a lower level of written work than most options and is designed for very visual students.
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# Health and Social Care

<b>Course Organiser</b>	Ms C Essex
<b>Awarding Body</b>	Edexcel
<b>Qualification</b>	BTEC First Award
<b>Level of Entry</b>	Level 1 and level 2
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	75% Coursework 25% Examination
<b>Special Equipment</b>	None
<b>Trips</b>	Work experience visits to nurseries and care homes
<b>Progression</b>	Level 3 Health and Social care qualifications. Apprenticeships Teaching, medical or social care professions

## Course details

This is a vocationally related course suitable for students with an interest in the Health and Social Care sectors, whether it be health services, young children, vulnerable people or the elderly. Students should be interested in health and personal and social development. The course provides an introduction to some of the key themes within the industry, enabling students to develop and apply their knowledge of the sector while also developing a range of relevant theoretical and practical skills.

The course is divided into 4 units, 1 is assessed by an exam and worth 25%, the other 3 are internally assessed, together worth 75%

### Unit 1 (Exam) – Human Lifespan Development (25%)

- Explore human growth and development across life stages
- Investigate factors that affect human growth and development and how they are interrelated.

### Unit 2 (Coursework) – Health and Social Care Values (25%)

- Explore the care values that are currently used in health and social care
- Investigate ways of helping individuals who use health and social care services so their needs are met.

### Unit 3 (coursework) – Effective Communication in Health and Social Care (25%)

- Investigate different forms of communication and how to communicate effectively in health and social care
- Investigate barriers to communication in health and social care

### Unit 4 (coursework) – Promoting Health and Wellbeing (25%)

- Explore the purpose, types and benefits of health promotion
- Investigate how health risks can be addressed through health promotion.

### Key skills and qualities required

- An interest in the health and care of people
- The ability to take responsibility for personal learning (although structured guidance will be given)
- The ability to cooperate with others
- A caring and considerate nature

<b>Areas are scored 1-5</b>	<b>1 = min</b>	<b>5 = max</b>
<b>Group work</b>		2
<b>Performing / presenting</b>		2
<b>Extended reading / writing</b>		4
<b>Practical</b>		3

## Notes

# History

<b>Course Organiser</b>	Mrs. A. Buttifant and Ms. L. Kenward.
<b>Awarding Body</b>	Edexcel
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	100% Exam. (3 papers in total)
<b>Special Equipment</b>	None
<b>Trips</b>	The Science Museum and Wellcome Gallery, London. The Imperial War Museum, London. Ypres Salient, France and Belgium.
<b>Progression</b>	AS/A2 Level and Degree Level Studies. Law, Local Government, Teaching, Museums, Galleries, Journalism, Media.

<p><b>Course details</b></p> <p>The History GCSE follows on from the work students have undertaken in Year 8 Opening Minds History lessons. Students will realise how an understanding of the past can help us understand the future. The course develops student's abilities to think independently; to argue from different perspectives; to understand concepts such as bias and reliability; to develop enhanced literacy abilities as well as develop a greater understanding of how our world today is influenced by past events.</p> <p>History can give people skills that many employers want such as research abilities; strong literacy skills; independent thinking and an ability to think critically. As a respected and established highly academic subject it is a useful and often necessary subject for many careers such as Law where the ability to understand multiple viewpoints and reach a judgement upon them, is highly valued.</p> <p>A variety of methods are used throughout the course including fieldwork, source work, role play, visits, the media and ICT. Students are also given the opportunity to visit two museums and a visit to the WW1 Battlefields sites in France and Belgium to enhance their knowledge.</p> <p>Much of the emphasis in this course is placed on written work. Homework is set regularly and forms an essential part of the coursework.</p> <p>Students study <u>4 topics</u> that are examined in <u>3 papers</u> that will be spread over the 3 Year GCSE.</p> <p><b>Paper 1 - Thematic Study and Historic Environment:</b> Medicine in Britain c.1350- present and <u>and</u> The British Sector of the Western Front, 1914-1918: injuries, treatments and the trenches.</p> <p><b>Paper 2 - Period Study</b> American West c.1836-1895 <b>- British Depth Study</b> Anglo Saxon and Norman England c. 1060-1088.</p> <p><b>Paper 3 - Modern Depth Study</b> Weimar and Nazi Germany, 1918-1939.</p> <p><b>Key skills and qualities required</b></p> <ul style="list-style-type: none"> <li>• An interest in and <b>enthusiasm</b> for learning about past events and the world around us (past and present).</li> <li>• Strong <b>Literacy</b> skills – History GCSE is a very heavily writing and reading based subject so having strong literacy skills is essential to passing and succeeding with the GCSE (the course now awards marks for students having good Spelling, Punctuation and Grammar).</li> <li>• An interest in looking at both sides of an event / story and the ability to form one's own opinion.</li> </ul> <p><b>Please note-</b> History GCSE does <b>not</b> have a Foundation / Lower paper. There is one paper for all students irrespective of ability.</p>
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Areas are scored 1-5	1 = min	5 = max
Group work		3
Performing / presenting		3
Extended reading / writing		5
Practical		2

Notes

# Horticulture

<b>Course Organiser</b>	Ms F Barton, Head of Horticulture
<b>Awarding Body</b>	Edexcel
<b>Qualification</b>	BTEC Level 2 Certificate
<b>Level of Entry</b>	Level 2
<b>GCSE Equivalent</b>	9 - 4
<b>Assessment</b>	Evidence Portfolio
<b>Special Equipment</b>	Alternative protective clothing for all practical lessons and steel toe-capped boots.
<b>Trips</b>	Garden centres, local areas of horticultural interest
<b>Progression</b>	Level 2/3 Diplomas and further education in Horticulture Careers in most land-based activities

## Course details

The BTEC Firsts in Horticulture have been developed to provide entry into the plant production and gardening industry.

The school has raised beds where there is also a polytunnel for indoor work. There are large sheds here also to store equipment used by the group. Students must wear alternative protective clothing including steel toe-cap boots. Kit is kept in lockers located in one of the sheds. Students will be expected to contribute to improving the school environment by planting and maintaining planters, borders, the orchard and patio areas.

This course will provide experience and knowledge for those who might follow a career

Working in a garden centre	Farming	Working for a Council parks and gardens department
Working in a DIY store	Gamekeeping	Small Holding
As a gardener	Forestry	Premises management
Grounds keeping	Fencing	Hard Landscaping
Landscape gardening	Horticulture	

Lantra, the Sector Skills Council for the environmental and land-based industries, has identified knowledge, understanding and technical skills that employers will need from learners entering the sector in the coming years and these are included in the development of units that make up these qualifications.

The aims of the course are

- To acquire skills in the area of Horticulture to include such skills as growing vegetables, flowers and herbs and to enable independence in the garden
- To understand the whole allotment process
- To give the opportunity of gaining a qualification in a practical based course
- To help students feel a sense of achievement through a subject that does not involve high academic ability
- To encourage students to appreciate the relationship between animal and plant life and to develop a respect for the natural environment

They have to show they have knowledge and understanding and they will have to give evidence of this to demonstrate their competence. Students also have got to show that they can perform tasks practically. These may be assessed through the completion of assignments.

## Key skills and qualities required

- A genuine interest in gardening
- Be prepared for physical work outside in all weathers
- Basic literacy skills
- Basic IT skills

Areas are scored 1-5	1 = min	5 = max
Group work		3
Performing / presenting		1
Extended reading / writing		1
Practical		5

## Notes

# Media Studies

<b>Course Organiser</b>	Mr S Grosvenor, Head of Media
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	70% Exam 30% Coursework
<b>Special Equipment</b>	Progression to AS and A2 and vocational Media Studies courses are available at 6th form college.
<b>Trips</b>	None
<b>Progression</b>	Film making, television, advertising and marketing, journalism, publishing, radio

## Course details

This brand new course is designed for all students who are interested in the media, which plays an increasingly important role in our society. It involves studying television, film, advertising and marketing, radio, music videos, newspapers, magazines and video games.

The GCSE Media Studies specification is designed to enable students to develop a critical understanding of the mass media. The course aims to give students an understanding of the media industry and its audience, as well as the ways in which issues and people are represented or misrepresented, and how information is shared.

Theoretical understanding is closely related to the development of practical skills as students investigate media processes and techniques.

- **Non-Exam Assessment (Coursework) 30%**

There is one extended piece of coursework, which needs to be completed in Year 11. This is a practical product that needs to be created individually, and will be aimed at a particular target audience. The product will be linked to a theme provided by the exam board and may take one of the following media forms: the production of a TV advert; a music video; a trailer for a TV programme; part of a magazine or newspaper; a magazine or radio advert. Research of the conventions of these media forms will be required. In the case of moving image productions this will include ensuring that varied camera shots/angles and movements are incorporated, as well as using appropriate lighting, sound layers and editing skills.

- **Examination 70%**

There are 2x 1hour 30 minute exams. Questions will vary from multiple choice responses through shorter answer questions to more extended written responses. These questions will include general questions about the media industry, the target audience for products, how people and places are represented, and the use of media terminology. Tasks will also be based on case studies which students will have studied in advance. Examples of the case studies might include: a TV advert, a music video, a You Tube clip from a vlogger, a magazine advert, a magazine front page or a section from a TV show.

### Key skills and qualities required

- A keen interest in the media
- Ability to look at media texts with a critical eye
- Ability to be creative, organised and practical
- A sound level of literacy
- Ability to work in a group and to think independently
- Competent when using IT

### Areas are scored 1-5

1 = min    5 = max

<b>Group work</b>	3
<b>Performing / presenting</b>	3
<b>Extended reading / writing</b>	5
<b>Practical</b>	4

### Notes

# Modern Languages - French or Spanish

<b>Course Organiser</b>	Miss A Butters, Head of Modern Foreign Languages
<b>Awarding Body</b>	Edexcel
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	25% Listening 25% Speaking 25% Reading 25% Writing
<b>Special Equipment</b>	None
<b>Trips</b>	Trips to France and Spain
<b>Progression</b>	Progression to AS and A2 available at 6th form college. The E-Bacc qualification requires a modern language at GCSE. Many university courses require Modern Languages. Translating and Interpreting, Travel & Tourism, ICT, Media, Hospitality, Retail, Public Services, Environmental Studies, Banking, Football, Law.

<p><b>Course details</b></p> <p>The Modern Language courses aim to develop students' ability to understand and communicate effectively in the target language, to encourage students to acquire language-learning skills and to understand language in its cultural context. It also aims to equip students with the necessary qualifications to compete in an increasingly multicultural world where language skills are vital, as numerous professions now require a level of language expertise.</p> <p>The GCSE course has a strong vocational focus. The content is divided into four broad topic areas which apply across all four skills</p> <ul style="list-style-type: none"> <li>• Out and About: visitor information, weather, local amenities, accommodation public transport, directions</li> <li>• Customer Service and Transaction: cafes and restaurants, shops, dealing with problems</li> <li>• Personal Information: general interests, leisure activities, family and friends, lifestyles</li> <li>• Future plans, education and work: basic language of the Internet, simple job advertisements, job application and CV, school and college, work and work experience</li> </ul> <p>The four skills - listening, speaking, reading and writing - are tested in the target language as well as translation skills and a knowledge of the country's culture.</p> <ul style="list-style-type: none"> <li>• Unit 1: Listening (25%) - Externally Assessed This unit draws on vocabulary from across the four common topic areas</li> <li>• Unit 2: Speaking (25%) - Externally Assessed This exam will now be taken at the end of Year 11.</li> <li>• Unit 3: Reading (25%) - Externally Assessed This unit draws on vocabulary from across the four common topic areas</li> <li>• Unit 4: Writing (25%)- Externally Assessed This exam will now be taken at the end of Year 11.</li> </ul> <p><b>Key skills and qualities required</b></p> <ul style="list-style-type: none"> <li>• A genuine interest in other cultures and languages</li> <li>• A good memory and a willingness to work hard</li> <li>• An ability to extract information and meaning from texts and recording</li> <li>• An interest in developing the language in a work context</li> </ul> <p>Your choice of language should be determined by whether you studied French or Spanish in Y7. Students will not be allowed to swap languages to study a new language at GCSE</p>
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Areas are scored 1-5	1 = min	5= max
<b>Group work</b>		4
<b>Performing / presenting</b>		3
<b>Extended reading / writing</b>		4
<b>Practical</b>		4

<b>Notes</b>
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# Music GCSE

<b>Course Organiser</b>	Mrs A English, Head of Music
<b>Awarding Body</b>	Edexcel
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	60% Coursework and 40% Final Examination
<b>Special Equipment</b>	It would be helpful if students had access to instruments to complete coursework tasks for homework.
<b>Trips</b>	None
<b>Progression</b>	AS/A Levels in Music and Music Technology, National Diplomas in Music, Popular Music and Music Technology, Vocational A Level in Performing Arts. Careers in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.

## Course details

GCSE Music is about making and listening to music. It covers performing, composing and listening in a wide variety of musical styles— popular music, world music and classical music. There are opportunities to use music technology such as sequencing and recording. Students will enjoy this course if they want to study a subject that involves performing, listening to all kinds of music and composing or arranging music. It gives students the opportunity to play music with others and to learn more about and use music technology. Students will improve their skills in performing and composing different types of music. They will listen to a wide variety of music and learn more about how and why it is written and/or performed.

### Examination

- There is one exam in the summer. Students listen to a CD and answer questions on the four Areas of study which cover popular music, classical music and music from around the world.

### Coursework

- For this students perform (play, sing or sequence) three pieces altogether. One of the pieces will be a solo in any style and on any instrument. The other two performances will be with other players. These performances may take place in the classroom, in school music groups or outside school. They are recorded and then marked internally. Students may offer sequencing as part of their solo performance and recording for performing during the course.
- Students also compose two pieces according to a brief written by the teacher or themselves. These are in a form or style that has been chosen from a list which includes the 12 bar blues, dance music and British pop, African drumming, variations and experimental music. Students could also write a song for a musical.
- Students interested in music technology may use computer sequences, multi-track recorders, digital recording and sampling the preparation and presentation of compositions. They may also use technology to record work and produce printed scores and extract parts. Much of the performing and composing work will be completed at home

### Key skills and qualities required

- A keen interest in at least one style of music and a willingness to study new styles of music
- It is a benefit to already be learning a musical instrument, but this is not compulsory
- If students do not wish to play a musical instrument then they must be happy to use music technology fully

Areas are scored 1-5	1 = min	5 = max
<b>Group work</b>		3
<b>Performing / presenting</b>		3
<b>Extended reading / writing</b>		3
<b>Practical</b>		3

Notes

# Music BTEC

<b>Course Organiser</b>	Mrs A English, Head of Music
<b>Awarding Body</b>	Edexcel
<b>Qualification</b>	BTEC First Award
<b>Level of Entry</b>	Level 1 or level 2
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	75% Coursework
<b>Special Equipment</b>	It would be helpful if students had access to instruments to complete coursework tasks for homework
<b>Trips</b>	
<b>Progression</b>	Access to Music, courses at BIMM It is less appropriate than GCSE if students wish to study A Level in music Careers in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.

## Course details

The BTEC First Award in Music is a brand new qualification for September 2013. It will be equivalent to 1 GCSE.

As with the older BTEC qualification, this is a vocational course which tends to focus on 'real life' musical situations and helps to develop the skills needed to succeed in a Music industry environment.

The course is made up of the four following different units which are each worth 25% of the total qualification.

1. The Music Industry
2. Managing a Music Product (Concert/ CD Production etc)
3. Introducing Music Composition
4. Introducing Music Performance

Unit one focusses on the Music industry as a whole rather than being limited to just performers or DJs. This unit will be assessed by a final 1 Hour exam in the summer of Year 11.

The other units are studied through a range of different projects during the course which will allow students to build a portfolio of evidence to show that they have progressed and reached the required standards in each of the areas needed. This work is marked by teachers at school and then checked by the exam board to make sure that everybody receives the grades that they are entitled to.

During the course, students will learn to work independently in a rehearsal setting to improve their performances. They will also have access to Music technology for composition and other ICT facilities for research into the Music Industry.

All students will need to perform and present to an audience during the course.

## Key skills and qualities required

- A keen interest in at least one style of music and a willingness to study new styles of music
- It is a benefit to already be learning a musical instrument, but this is not compulsory
- If students do not wish to play a musical instrument then they must be happy to use music technology fully

Areas are scored 1-5	1 = min	5 = max
<b>Group work</b>		5
<b>Performing / presenting</b>		4
<b>Extended reading / writing</b>		3
<b>Practical</b>		4

## Notes



# Physical Education GCSE

<b>Course Organiser</b>	Mr C Fallick, Head of Physical Education
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 – 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	60% Examination 30% Practical Assessment 10% Controlled Assessment
<b>Special Equipment</b>	<b>PE Kit – Students must be representing a team in or outside of school.</b>
<b>Trips</b>	Indoor climbing
<b>Progression</b>	AS/A2 Level PE, Sport courses run by colleges, BTEC & NVQ level 3 - Physiotherapy and Biology Careers in the Sports and Leisure Industry

## Course details

This GCSE course is open to all students, but individuals **may be required to discuss** with PE staff their reasons for selecting GCSE Physical Education as one of their options. Students will be assessed through 2 written examinations focusing on components 1 & 2. They account for **60%** of the total marks available.

Components 1 & 2 include the following areas of study:

- Anatomy & Physiology
- Physical training
- Health, fitness & well-being
- Sport psychology

## Practical Skills Examination

Students are assessed in 3 practical activities from a set list. This accounts for **30%** of the total marks. They must include a team activity, an individual activity and the third activity from either group.

Team Activities				Individual Activities			
Association football	Cricket Field	Rugby union	Tennis (doubles)	Boxing	Dance	Equestrian	Table Tennis
Badminton (doubles)	hockey	Table tennis (doubles)	Volleyball	(one event)	Golf	Skiing/Snowboarding	(singles)
Basketball	Netball			Badminton (singles)	Gymnastics	Swimming	Tennis (singles)

It will not be possible to run all the activities listed above. The activities covered will depend upon the group and staffing. Students will be required to produce a piece of coursework which requires them to apply their understanding of principles and methods of training. This accounts for **10%** of the total mark

## Key skills and qualities required

- Have an excellent record of attendance and participation.
- Show positive commitment and always work to the best of your ability.
- **Participate fully in the extra-curricular programme.**
- Demonstrate a good level of written communication.
- Study Science at GCSE level.
- **Have a passion for sport and physical activity**

<b>Areas are scored 1-5</b>	<b>1 = min 5 = max</b>
<b>Group work</b>	2
<b>Performing / presenting</b>	5
<b>Extended reading / writing</b>	4
<b>Practical</b>	5

<b>Notes</b>
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# Performing Arts

<b>Course Organiser</b>	Mrs J Fenwick, Head of Performing Arts
<b>Awarding Body</b>	Edexcel
<b>Qualification</b>	BTEC First Award
<b>Level of Entry</b>	Level 2
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	Ongoing Coursework and Practical examinations
<b>Special Equipment</b>	None
<b>Trips</b>	Possible Theatre/Concert trips
<b>Progression</b>	AS/A Level in Drama, Vocational A Level in Performing Arts. Careers in the Performing Arts industry, entertainment or any job which involves communication and expressive skills. Also Level 2 Arts qualifications such as GCSE or BTEC. This course is the same course that is offered to students at the prestigious Brit School in London.

<p><b>Course details</b></p> <p>The BTEC First Award in Performing Arts will help students to develop their performance skills through a variety of different projects. The course is mostly practical and during the two years, students will build up a portfolio of evidence that will be put forward for the final grade.</p> <p>The course is tailored</p> <p>Examination</p> <ul style="list-style-type: none"> <li>There is no final exam in this course, but there will be a number of assessed performances.</li> </ul> <p>Coursework</p> <p>Students have to complete 2 core units:</p> <p>The core units are</p> <ul style="list-style-type: none"> <li>Individual Showcase- this unit involves students creating an application letter and 2 audition pieces which they will perform on their own to an audience.</li> <li>Preparation, Performance and Production- the students will be working in groups to create a piece of Drama for performance. They must organise the performance as an event which they will have complete control of, including advertising, ticket sales and backstage responsibilities.</li> </ul> <p>There is also a specialist unit which will focus on specific performance skills:</p> <ul style="list-style-type: none"> <li>Acting Skills- They will be taught how to use their vocal and movement skills and showcase these in performance.</li> </ul> <p><b>Key skills and qualities required</b></p> <ul style="list-style-type: none"> <li>An interest in at least one area of the Performing Arts</li> <li>Be able to confidently perform a solo piece in front of an audience</li> <li>Being willing to work as a team/ group</li> <li>Being open to new ideas</li> </ul>
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Areas are scored 1-5	1 = min	5 = max
Group work		3
Performing / presenting		3
Extended reading / writing		2
Practical		4

<b>Notes</b>
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# Performing Arts – Musical Theatre

<b>Course Organiser</b>	Mrs J Fenwick, Head of Drama
<b>Awarding Body</b>	Edexcel
<b>Qualification</b>	BTEC First Award
<b>Level of Entry</b>	Level 2
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	Ongoing Coursework and Practical examinations
<b>Special Equipment</b>	None
<b>Trips</b>	Theatre/Concert trips
<b>Progression</b>	AS/A Level in Drama, Vocational A Level in Performing Arts. Careers in the Performing Arts industry, entertainment or any job which involves communication and expressive skills. Also Level 2 Arts qualifications such as GCSE or BTEC. This course is the same course that is offered to students at the prestigious Brit School in London.

## Course details

The BTEC First Award in Performing Arts will help students to develop their performance skills through a variety of different projects. The course is mostly practical and during the two years, students will build up a portfolio of evidence that will be put forward for the final grade.

The course is tailored

Examination

- There is no final exam in this course, but there will be a number of assessed performances.

Coursework

- Students have to complete 2 core units:
- The core units are
- Individual Showcase- this unit involves students creating an application letter and 2 audition pieces which they will perform on their own to an audience.
- Preparation, Performance and Production- the students will be working in groups to create a piece of Drama for performance. They must organise the performance as an event which they will have complete control of, including advertising, ticket sales and backstage responsibilities.
- There is also a specialist unit which will focus on Musical Theatre skills:
- Musical Theatre Skills- Learners will take part in a series of practical workshop sessions and performance opportunities designed to enable them to develop skills in the three areas required for the performance of musical theatre work. The three areas are:
  - Acting
  - Singing
  - Dancing

## Key skills and qualities required

- An interest in at least one area of the Performing Arts
- Be able to confidently perform a solo piece in front of an audience
- Being willing to work as a team/ group
- Being open to new ideas

Areas are scored 1-5	1 = min 5 = max
Group work	3
Performing / presenting	3
Extended reading / writing	2
Practical	4

Notes

# Religion and Ethics

<b>Course Organiser</b>	Ms J Wingfield, Head of RE
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 – 1
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	100% Exam
<b>Special Equipment</b>	None
<b>Trips</b>	London trip to places of worship, visits to local places of worship
<b>Progression</b>	A-Level and Degree level studies in Psychology, Law, Humanities, Philosophy, Ethics, History and English, Critical thinking, Citizenship, Communication, Culture and Sciences.

<p><b>Course details</b></p> <p>The Religion and Ethics GCSE is ideal for students who enjoy discussing controversial topics and current issues. It is particularly appropriate for students who are interested in careers working with people, as it develops the understanding of how religion affects individuals' core beliefs and values, and how these influence their behaviour. Students will learn to analyse and evaluate other people's arguments, and build their own arguments using evidence and reasoning to explain their own beliefs and opinions. The course offers students the opportunity to develop their knowledge and understanding of Beliefs, Practices and Ethics through the study of two world religions. Students will study Christianity and Buddhism, but may also choose to replace one of these with a study of their own religion (from Hinduism, Judaism, Islam and Sikhism) if this is more appropriate. Students will also study non-religious belief systems such as atheism, humanism and secularism.</p> <p><b>Year 9</b></p> <p>Students will learn about the origins of two religions, Christianity and Buddhism, and their key beliefs, teachings and practices. They will discuss questions such as "Where does religion come from?", "What is spirituality?" and "What is the best way to deal with criminals?" The topics are: 1) Beliefs in Buddhism and Christianity; 2) Crime and Punishment; and 3) Christian and Buddhist Practices.</p> <p><b>Year 10</b></p> <p>In Year 10, students extend their knowledge of Christian and Buddhist beliefs and practices by exploring and discussing some big questions such as "Is violence ever acceptable?", "Why is there evil in the world?" and "Is religion a force for good or bad in the world?" The topics are:</p> <ol style="list-style-type: none"> <li>1. Peace and Conflict</li> <li>2. Good and Evil</li> <li>3. Religion in the World</li> </ol> <p><b>Year 11</b></p> <p>In Year 11, students extend and deepen their understanding by exploring and discussing a variety of beliefs and attitudes to issues such as euthanasia, abortion, animal experimentation and the question of life after death. They also compare religious and scientific theories on how the world was created. The topics are:</p> <ol style="list-style-type: none"> <li>1. Life After Death</li> <li>2. Religion and Science</li> <li>3. Medical Ethics</li> <li>4. Relationships</li> </ol> <p><b>Assessment</b></p> <p>There are two final exams, each making up 50% of the GCSE            Paper 1: Beliefs and Practices            Paper 2: Ethics.            50% of the course will therefore involve study of two religions, and 50% will cover ethical issues.</p>
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Areas are scored 1-5	1 = min	5 = max
Group work		4
Performing / presenting		2
Extended reading / writing		5
Practical		1

<b>Notes</b>
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# Resistant Materials (working with wood, metal and plastic)

<b>Course Organiser</b>	Mr D Stokes and Mr F Lawrenson
<b>Awarding Body</b>	AQA
<b>Qualification</b>	Technical award Level 2
<b>Level of Entry</b>	Level 1, Pass, Merit, Distinction
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	60% Controlled Assessment 40% Exam
<b>Special Equipment</b>	Drawing equipment – a full list will be provided at the start of Year 9
<b>Trips</b>	Brighton Design tour
<b>Progression</b>	Careers in carpentry, Joinery, engineering and all other construction fields/ trades

**Who is this qualification for?**  
 This qualification is intended for learners aged 14-16 who are interested in understanding the working properties of woods, **metals and polymers (plastics)** and wish to use these materials in a practical way. **It will particularly appeal to learners who are looking for a course that is practical in nature and will prepare them for further study and employment within related industries.**

**What will the learner study as part of this qualification?**  
 Learners will complete three mandatory units (one externally assessed and two internally assessed) spread across 120 guided learning hours.

**Unit 1: Skills demonstration (internally assessed)** Learners will carry out a number of bite-sized projects to demonstrate their competence in 12 core skills including wood work, metal work and making laser cut products. This will include the transferable skill of teamwork and one of the mini-projects should allow for this. Learners will produce a series of small made outcomes and record their work in a portfolio of no more than 12 pages.

**Unit 2: Extended making project (internally assessed)** Learners will undertake an extended making project that showcases the skills and knowledge they have developed in Unit 1 and the knowledge they have developed through Unit 3. The project will be in response to a brief, e.g **Design and make a piece of furniture or audio amplifier.** Learners will develop skills in planning and development, making, testing, evaluation and communication.

**Unit 3 Exam: Fundamentals of Materials Technology** (externally assessed) Learners will study materials and their working properties and learn about processes and manufacture. They will gain knowledge of the applications and characteristics of a wide range of woods, metals and polymers and also learn about possible careers within industry.

The Technical Award in Materials technology will give learners the opportunity to develop an understanding of:

- materials and their working properties
- processes and manufacture
- joining, components, adhesives and finishes
- commercial practice
- sustainability
- careers opportunities

Areas are scored 1-5	1 = min	5 = max
Group work		3
Performing / presenting		1
Extended reading / writing		2
Practical		5

**Notes**  
**This is the Technology option with the highest level of hands on workshop experience.**

# Sport BTEC / NCFE VCERT

<b>Course Organiser</b>	Mr C Fallick, Head of Head of Physical Education
<b>Awarding Body</b>	Edexcel / Ncfe Vcert
<b>Qualification</b>	BTEC First Award / VCERT Level 2 Certificate
<b>Level of Entry</b>	Level 2 (9 - 4)
<b>GCSE Equivalent</b>	1 GCSE
<b>Assessment</b>	75% Coursework 25% Online examination
<b>Special Equipment</b>	None
<b>Trips</b>	None
<b>Progression</b>	AS/A2 PE, BTEC Level 3 Sport BTEC Careers in the Sports & Leisure Industry

## Course details

This GCSE course is open to all but individuals **may be required to discuss** with PE staff their reasons for selecting BTEC Physical Education as one of their options. This course is aimed at those students who would find the physical demands of the GCSE PE course too difficult. This course is the equivalent to a full GCSE. The course is coursework based but has an exam worth 25% of the final mark. Students will complete different assignments based on the work covered in lessons.

You will study a variety of units such as:

<b>Unit 1 External examination unit (Onscreen)</b> <ul style="list-style-type: none"> <li>• 1 hour test</li> <li>• 50 marks in total</li> <li>• Mixture of objective and short answer questions</li> <li>• Can be retaken</li> </ul>	<b>Unit 5 Training for personal fitness (internally assessed)</b> <ul style="list-style-type: none"> <li>• Design and take part in a personal fitness plan</li> <li>• Pupils will need to improve their fitness over the course Be able to safely exercise and advice others on how to do this</li> </ul>
<b>Unit 2 Practical sports performance (internally assessed)</b> <ul style="list-style-type: none"> <li>• Pupils take part in team and individual sports</li> <li>• Produce a log book to demonstrate knowledge of rules and areas they have improved on in those sports</li> </ul>	<b>Unit 3 The Mind and Sports Performance (internally assessed)</b> <ul style="list-style-type: none"> <li>• Investigate personality and its effect on sports performance</li> <li>• Explore the influence that motivation and self-confidence have on sports performance</li> <li>• Know about arousal and anxiety, and the effects they have on sports performance.</li> </ul>

Pupils will be assessed continually for the internally assessed units through a mixture of written reports, video evidencing and presentations that the pupil gives. The grades that pupils will be assessed against are level 1 Pass, level 2 Merit, level 2 Distinction and level 2 Distinction\* (all equivalent to GCSE grading).

## Key skills and qualities required

- The ability to demonstrate skills, techniques and tactics within a range of sports
- Have a genuine interest in a range of sports
- Have basic skills in literacy, numeracy and ICT
- Be prepared to work hard on research projects
- Be prepared to work physically hard

<b>Areas are scored 1-5</b>	<b>1 = min 5 = max</b>
<b>Group work</b>	2
<b>Performing / presenting</b>	1
<b>Extended reading / writing</b>	5
<b>Practical</b>	3

<b>Notes</b>
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# Triple Science

<b>Course Organiser</b>	Mr P Doe – Head of Science
<b>Awarding Body</b>	AQA
<b>Qualification</b>	GCSE
<b>Level of Entry</b>	9 - 1
<b>GCSE Equivalent</b>	GCSE Biology, GCSE Physics, GCSE Chemistry (3xGCSE)
<b>Assessment</b>	100% Exam
<b>Special Equipment</b>	None
<b>Trips</b>	None
<b>Progression</b>	A level Biology, Chemistry, Physics, Geology, Human Biology, Applied Science

## Course details

Triple science combines an option block with the science from core subjects to allow students to study a full GCSE in Biology, Chemistry and Physics.

It is for people who enjoy understanding science and expect to study it at college or anyone who wants to follow a science based career such as engineering, medicine or become a vet.

If you have ever wondered what caused the big bang, why the moon doesn't crash into the earth, why there are only 109 elements, what atoms are made of, how life evolved, how medicines are discovered and tested or what  $E=mc^2$  really means, then Triple science might be the course for you. You will study some of the most interesting and strange questions that have puzzled scientists for hundreds of years.

You will have 3 separate teachers for science and you will have to work hard but you will be in a class who all really want to learn about science. You will have to do extensive revision at home to do well in this course.

## Practical Work

There are 24 practical tasks that will be assessed in the exam. You will need to carry out these experiments, keep a record of your results and explain what these results show.

## Exam

In year 11 you will take 6 exams.

## Key skills and qualities required

- An interest and enthusiasm in science
- A creative approach to problem solving
- An imagination that can picture invisible phenomenon
- A reasonable mathematical ability
- An ability to study independently
- A good memory of key facts
- An ability to plan a logical sequence

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		4
Practical		4

## Notes

# Post 16 Options

Below are a few of the post 16 options available

**BHASVIC** 01273 552500 [www.bhasvic.ac.uk](http://www.bhasvic.ac.uk)  
Offers a wide range of A Level subjects from Accounting to Textiles. Students will need a minimum of 6 subjects at grade 4 and higher to study at this college. Students would normally choose 3 subjects to study at BHASVIC. Occasionally if a student is able to offer mainly grade 8 & 9 at GCSE they may be able to start with 4 subjects.

**City College** 01273 667 788 [www.ccb.ac.uk](http://www.ccb.ac.uk)  
Offers a wide range of vocational courses, the courses they offer prepare students for a particular career path. They do not offer A Levels. Students would choose one course at a time at this college. Courses include engineering, computing, construction, motor vehicles, science, photography, hotel and catering, hair and beauty, travel and tourism, social care and art and design. They offer courses for students who achieve 5 subjects at grade 4 and above at GCSE and courses for students who need to study at Level 1 or 2 again first.

**Lewes College (Sussex Downs)** 01273 483188 [www.sussexdowns.ac.uk](http://www.sussexdowns.ac.uk)  
Offer a wide range of A Levels and vocational courses from Photography to Public Services. Students can choose to combine vocational BTEC qualifications with A Levels alongside. They offer courses at level 2 and level 3 which means if students don't get enough grade 4s to study A Levels or level 3 BTEC courses, they can still study at the college after Year 11.

**Northbrook College** 0845 155 6060 [www.northbrook.ac.uk](http://www.northbrook.ac.uk)  
Like City College students would pick one course only at this college. All courses are vocational and qualify you to start working in your chosen career area. This college offers some courses that are not available at Brighton colleges eg Aircraft Engineering, bricklaying, motorcycle maintenance and Theatre Production.

**Plumpton College** 01273 890 454 [www.plumpton.ac.uk](http://www.plumpton.ac.uk)  
An agricultural College which offers courses for students who prefer to work outside. They offer a wide range of land-based industry courses ranging from entry to degree level. Subjects available include Horticulture, Blacksmithing, Animal Care, Floristry and Tree Surgery. Students would choose one course at a time. All the courses are vocational and qualify students to work in their chosen career path.

**Varndean Sixth Form College** 01273 508 011 [www.varndean.ac.uk](http://www.varndean.ac.uk)  
Offers a wide range of A Level and BTEC courses from Anthropology to Philosophy and World Development. They also offer courses at level 2 so even if students do not manage to achieve 5 grade 4s and above at GCSE they would still be able to study at the college. Students are able to mix A level study with vocational courses.

**Apprenticeships** [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)  
A range of apprenticeships have been developed in partnership between leading employers, industry, training organisations, Training and Enterprise Councils and the Department for Education and Employment. An apprenticeship allows a young person to earn a living without missing out on high quality training.