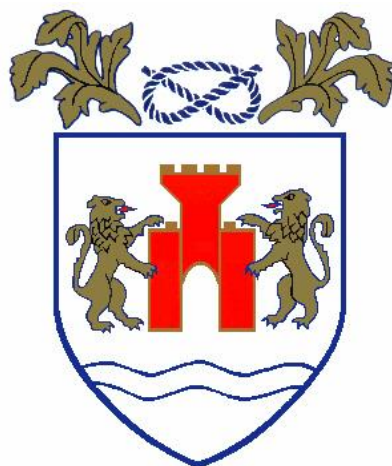
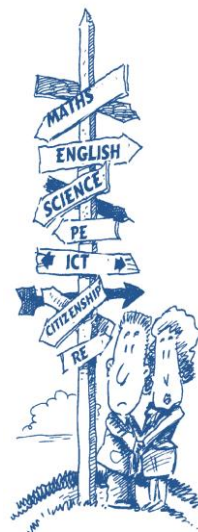


Wolstanton High School

A Shaw Education Trust Academy



Options Booklet 2017





Wolstanton High School

A Shaw Education Trust Academy



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Dear Parents and Carers

INTRODUCTION BY THE HEADTEACHER

The options process gives Year 9 pupils the opportunity to take part in shaping their final two years in school. They are able to focus on the subjects they enjoy, take up new courses and gain the qualifications they need for their chosen career path.

Year 9 pupils are now at a crucial stage in their school lives and the choices made over the next few weeks will prove to be some of the most important decisions they have taken so far. It is essential, therefore, that pupils and their parents take full advantage of the advice available and consider each choice carefully. This booklet contains information about courses on offer, courses that all pupils study and the process for selecting courses.

At Wolstanton, pupils are encouraged to keep a balanced course of study. Consequently, the vast majority of pupils will follow the core GCSE subjects of English Language, English Literature, Mathematics, Science, Physical Education, Religious Education, Information Technology and Personal, Social & Health Education. However, our choice scheme allows pupils to select new subjects or to devote more time to those which are of special interest. There are, of course, some constraints or limitations on the combination of choice subjects, but these are aimed at ensuring pupils do not disadvantage themselves with regard to their long-term career prospects.

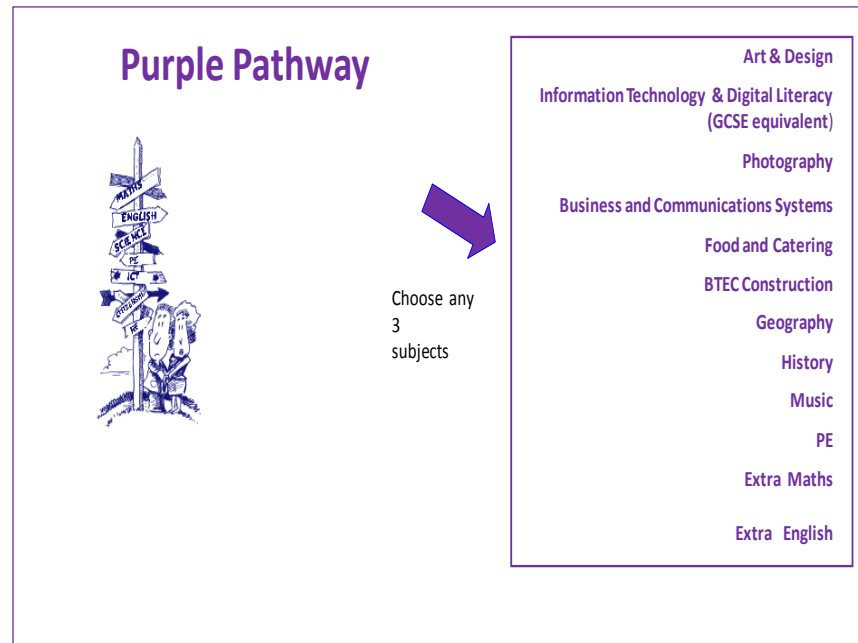
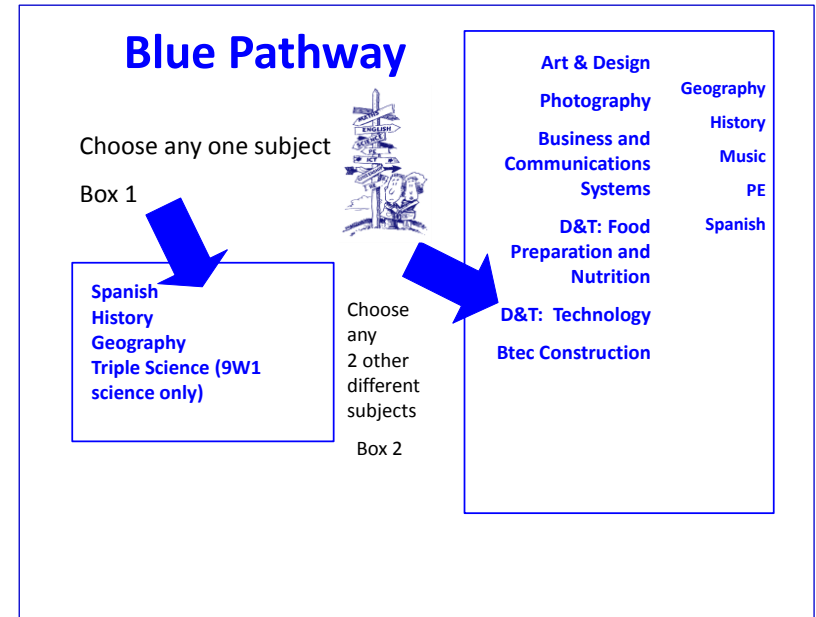
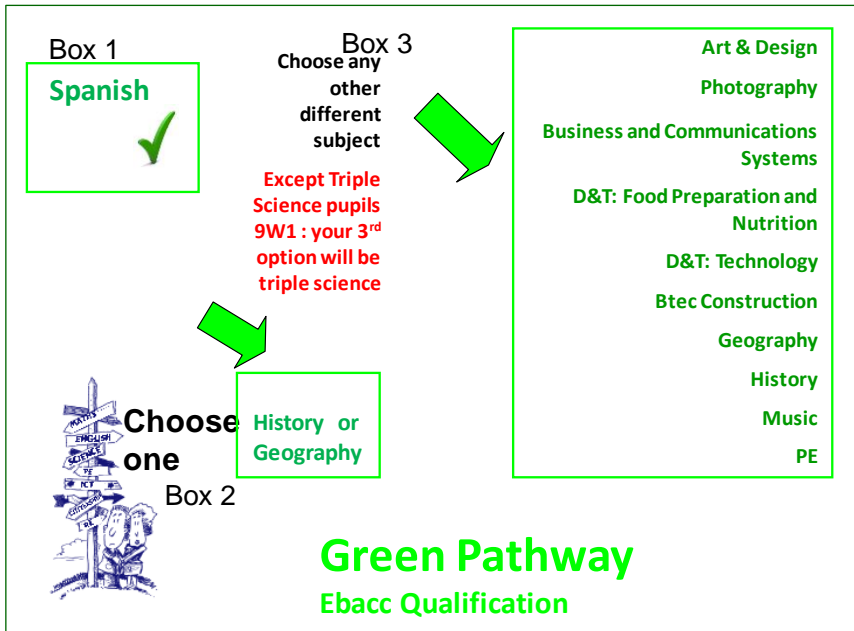
We have three different Pathways for our pupils to follow – the vast majority of pupils are recommended to consider the Green Pathway or the Blue Pathway; these include qualifications looked for by universities and employers. The Green Pathway will include Spanish and either Geography or History which will allow them to gain the English Baccalaureate qualification. The Blue Pathway includes either a Language, History, Geography or Triple Science, whilst for others we are recommending the Purple Pathway. Your child's Form Tutor will advise you on the recommended Pathways. A more detailed description of the three Pathways can be seen on the next page.

During the next few weeks, pupils will have a range of opportunities to discuss possible choices with subject and careers staff, as well as a personal interview. It is important that they make use of these opportunities to ensure that they have selected the correct courses for next year.

Yours sincerely

Mrs J Yarwood
Executive Principal

The Three Pathways



Year 10 Courses 2017-2019

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Introduction

This booklet is designed to help pupils to select the options courses they will be studying in September 2017. Additionally, it gives them information on the subjects that everyone studies.

Pupils are able to select from a range of courses covering both academic and vocational areas. Some courses lead to a GCSE qualification and others to a GCSE equivalent.

The GCSE qualifications are suitable for all pupils and will be graded 9 – 1 where 9 is the highest and 1 is the lowest. Vocational qualifications can be taken at Level 2 (equivalent to GCSE 9 - 5), Level 1 (equivalent to GCSE 4 – 1) and Entry Level.

Which option subjects should I choose?

There are many good reasons for studying a subject at GCSE:

- You may need it for your career
- you may need a particular GCSE to access your chosen post-16 course
- you may be good at it
- you may enjoy it
- it may give you the English Baccalaureate
- it may give you a good balance of subjects

Pupils with option choices that reflect a breadth of study including languages and humanities subjects are highly valued, as are pupils who achieve very high standards in any subject area. Therefore, if you are really good at a subject, think very carefully before giving it up.

Please do not make the mistake of thinking that every subject you take must be directly related to your career aims. Some subjects, such as PE and Music, encourage self-confidence and clear communication and so are useful for many types of career.

Possible problems in choosing Options:

The option choices selected by pupils will be used to construct an option grid that gives the maximum number of pupils the combination they have requested. The option lines will satisfy most pupils, but, inevitably, a minority will not receive all of their options choices. Therefore, it is important that when pupils select their subject, they rank order in terms of preference the ones which are most important to them.

What next?

Pupils should copy their choices on to the coloured sheet of paper and complete the back of the form. This must be returned to their Form Tutor on or before **Monday 13th March 2017**.

The selection sheet will be considered carefully and, eventually, pupils will receive written confirmation of the courses they will be studying for the next two years. It may take several weeks to sort out everyone's option choices.



CORE SUBJECTS

AQA GCSE English Language (8700)

- **2 Year GCSE Course**
- **Assessed by two exams in June of Year 11**
- **Assesment is by terminal exam = 100%**

Through their study of English Language, pupils will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Pupils will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

This GCSE will ensure that pupils can read fluently and write effectively. Pupils will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

For GCSE English Language pupils should:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and 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
- listen to and understand spoken language and use spoken Standard English effectively.

GCSE English Language is designed on the basis that pupils should read and be assessed on high quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied will represent a substantial piece of writing, making significant demands on pupils in terms of content, structure and the quality of language. The texts will span a wide range of genres and types in order to support pupils in developing their own writing.



Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing	+	Paper 2: Writers' Viewpoints and Perspectives	+	Non-examination Assessment: Spoken Language
<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one literature fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> descriptive or narrative writing 	<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> writing to present a viewpoint 	<p>What's assessed</p> <p>(AO7-AO9)</p> <ul style="list-style-type: none"> presenting responding to questions and feedback use of Standard English 		
<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 	<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 	<p>Assessed</p> <ul style="list-style-type: none"> teacher set throughout course marked by teacher separate endorsement (0% weighting of GCSE) 		
<p>Questions</p> <p>Reading (40 marks) (25%) – one single text</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	<p>Questions</p> <p>Reading (40 marks) (25%) – two linked texts</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 			



GCSE English Literature (8702)

- **2 Year course**
- **Terminally assessed by two exams (totalling four hours)**
- **Assessment is 100% examination (40% Paper 1 and 60% paper 2)**

GCSE English Literature should encourage pupils to develop knowledge and skills in reading, writing and critical thinking. Through literature, pupils have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage pupils to read widely for pleasure, and as a preparation for studying literature at a higher level.

This GCSE course will allow pupils to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Pupils will study:

- One Shakespeare play
- One 19th Century novel
- One modern Drama or Prose text
- A cluster of poetry (Minimum of 15 poems)
- They will also be assessed on their ability to analyse and comment on an “Unseen poem” in the examination.



Assessments

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

Paper 1: Shakespeare and the 19th-century novel	+ Paper 2: Modern texts and poetry
What's assessed <ul style="list-style-type: none">• Shakespeare• The 19th-century novel	What's assessed <ul style="list-style-type: none">• Modern texts• Poetry• Unseen poetry
How it's assessed <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 64 marks• 40% of GCSE	How it's assessed <ul style="list-style-type: none">• written exam: 2 hour 15 minutes• 96 marks• 60% of GCSE
Questions <p>Section A 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.</p> <p>Section B 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.</p>	Questions <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>



Information Technology and Digital Literacy AQA Technical Award

Pupils need to have a firm grounding in Information Communication Technology and Digital Literacy for most careers, for entry into further education and for recreation. It is hoped that the study of the subject will also provide pupils with the analytical, communication and technical skills they require to be active participants in an exciting and dynamic world.

Courses:

AQA Technical Award in Information Technology (1 GCSE equivalent)

Course Details:

The course offered is based on the study of computer software programs with some theory work on computer hardware. The software studied will vary but will include some of the software in the following list:

- Database software
- Spreadsheet software
- Word processing software
- E-mail software
- Web authoring software
- Sound editing software
- Film editing software
- Image manipulation software
- Animation software

Assessment:

Pupils will be assessed against two main objectives:

- Knowledge and understanding
- Application of knowledge to practical situations.

Assessment Procedures:

On-going assessment to produce 3 portfolios of work and 1 paper based exam.

Grades:

Awards are made at Fail, Pass Level 1, Merit Level 1, Distinction Level 1, Pass Level 2, Merit Level 2, Distinction Level 2 and Distinction * Level 2

Portfolio Requirements:

Portfolio work is based on showing knowledge and skill with a variety of computer software and is based on real business situations and scenarios. This work has allocated time within lessons but work in pupils' own time will be required if deadlines are missed.

Extended Learning:

Pupils will be set targets to achieve and to achieve these targets they are expected to complete work in their own time when required. During theory lessons homework will be set to be completed by pupils in their own time.



Computer Science (OCR)

Computing is the study of how computers and computer systems work and how they are constructed and programmed. Its primary aspects of theory, systems and applications are drawn from the disciplines of Technology, Design, Engineering, Mathematics, Physical Sciences and Social Sciences. Computing is a discipline, like mathematics or physics, that explores foundational principles and ideas (such as techniques for searching the Web), rather than artefacts (such as particular computer programs), although it may use the latter to illuminate the former. **This course is split into three components – two paper based written exams comprising 40% each (1 hour 30 mins), and a programming project comprising the remaining 20% of the qualification (20 hours)**

Key Concepts for KeyStage 4

Computing Theory – Computing fundamentals, reliability and the real world, development cycles, ethical, legal and environmental considerations, binary, HEX, ASCII, Images as code, Sound as code, Hardware, CPU, CPU features, memory, secondary storage, input/output devices, operating systems, utility programs, application software, Database Management Systems, Networks and the Internet, Network Protocols and layers

Programming – Pseudocode and algorithms, flow diagrams, high level vs machine code, selection (IF,CASE), iteration (FOR, WHILE and REPEAT), variable and constants, data types, common operators, one-dimensional arrays, lists, dictionaries, syntax and syntax errors. We also look at the importance of translators, interpreters and facilities of languages

Key Processes

The Department for Education's Programme of Study states that students should apply underlying principles to understand real world systems and to create purposeful and useable artefacts.

Personalised Learning and Thinking Skills

The development of essential Personal, Learning and Thinking Skills will be supported in Computing with particular emphasis on the skills of independent enquiry, creative thinking and pupils becoming reflective learning using computational thinking.

Social, Moral, Spiritual, Cultural Links

Social – Explore creativity and imagination in the design and construction of digital products. Exploring the social impact of technological developments

Moral – Looking at the moral impact of computing, exploring the impact on less economically developed countries.

Spiritual - Students will need to understand how their actions will affect others when working as a team.

Cultural – Linking the use of computers to wider society and how they can both help and hinder.

Other Cross Curricular Links

Literacy and Numeracy are linked through the programme of study.

Methods of Assessment

Primarily assessment will be teacher feedback. A combination of self and peer assessment will support this.

Extended Learning Expectations

Students will be set targets to achieve and to achieve these targets they are expected to complete work in their own time when required. This can be in the form of work from home, or utilising the many after school sessions offered in Computing across the year.



Mathematics

The course aims to encourage students to develop a positive attitude towards Mathematics and appreciate its place and use in society. They are encouraged to think and communicate mathematically and apply knowledge and understanding to situations arising in their own lives.

The qualification is designed to be demanding, rigorous, inclusive and empowering. It will provide evidence of students' achievements against demanding and fulfilling content which will give students the confidence that the skills, knowledge and understanding acquired are as good as that of the highest performing jurisdictions in the world.

All students in Year 10 and Year 11 study the Edexcel GCSE in Mathematics (9-1) Linear Course and are entered for the examination in June of Year 11.

Course: EDEXCEL GCSE in Mathematics (9-1) Linear

Course Details:

- The course is taught over two years and offers a traditional linear route to GCSE Mathematics.
- The specification consolidates the content, knowledge and skills developed in Key Stage 3 and builds on the preparatory GCSE work covered in Year 9. It has been designed to meet the Ofqual 2014 requirements for Key Stage 4 Mathematics and to provide skills that will be useful in later life.
- The qualification aims to enable students to develop fluent knowledge, skills and understanding of mathematical methods and concepts; acquire, select and apply mathematical techniques to solve problems; reason mathematically, make deductions and inferences and draw conclusions and comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- The course is appropriate for students requiring a general qualification in Mathematics and is suitable for anyone wishing to progress to GCE A-level or other similar courses. The course provides a strong foundation for further study.

Assessment:

- The knowledge, skills and understanding of students are assessed against the key objectives for each of the attainment targets of Number; Algebra; Ratio, Proportion and rates of change; Geometry and measures; Statistics and Probability.
- Assessment weightings: Three equally weighted papers: Paper 1 (Non-Calculator) Paper 2 and Paper 3 (Calculator). The full content for each tier will be assessed across all three papers.

Assessment Procedures:

- Students take three terminal examination papers, one non-calculator paper and two calculator papers, in June of Year 11. All Foundation Tier and Higher Tier papers are 1 hour 30 mins in length.
- The qualification is available at two levels - Foundation (where Grades 1 - 5 are available) and Higher (where Grades 4 - 9 are available). This ensures that all candidates have access to grades 4 & 5.

Extended Learning:

Pupils will be given extended work to complete at home each week. This may be an on-line task e.g. www.Hegartymaths.net a written exercise, an investigation, exam questions or revision. Additionally, pupils are expected to support and extend their own learning through use of their own notes, revision material and the internet. Extra classes focussing on key revision topics and examination preparation take place weekly after school.



Science AQA Combined Science Trilogy (double award)

Science is the study of the world around us. It fires the curiosity of our learners about different phenomena and encourages them to try and find explanations. They can use their practical experiences to support scientific ideas and theories.

On entering Year 9, pupils study a transition module called 'Biomimicry' which is designed to prepare them for the Key Stage 4 courses. At the end of this course they undertake an assessed piece of work and then sit a diagnostic exam to assess their grade. From January students will begin their KS4 GCSE studies.

The Science courses here at Wolstanton are from the AQA GCSE range. This is called the AQA Dual Award Trilogy which is a new GCSE with linear assessment, with an opportunity to take Triple Science AQA from the end of Year 8, by application.

AQA Combined Science: Trilogy (2 GCSEs)

This is a traditional GCSE course, where the final grade is made of exams, Biology, Chemistry and Physics. The units of work are also sectioned into Biology, Chemistry and Physics.

All examinations are taken in May/June in Year 11.

1 Practical work

Students will do eight practicals for each of Biology, Chemistry and Physics and 16 for Combined Science. The required practicals are clearly outlined in our specifications.

Students will be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practicals.

2 Summary of Content

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

3 Exams

Six papers: two Biology, two Chemistry and two Physics. Each will assess different topics.

Duration: all the papers are 1 hour 15 minutes

Tiers: Foundation and Higher.

Weighting: the papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.

Question types: multiple choice, structured, closed, short answer and open response.

4 Extended Learning

Pupils will regularly be given work to complete at home. They should expect to be set at least one hour per week by Science staff, but would also be expected to support this with their own notes and research.

All pupils will be set QWC homework every unit to develop exam technique. In addition, they will be given a revision map once per fortnight to provide exam revision notes.



AQA Triple Science (3 GCSEs)

There are then a further three units; one of Biology, Chemistry and Physics. Pupils then take in their final Year 9 examined units and three ISAs. They are required to attend twilight classes in order to complete this course. Students apply at the end of Year 8 to undertake Triple Science. All exams are taken in May/June of Year 11; 9 exams are taken. The Triple Science group follow the Core, Additional; then additional 3 units.

GCSE Biology

There are eight required practicals and all are familiar.

Summary of content

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Exams

Two papers: each paper will assess knowledge and understanding from different topics. The questions will use clearer and simpler language, to assess students only on their scientific ability.

Duration: both papers are 1 hour 45 minutes.

Tier: Foundation and Higher.

Weighting: the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

Question types: multiple choice, structured, closed short answer and open response.

Paper 1

What's assessed?

Topics 1-4: Cell biology; Organisation, Infection and response and Bioenergetics.

Paper 2

What's assessed?

Topics 5-7; Homeostasis and response; Inheritance, variation and evolution and Ecology.

GCSE Chemistry

New content

Much of the content will be familiar to the current specification.

- Removed: limestone, plate tectonics and earth science, oils and emulsions.
- New: life cycle assessment and recycling, chemical cells and fuel cells and greenhouse gases.

Practical

There are eight required practicals and all are familiar.

Summary of content

1. Atomic structure and the periodic table
2. Bonding, structure and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Exams

Two papers: each paper will assess knowledge and understanding from different topics. The questions will use clearer and simpler language, to assess students only on their scientific ability.

Duration: both papers are 1 hour 45 minutes.

Tiers: Foundation and Higher.

Weighting: the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

Question types: Multiple choice, structured, closed short answer and open response.

Paper 1: what's assessed?

Topics 1-5 Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes and Energy changes.

Paper 2: what's assessed?

Topics 6-10: the rate and extent of chemical change; Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.

Did you know? Atomic structure and the properties of the matter and Quantitative chemistry are key concepts in our specification. These topics are important principles in chemistry and may be assessed in both of our papers. The period table will be included as an insert in the question papers.

GCSE Physics

There are eight required practicals and all are familiar.

New content

Much of the content from the current specifications has been maintained for the new GCSE Physics.

- Removed: conduction, convection, radiation, U-values, power stations, structure of the eye and centre of mass.
- New: gears, forces as vectors and atmospheric pressure.

Summary of content

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics

Equations

Students should know how to apply two lists of physics equations: one is learnt by students and the second is provided as an insert in the question paper.

Exams: Two papers: each paper will assess different topics

Duration: both papers are 1 hour 45 minutes.

Weighting: the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

Question types: multiple choice, structured, closed short answer and open response.

Paper 1 what's assessed:

Energy; Electricity; Particle model of matter and Atomic structure.

Paper 2 what's assessed:

Forces; Waves; Magnetism and electromagnetism and Space physics.

Physical Education - Core

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

Physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Programme of Study

Pupils tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils are taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in 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) or other physical activities (for example, dance)
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.



Religious Education (full course)

Religious Studies explores real and relevant issues which affect the lives of us all in the 21st Century. In an atmosphere of open, supportive and honest collaboration, pupils are enabled to address challenging questions and search together for answers.

The aim of this course is to encourage pupils to:

- Adopt an enquiring, critical and reflective approach to the study of religion
- Explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
- Enhance their spiritual and moral development, and contribute to their health and well being
- Enhance their personal and social and cultural development, their understanding of different cultures locally and nationally and in the wider world contribute to social and community cohesion
- Reflect on and develop their own values

All pupils study Philosophy and applied Ethics in Years 9, 10 and 11.

Course:

AQA GCSE Religious Studies Specification A

Course details:

This course aims to give pupils opportunities to:

- Understand philosophical questions and religious responses to those questions;
- Understand relevant and current ethical issues of concern;
- Develop knowledge and understanding of religious beliefs and responses to issues of concern;
- Think critically and evaluate a range of different responses to philosophical questions and ethical issues of concern;
- Work with others sharing their beliefs, ideas, questions and answers, growing in confidence and wisdom.
- Students will study two religions. Christianity and Judaism

Units studied:

The units below will be studied from a Christian and a Jewish perspective

- The nature of God
- Jesus Christ and salvation
- Worship and festivals
- The role of the church/synagogue in the local and worldwide community
- Relationships and families
- Religion , peace and conflict
- Religion and life
- Religion, human rights and social justice

Assessment:

Pupils will be assessed against two major objectives:

AO1: knowledge and understanding of the beliefs, teachings and responses of religions to philosophical questions and ethical issues of concern

AO2: evaluation of a range of different beliefs, teachings and responses to philosophical questions and ethical issues of concern



Assessment procedures:

Pupils will study four main topics over three years.

Each topic will be assessed by examination and accounts for 100% of the total marks. There are no tiered entries and all pupils have the same opportunity to achieve all grades.

Extended Learning:

Pupils will be set homework tasks as appropriate to their needs and ability.

Homework will be used to extend learning through research, the use of media and keeping up to date with current events.

Pupils will be expected to use extended learning time, to revise and prepare for examination and end of unit assessments.



OPTION SUBJECTS

Edexcel Art and Design GCSE

- September 2017: Completion of a portfolio of work consisting of more than one assignment. This accounts for 60% of the total marks.
- January 2018: Examination paper given out to pupils from 1st January to select one question. Pupils are given unlimited time to prepare drawings, take photos, collect research and produce design ideas for this “externally set task”. This is worth 40% of the Total Marks.
- March 2018: The externally set task takes place in supervised examination conditions over 10 hours, allowing candidates to complete a final piece(s). This is worth 20 marks of the 40% from the Total Marks.

Course Details - Content

This unendorsed course offers a unique vehicle for developing the creative and expressive abilities in pupils, increasing their confidence and giving them a greater understanding of themselves. It encourages pupils to reconsider the world around them and develop their work in an individual way from their own experiences. It encourages experimental attitudes and develops a wide range of practical skills. In addition, we aim to improve personal organisation and listening skills. We offer pupils an opportunity to visit sources first hand by taking them to galleries and museums. There are also opportunities for pupils to work with professional Artists in School.

Assessment of the work is based on how well the pupil deals with the following: personal research and planning, the ability to observe and record; sensitivity to choice and control of materials; understanding form, line, texture, pattern, tone, colour, scale, proportion; ability to develop ideas, the commitment to resolve a piece of work and the ability to see other artist’s and designer’s work in relation to their own. The course consists of the production of coursework and an externally set paper, which involves a timed examination and a great emphasis on preparatory work.

It aims to provide candidates with opportunities to explore a range of materials to include drawing, painting, printing, 3D, textiles, mixed media, glass, ceramics and ICT.

Teaching and Assessment arrangements

Classes are organised into mixed ability groups. Homework is set fortnightly and assessed using GCSE criteria and grades. Coursework is assessed termly at the end of projects using the GCSE criteria and grades. Within Art we undertake group and individual criticisms of work.

Assessment

Pupils will be assessed against the following objectives:

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



Coursework

Comprises of two assignments:

- Assignment One: Centred around Natural Forms with the emphasis on drawing, the production of a sculptural piece of work, painting and ICT.
- Assignment Two: Focuses on the use of materials and experimentation based on a culture or experimental topic

Extended Learning

All pupils are expected to complete extension work. They are encouraged to use the local library, galleries/shows, together with Internet websites, in order to broaden their knowledge of contemporary artists, crafts-persons and designers.

Study Support

Pupils are given the opportunity to complete work at lunchtime and after school, on days convenient to staff, starting September 2016 and throughout the academic year.

Homework frequency

Pupils need to complete at least one hour extra study each week. This is essential if they wish to complete the course.

Homework types

Drawing, collage, collection of research imagery, completion of work started in class.

Specialist equipment to be useful

- An art starter pack is available to purchase through the Art Department at a subsidised cost
- Sketching pencils, size 4 paint brush.
- Spiral-bound sketchbook - A4 for class work and homework.
- Oil, pastels and water colour paints (not expensive types) - further advice will be given at the start of the course.

How you, as parents, can help

- Take an active interest in your child's work, look through their sketchbook regularly.
- Discuss ideas with them; encourage them to see artworks at first hand by visiting museums and galleries.
- Remind your child to be organised and complete all coursework.
- Encourage them to stay behind for Art Club, once a week, to use specialist materials.



Photography - GCSE Edexcel Art and Design (Full Course)

- September 2017: Completion of a portfolio of work consisting of more than one assignment. This accounts for 60% of the total marks.
- January 2018: Examination paper given out to candidates on 1st January to select one question. Pupils are given unlimited time to prepare drawings, take photos, collect research and produce design ideas for this “externally set task”. This is worth 40% of the total marks
- March 2018: The externally set task takes place in supervised examination conditions over two full days, allowing candidates up to ten hours to complete a final piece(s). This is worth 20 marks of 40% of the total marks.

Course Details – Content

This course will enable pupils to develop their knowledge and understanding of dark room techniques, developing and printing, as well as manipulation of the image, either silver-based technology or digital format; through electronic and mechanical means including laser, computer, scanners and photocopiers.

In addition, pupils will have the opportunity to work with film, both in the studio, and location-based work. In addition, the course will allow them to edit images, and widen their knowledge of the variety of ways in which imagery might be juxtaposed to create appropriate effects.

It encourages pupils to reconsider the world around them and develop their work in an individual way from their own experiences of it. It encourages experimental attitudes and develops a wide range of practical skills. Additionally, we aim to improve personal organisation and listening skills. We offer pupils an opportunity to visit sources first hand by taking them to galleries and museums.

Assessment of the work is based on how well the pupil deals with the following: personal research and planning, the ability to observe and record, sensitivity to choice and control of materials, understanding form, line, texture, pattern, tone, colour, scale, proportion; ability to develop ideas, the commitment to resolve a piece of work and the ability to see other artists’ and designers’ work in relation to their own. The course consists of the production of coursework and an externally set paper, which involves a timed examination and a great emphasis on preparatory work.

Teaching and Assessment arrangements

Classes are organised into mixed ability groups. Homework is assessed using GCSE criteria and grades. Coursework is assessed termly at the end of projects using the GCSE criteria and grades. Pupils take part in group and individual criticisms of work.

Assessment

Pupils will be assessed against the following objectives:

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



Coursework

Coursework comprises of two assignments:

Assignment One: Textures

Assignment Two: Portrait and Reflection OR Landscapes

Project brief:

The project in general and the images in particular must be supported by a large body of research in the form of a portfolio. Your research must include 10 examples of photographic art work in the form of photocopies which are relevant to your chosen theme. It must also be well annotated and indicate your line of thought through to the production of the final theme. This accounts for 60% of the total grade.

Extended Learning

All pupils are expected to complete extension work. They are encouraged to use the local library, galleries/shows and also Internet websites in order to broaden their knowledge of contemporary artist, crafts person and designers. They are also expected to take photos on location and spend extra time in the darkroom producing further outcomes.

Study Support

Pupils are given the opportunity to complete work at lunchtime and afterschool on days convenient to staff, starting September 2016 and throughout the academic year.

Homework frequency

Pupils need to complete at least one hour extra study each week. Additionally, they are expected to take photos on location and spend extra time in the darkroom producing further outcomes.

Homework types

Collection of research imagery, completion of work started in class, photographs on location.

Specialist equipment to be useful

- Digital camera
- Black A4 sketch book
- Black and white films
- Photographic paper
- Mounting board

How you, as parents, can help

- Take an active interest in your child's work, look through their sketchbook regularly.
- Discuss ideas with them; encourage them to see artworks at first hand by visiting museums and galleries.
- Remind your child to be organised and complete all coursework.
- Encourage your child to take photos on location and spend extra time in the darkroom producing further outcomes.
- Take your child out to visit places of interest.



Business Studies GCSE (OCR)

Business Studies has long been recognised as a desirable qualification whether entering the world of work or further education and is seen as a useful foundation for a place in the workplace or as an indication of the ability to study. It is the study of businesses in the real world and how employees, consumers and customers interact with the business world. The Qualification is highly relevant to today's employment market and students practise and develop skills used in the workplace gaining a real insight into a range of sectors and industries.

Business Theory Concepts	
Course Section 1 <i>(Written Paper Exam, 1 hour 30 mins worth 50% of course)</i>	Course Section 2 <i>(Written Paper Exam, 1 hour 30 mins worth 50% of course)</i>
<p>Business Activity Enterprise and Entrepreneurship in business, planning in business, business levels of ownership, aims and objectives in business, stakeholders in business and business growth</p> <p>Marketing The role of marketing, Market research, Market segmentation and the marketing mix</p> <p>People Human resources in business, organisational structures, communication in business, recruitment and selection, motivation and retention, training and development and employment law.</p>	<p>Operations Production processes in business, Quality assurance, sales process and customer service, Consumer laws, important of business location and working with suppliers</p> <p>Finance The role of financial functions in business, sources of finance, revenue, costs, profit and loss, breakeven and cash flow</p> <p>Influences on Business Ethical and environmental considerations, the economic climate and Globalisation</p>

Key Processes

This course has been developed to give students a range of skills in Business Studies. We cover a range of topics and where possible base the work on real life businesses. The course is comprised of two main units both of which are terminal examinations on written paper at the end of the course.

Personalised Learning and Thinking Skills

Students will get the chances to develop their personal skill set primarily in the coursework units, where teamwork will be paramount. They will need to work independently with a view to sharing and working towards a larger, team goal. They will have opportunities for creative development, and will reflect on progress and their contribution to the process.

Social, Moral, Spiritual, Cultural Links

Social – Students will need to consider differing social backgrounds in business.

Moral – Students will consider ethical and moral views in business, and will consider audience when developing their business

Spiritual - Students will need to understand how their actions will affect others when working as a team. Also, consideration of how a product will fit with the wider public

Cultural – Students will experience the democratic process in their business development.

Other Cross Curricular Links

Literacy, Numeracy, Geography and Product Design are linked through the programme of study.

Methods of Assessment

Primarily assessment will be teacher feedback. A combination of self and peer assessment will support this.

Extended Learning Expectations

Students will be set targets to achieve and to achieve these targets they are expected to complete work in their own time when required. This can be in the form of work from home, or utilising the many after school sessions offered in Business Studies across the year.



Design and Technology

Food Preparation and Nutrition GCSE

Aims

This is a new, exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

Course details

Food preparation skills are integrated into 5 core topics:

- Food, Nutrition & Health - students will learn about the main nutrients, why our bodies need them and which foods contain them.
- Food Science - this involves the study of the science of processes affecting food such as gelatinisation, coagulation and emulsification.
- Food Safety - this will further develop themes covered in Key Stage 3.
- Food Choice - this will cover ideas such as why we make certain choices about food.
- Food Provenance - the students will cover issues such as food miles, organic produce and food labelling.

Assessment

50% of the assessment will be via examination taken at the end of Year 11; the written exam is 1 hour and 45 minutes.

Students will also complete 2 non-exam assessments tasks:

Task 1 - Food investigation - assessed via a 1500-2000 word report (15%)

Task 2 - Food preparation assessed via practical tasks, presented as an electronic portfolio (35%)

What could it lead to?

- Further study in catering, food technology or patisserie skills at college.
- A career in catering or restaurant management.
- A career in the food industry; developing recipes, preparing food for magazines or reviews.
- A career as a nurse, dietician or health professional.
- A lifelong skill so that you can prepare food for yourself and your family and to have a healthy lifestyle.

You will need to make a commitment to bring ingredients on a regular basis. We rely on parents being able to provide these ingredients, but help is available if requested by the parent and then organised by the pupils and their teacher.



AQA Technical Award in Food and Catering level 1 and 2

Aims

This is a new and exciting Level 1/2 Technical Award in Food and Catering to give learners a hands-on introduction to life and work in the food and catering industry.

Learners will develop, practice and demonstrate key food preparation skills, making a variety of food products. They'll learn how to scale up production to produce larger quantities suitable for a commercial setting and get to demonstrate their skills through two internally assessed projects.

Course details

Food and catering is broken down into 3 different units of work:

Unit 1: Skills demonstration

Unit 2: Extended making project

Unit 3: Fundamentals of food and catering

Assessment

<p>Unit 1: Learners will undertake a number of mini-projects that will allow them to be assessed against 12 core practical skills.</p> <p>30% of overall qualification Internally assessed</p> <p>Learners will produce a folder of evidence of individual dishes which should be photographed for moderation purposes.</p>	<p>Unit 2: Learners will undertake an extended project that showcases the skills they have developed in Unit 1 and the knowledge they have developed through Unit 3. It will also assess the transferable skill of communication.</p> <p>Learners will produce a menu, production plan and sample dishes in response to the brief in addition to a small portfolio to evidence the planning and development and testing and evaluation stages.</p>	<p>Unit 3: 40% of overall qualification Externally assessed Written exam: 1 hour 30 minutes</p> <p>20 multiple choice questions (20 marks).</p> <p>Mixture of short-answer and extended-response questions (76 marks).</p>
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What could it lead to?

- Further study in catering, food technology or patisserie skills at college.
- A career in catering or restaurant management.
- A career in the food industry; developing recipes, preparing food for magazines or reviews.
- A career as a nurse, dietician or health professional.
- A lifelong skill so that you can prepare food for yourself and your family and to have a healthy lifestyle.

You will need to make a commitment to bring ingredients on a regular basis. We rely on parents being able to provide these ingredients, but help is available if requested by the parent and then organised by the pupils and their teacher.



Design and Technology

Aims

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Course Details

Practical application of Core technical principles, Specialist technical principles and Designing and making principles.

GCSE Product Design allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Assessment

50% of the subject mark is obtainable through coursework where the student is given 40 hours to demonstrate their abilities with materials, processes and equipment where they will construct their own design to fulfil one of the set criteria given by AQA. This will be marked by the teacher and moderated by AQA.

The other 50% of the subject mark is available through an exam which includes questions that allow students to demonstrate their ability to:

- recall information
- draw together information from different areas of the specification
- apply their knowledge and understanding in practical and theoretical contexts.

What could it lead to?

Further study and career opportunities in: Engineering, Product Design, Architecture, Industrial Design, Fashion and Textile Design, Interior Design, Game Design and the Construction Industry.

Extended Learning

Pupils will regularly be given extended work to complete at home and should expect two hours' work each week. They will be encouraged to extend their knowledge further by accessing subject based websites. To engage fully with coursework, pupils will be required to carry out independent research studies, in their chosen Design and Technology area, in order to enhance their major project outcome.



D&T: Construction Level 1 or 2

Aims

The qualification provides learners with a broad appreciation of work in construction and the built environment and wider opportunities for progression into further education, employment or training in the construction sector.

Course Details

The course provides the opportunity for work related learning. It will require learners to develop a range of construction skills; Joinery, Plastering and Painting and Decorating. It will also enable students to learn the skills required for independent learning and development, the ability to solve problems and the skills of project based research.

Assessment

This course is assessed in 3 units of work;

Unit 1 Safety and security in construction External assessment

Unit 2 Practical construction skills Internal assessment

Unit 3 Planning construction projects Internal assessment

What could it lead to?

- Further study and career opportunities in joinery, painting and decorating and plastering.
- Further study and career opportunities in the construction industry.

You will need to make a commitment to provide old clothing, overalls and suitable footwear. We rely on parents being able to provide these, but help is available if requested by the parent and then organised by the pupils and their teacher.



Spanish

The study of a foreign language gives pupils the linguistic knowledge, understanding and skills to help them to take their place in a multilingual global society and also provide them with a suitable basis for practical use of Spanish.

Course: AQA Spanish (8698)

The course aims to give candidates opportunities to:

- develop the understanding of Spanish in a variety of contexts;
- develop a knowledge of Spanish and language learning skills;
- develop the ability to communicate effectively in a foreign language;
- develop an awareness and understanding of countries and communities where Spanish is spoken.

Students study all of the following themes on which the assessments are based:

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Assessment:

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

Pupils will be assessed in all four skills:

- Listening (exam)
- Speaking (non-exam assessment)
- Reading (exam)
- Writing (exam)

Assessment Procedures:

Listening exam at Foundation or Higher Level: Accounts for 25% of total marks

Speaking Assessments: Accounts for 25% of total marks

Reading exam at Foundation or Higher Level: Accounts for 25% of total marks

Writing exam: Accounts for 25% of total marks

The speaking assessment consists of:

Role-play (2 minutes at Foundation Tier and Higher Tier)

Photo card activity (2 minutes at Foundation Tier; 3 minutes at Higher Tier)

General conversation (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Extended Learning:

Pupils will regularly be given extended work to complete at home. They should expect 1-2 hours' work per week. Pupils are expected to extend the work set by their teacher by supporting their own studies using their own notes, websites or revision books.



AQA GCSE Geography (8035)

This year sees the introduction of the new GCSE Geography specification where the first examinations will take place in 2018. The changes to the specification have been introduced by the Department for Education and have been developed to ensure similarities between different specifications from other examination boards. **It is a linear qualification which means all external exams will be completed in 2019.**

What will you study?

In 2019 you will have three examinations that you will need to complete and these will focus on the different aspects of Geography.

Paper 1: Living with the physical environment: This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. This paper will look at the following issues; **natural hazards, tectonic hazards, weather hazards and climate change.** In the second part of the exam students will look at the living world and will answer questions on the following; **ecosystems, tropical rainforests, hot deserts and/or cold environments.** The final section of this paper requires the students to study the **UK's physical landscape, coastal and river landscapes in the UK.**

Paper 2: Challenges in the human environment: This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various stages of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). This paper will look at the following issues; **urban issues and challenges, the changing economic world and the challenge of resource management with a particular focus on either food, energy or water.**

Paper 3: Geographical Applications: The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Fieldwork: Fieldwork is an essential aspect of geography. It ensures that students are given the opportunity to consolidate and extend their geographical understanding by relating learning to real experiences of the world. Students will carry out two geographical enquires into contrasting environments showing an understanding of the human and physical environment. Students will be expected to: (1) apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry, (2) select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.

How will you be assessed?

You will have three external exams for your GCSE Geography. These will include:

Paper 1: Living with the physical environment (1 hour 30 minutes) 35% of GCSE

Paper 2: Challenge in the human environment (1 hour 30 minutes) 35% of GCSE

Paper 3: Geographical Applications (1hr 15 mins) 30% of GCSE

Students will be provided with a booklet of pre-release material twelve weeks before the examination. This will give them the opportunity to become familiar with the resources and go through this with their class teacher and annotate the maps, images, graphs, statistics etc. There will be a variety of questions that will be related to this pre-release material.



History

The study of history enables pupils to appreciate the past and make sense of the world around them. It links past events to current issues and enables pupils to develop a balanced and mature view of the world.

Course: AQA GCSE History 8145

Course Details:

This course gives pupils the opportunity to undertake:

- A period study, Germany 1890-1945: Democracy and Dictatorship.
- A wider world depth study, conflict and tension between East and West 1945-1972.
- A thematic study, Britain: Health and the people c1170 to present day.
- British depth study including the historic environment: Norman England c1066-c1100.

This course provides pupils with the opportunity to study History from 3 different eras, on 3 different timescales and from 3 different geographical contexts.

Assessment:

Pupils will be assessed against four major objectives:

- Demonstration of knowledge and understanding.
- Analysis of events and periods studied.
- Source analysis.
- Analysis, evaluation and judgements about interpretations.

Assessment Procedures and requirements:

2 Exams

Paper 1: Understanding the Modern World worth 50% of GCSE

Paper 2: Shaping the nation worth 50% of GCSE

There is one tier of entry, covering the grades A* to G.

Extended Learning:

Pupils will be regularly given extended work to complete at home. Additionally, they are expected to support their studies by reading their class notes, revision guides and relevant media material.



Music

The new Edexcel GCSE qualification is designed to inspire the next generation of students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills.

Course: Edexcel GCSE (9-1) Music

Course Details:

Following on from Key Stage 3, students will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

Assessment:

Students' skills and understanding are assessed through three main components:

Component 1: Performing 30%

Component 2: Composing 30%

Component 3: Appraising 40%

Assessment Procedures:

Performing: Teacher-assessed and externally moderated by Edexcel

Composing: Teacher-assessed and externally moderated by Edexcel

Appraising: Externally marked by Edexcel. An 'end of course' one hour forty-five minute listening exam covering 4 Areas of Study with 2 'set works' in each:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions

Coursework Requirements:

Performing: Students have to perform at least two pieces, one of which must be a solo and one part of an ensemble. The minimum time for both pieces must be at least 4 minutes.

Composing: Students need to compose at least two pieces, one must be in response to a brief set by Edexcel and one must be a piece of free composition. The minimum time for both pieces must be at least 3 minutes.

There is one tier of entry covering grades 9 to 1

Extended Learning:

- Pupil-led projects based on coursework requirements and areas of study
- Continuation of composing and performing work at home
- School-based music ensembles
- Pupil-led music ensemble



Physical Education - GCSE

GCSE Physical Education follows on from the Key Stage 3 programme of study by providing pupils with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of activities in which to participate in. The content of this GCSE Physical Education specification is designed to enable pupils to enjoy and understand the benefits of living a healthy and active lifestyle; to provide a route to further study in Further Education awards, such as 'A' levels and/or the new Diplomas, and to Higher Education in PE as well as to related career opportunities.

Course:

AQA Syllabus (8582)

Important to note:

Please note the GCSE PE course relies heavily on a strong knowledge of science and it would be recommended that you are a triple science student in order to take GCSE PE. All lessons for GCSE PE are classroom based and the 30% practical component is assessed through your core PE lessons.

Course Details:

The course aims to give pupils opportunities to:

- Become increasingly physically competent through being actively engaged in a range of physical activities;
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance;
- Develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

Assessment:

	Theory	Practical
Overall weighting:	70%	30%
Consists of: (All exams are sat at the end of the course)	<ul style="list-style-type: none">• Paper 1: The human Body and movement in physical activity and sport (1 hour 15 minutes) 30% of overall GCSE• Paper 2: Socio-cultural influences and well-being in physical activity and sport (1 hour 15 minutes) 30% of overall GCSE• Sporting Evaluation: 10% of overall GCSE	<ul style="list-style-type: none">• 3 sports: 30% of overall GCSE• 1 Team (10%)• 1 Individual (10%)• 1 Either team or individual (10%) <p>(All must be in the role of performer)</p>

Extended Learning:

Pupils will regularly be given opportunity to complete extended learning at home. Homework at KS4 should be up to one hour per week. Extended learning opportunities can include GCSE past paper questions and independent research. In addition, pupils will be expected to be revising independently at home using their workbooks and revision websites.

Pupils will be expected to attend coursework and revision sessions in the weeks leading up to deadlines and exams



Options Choices 2017-2019

Pupil's name: _____ Form: _____

Y9 English Set _____ Y9 Maths Set _____ Y9 Science Set _____

Please indicate ✓ on this form which pathway you are following and rank order the subjects you wish to study: 1 = your first choice, 2 = your second choice and so on

Green Pathway

Spanish (compulsory)
And choose ✓ either:

History

or

Geography

Rank order 1-3

Art & Design

Photography

Business & Communication Systems

D&T: Food Preparation & Nutrition

Technology

Geography

History

PE

BTEC Construction

Blue Pathway

Choose one of the following:

Spanish

History

Geography

Triple Science

(9WI Science only)

Rank order 1-4

Art & Design

Photography

Business & Communications Systems

D&T Food Preparation & Nutrition

Technology

BTEC Construction

Geography

History

Music

PE

Spanish

Purple Pathway

Rank order 1-5

Art & Design

Photography

Business & Communication Systems

BTEC Construction

Geography

History

Music

PE

Technology

Food & Catering

Additional Maths

Additional English

Pupils: To support your Option Pathway, please write a brief statement overleaf and discuss it with your parent or carer. This will then be discussed when you are interviewed by your Form Tutor and a Senior Member of staff.



Pupils: Make sure you select a range of different subjects, giving you a variety of skills for when you leave Wolstanton High School in 2019.

Pupil:

1. Do you have any thoughts on a future career? If yes, then briefly describe what it is.

2. Briefly explain why you have selected your Pathway and subjects.

Signed: _____ (Pupil)

Parent/Carer:

I confirm that I have discussed the options with my child _____ (name) and agree with their choices.

Signed: _____ (Parent/Carer)

Form Tutor:

I confirm that, having reviewed the teachers' recommendations and relevant data, and having discussed this with the pupil, the Option Pathway and subjects selected are suitable/not suitable for _____ and recommend that no changes/the following changes are made:

Signed: _____ (Form Tutor)

SENCo referral (if applicable) – please tick

Senior Member of staff consultation:

I confirm that I have discussed the Option Pathway and subjects with _____ and confirm that no changes/the following changes are to be made:

Signed: _____ (Senior Member of staff)