



Options Booklet 2024

MESSAGE FROM THE HEADTEACHER

Dear Parents and Carers,

As you will be aware throughout Key Stage 3 all students cover a compulsory range of subjects. As students move into their Key Stage 4 studies there is some element of choice as students select their options. The courses offered allow students to develop their personal interests whilst retaining the breadth of knowledge and skills necessary for them to be successful after they leave the Sixth Form. Students will continue to take part in our compulsory Personal Development Programme which meet statutory requirements for Religious Studies, Relationships and Sex Education, Citizenship and PHSE.

Throughout this term, students will be working with staff regarding their option choices. It is important that course choices are selected carefully to ensure the very best for your son/daughter. All students are being offered four option subjects.

During the options process we make every attempt to meet individual preferences, however there are occasions when this is not possible due to lack of interest in a particular course that year.

We are very fortunate to have our own Careers Advisor, Mrs Thompson, and all students have an opportunity to meet with her to discuss their option choices. In addition, there will be taster sessions to allow students to experience the subjects first-hand and make informed choices.

We recognise the importance of effective information, advice and guidance in relation to Careers, Apprenticeships and Higher Education. This advice is delivered across all year groups. Details of these can be found on the school website.

All information about individual subjects is detailed here in our Year 9 Options Booklet available on the school website. We ask you to carefully consider this information in discussions with your son/daughter.

On Thursday 7th March there will be a meeting in school for Year 9 parents, carers and students to explain the options process. This will include presentations for the Option Subjects. We kindly ask that Year 9 parents arrive for 5.45pm, where a schedule and a presentation will be given.

Please do not hesitate to contact Mr Shields, Deputy Headteacher in the first instance should you require any further assistance.

Yours sincerely,



Mr Danny Edwards
Headteacher

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IMPORTANT DATES FOR THE OPTIONS PROCESS

Date	Event
10 th January 2024	Option Assembly – introduction to the options process to all Year 9 students. All Personal Development sessions will be focused on careers and options.
18 th January 2024	Options information Booklet made available through the school website.
1 st February 2024	Careers Fair – Students will be able to meet universities, colleges, apprenticeship training providers and employers.
9 th February 2024	Deadline for choices for Options Taster Day – students choose four subjects to attend on Taster Day (these are not their final option choices at this stage). It is an opportunity to experience subjects they are considering.
21 st Feb – 8 th March 2024	Year 9 Careers Interviews – every student will meet with Mrs Thompson to discuss their career aspirations.
22 nd February 2024	Year 9 Parents Evening – Opportunity to speak to all subject staff to discuss your son/daughter progress.
7 th March 2024	Options Taster Day – students receive information and guidance on career paths as well as attend lessons based on their choices during the Taster Day.
7 th March 2024	Options Evening – presentation in Theatre to all parent/carers and talks given by all option subjects explaining the GCSE/KS4 curriculum.
15 th March 2024	Year 9 Option Choices Deadline using Options online.
April 2024	Letters to parents confirming Option Choices.

CORE SUBJECTS AND OPTIONS

Core Subjects

Students will study all of the core subjects below:

- English Language and English Literature
- Mathematics
- Science
 - Combined Science (2 GCSEs)
 - Three separate Sciences (Biology, Chemistry and Physics - 3 GCSEs)
- Core PE (non-GCSE)

Option Subjects

Students will study four of the options subjects below:

GCSE Qualifications

- Art, Craft and Design **or** Graphics - **only one can be selected**
- Business Studies
- Computer Science
- Design and Technology
- Drama
- French
- Geography
- History
- Media Studies
- Music
- Physical Education
- Psychology
- Religious Studies
- Separate Science
- Sociology
- Spanish

Vocational Qualifications

- BTEC Tech Award in Business Studies Level 1 and 2
- BTEC Tech Award in Sport Level 1 and 2
- BTEC Tech Award in Health and Social Care Level 1 and 2
- BTEC Tech Award in Information and Creative Technology Level 1 and 2

Core Subjects

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Exam Board:

AQA

Learning Leader:

Mr E Lynch

Aim of the Course

English Language and Literature GCSEs will enable students to:

- Develop the habit of reading widely and often;
- Read a wide range of texts, including classic literature, fluently and with good understanding and make connections across their reading;
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing;
- Write effectively and coherently using standard English appropriately;
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language;
- Use grammar correctly, punctuate and spell accurately.

Course Content and Assessment

English Language

English Language Paper 1: Explorations in Creative Reading and Writing

- Written exam: 1 hour 45 minutes (50% of English Language GCSE)

English Language Paper 2: Writers' Viewpoints and Perspectives

- Written exam: 1 hour 45 minutes (50% of English Language GCSE)

English Literature

English Literature Paper 1: Shakespeare and the 19th century novel

- 19th century novel: A Christmas Carol
- Shakespeare: Macbeth
- Written exam: 1 hour 45 minutes (40% of Literature GCSE)

English Literature Paper 2: Modern texts and poetry

- Modern prose or drama texts: An Inspector Calls
- The poetry anthology: Power and Conflict
- Unseen poetry
- Written exam: 2 hour 15 minutes (60% of Literature GCSE)

The Future

Achieving a Grade 5 or above in GCSE English is very important. All employers and higher education establishments now look for this. Further details of the qualifications are available from staff in the English Department. Students who study English typically move onto careers in: Writing, Journalism, Marketing, Editing, Publishing, Public Relations, Media and ICT.

MATHEMATICS

Exam Board:
Subject Leader:

Edexcel
Mr A Morris

Aim of the Course

The aim of the course is to encourage students to develop confidence in, and a positive attitude towards Mathematics and to recognise the importance of Mathematics in their own lives and to society. It will provide a strong mathematical foundation for students who go on to study Mathematics at a higher level post-16.

Course Content and Assessment

The GCSE Mathematics is offered at two different tiers:

Foundation Tier: Grade range 1-5 (maximum grade that can be awarded in the foundation tier is 5)

Higher Tier: Grade range is 4 – 9

Mathematics includes the following areas:

- Number;
- Algebra;
- Ratio, proportion, rates of change;
- Geometry;
- Probability & statistics.

The assessment time is 4.5 hours consisting of three (1.5 hour) papers worth 80 marks each. There is one non-calculator paper. All three papers give a combined total of 240 marks.

The Future

Achieving a Grade 5 or above in GCSE Mathematics is very important. Studying Mathematics helps you develop skills in logical thinking and statistical or strategic knowledge, which are valued by employers across many job sectors and most employers and higher education establishments now look for this.

Careers which use qualifications in Mathematics include Aerospace Engineer, Chartered Accountant, Computer Scientist, Corporate Investment Banker, Insurance Underwriter, Investment Analysis, Meteorologist, Programming, Quantity Surveyor and Software Tester.

For detailed information please visit:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

SCIENCE

Combined Science GCSE (Trilogy)

Exam Board:

AQA Science A

Subject Leader:

Miss L Winchcombe

Aim of the Course

This course should encourage students to:

- Develop their interest in, and enthusiasm for Science;
- Develop a critical approach to scientific evidence and methods;
- Acquire and apply skills, knowledge and understanding of how Science works and its essential role in society;
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

Combined Science (double award GCSE)

The National Curriculum programme of study covers all three Sciences, each of which carry equal weighting.

Each unit can be identified as Biology, Chemistry or Physics. In addition to these, there are 16 required practicals which will be assessed in the final exams.

There are six papers which need to be sat at the end of the course, two Biology, two Chemistry and two Physics. Each exam paper is 1 hour 15 minutes long and consists of multiple choice, structured, closed, short answer and open response questions.

Paper number	Topics assessed		
	Biology	Chemistry	Physics
Paper 1	Topics 1-4 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	Topics 8-12 8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes	Topics 18-21 18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure
Paper 2	Topics 5-7 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	Topics 13-17 13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources	Topics 22-24 22. Forces 23. Waves 24. Magnetism and electromagnetism

The Future

The skills and knowledge that Science graduates obtain make them employable with virtually any type of organisation. There is no Physics industry as such, but physicists can find graduate jobs in practically any career sector. Some positions require technical skills and scientific knowledge while others simply exploit the positive characteristics of a physics-trained brain. There are a wide range of graduate careers involving Biology, including Agriculture, Bioinformatics and Biomedicine and the Environment and Food and Drink. A degree in Chemistry could lead you to a graduate career in: Analytical Chemistry, Forensic Science, Materials Research, Dentistry, Medicine, Veterinary Science and Pharmaceuticals to name a few.

Option Subjects

ART, CRAFT AND DESIGN

Exam Board:

AQA

Subject Leader:

Mrs N Nilsson

Aim of the Course

If you enjoy being creative and want to develop your knowledge and skills of a range of Art disciplines then this is the course for you. The GCSE course allows you to explore drawing, painting, printmaking, photography and 3-D design and/or to specialise within one discipline area. Students will study History of Art as a complement to their practical work, developing their contextual understanding and giving visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others ways of seeing the world. Our students are introduced to a variety of media and techniques designed to develop their skills. They will then be required to develop their own creative outcomes to themes as the course progresses.

Course Content

Component 1 - Portfolio.

This is worth 60% of the final grade at GCSE and consists of two or three coursework units based on a given theme which are produced throughout Years 10 and 11. Projects are structured in accordance to the AQA assessment objectives and will cover a variety of artistic approaches, working methods and materials. During Year 11, students are encouraged to become more independent with their work.

Component 2 – Externally set assignment (Exam unit) approximately 10 school weeks + 10 hour exam.

A controlled unit is set to a theme by the exam board and is given to students the January of Year 11. Students then sit a ten hour exam at the end of the preparatory period in which they produce their final outcome. The unit in its entirety is worth 40% of their final grade.

Visits to art galleries and the study of works of particular artists will help with ideas and project development. It is expected that students carry out several gallery visits throughout the course. Suggested galleries may include Tate Modern/Tate Britain, Saatchi Gallery, V and A, The Royal Academy of Arts, British Museum, National Gallery/National Portrait Gallery, Design Museum, Hayward Gallery.

The Future

The skills learnt during the GCSE course are a foundation for studies at A Level and therefore students must complete the GCSE Art course achieving a Level 6 or above if they wish to continue onto A Level in this subject. This can then lead to Art Foundation courses or indeed various degree courses at a range of colleges and universities. The department has a history of successful applications at all levels and can give valuable advice about the content of interview portfolios.

Art Materials

A standard art pack will be offered to students at the start of the course at cost price. Specialist art materials may need to be purchased by students during the two year course.

BUSINESS STUDIES

Exam Board:
Subject Leader:

AQA
Mrs P Bentham

Aim of the Course

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.

Course Content

Students study six units and are assessed in two exam papers

- | | |
|----------------------------------|------------|
| • 3.1 Business in the Real World | Both units |
| • 3.2 Influences on Business | Both units |
| • 3.3 Business Operations | Unit 1 |
| • 3.4 Human Resources | Unit 1 |
| • 3.5 Marketing | Unit 2 |
| • 3.6 Finance | Unit 2 |

Students develop an understanding of how these contexts impact on business behaviour:

- the interdependent nature of business activity, influences on Business, Business Operations, Finance, Marketing and Human Resources, and how these interdependencies underpin business decision making;
- how different business contexts affect business decisions;
- the use and limitation of quantitative and qualitative data in making business decisions.

Course Assessment

Students are assessed by two papers. Each paper is 1 hour 45 minutes long, is worth 90 marks each and accounts for 50% of the final mark. Both papers consist of multiple-choice questions and questions which require responses to case studies. The papers differ by content:

- Paper 1: Influences of operations and HRM on business activity (Unit 3.1 – 3.4);
- Paper 2: Influences of marketing and finance on business activity (Units 3.1, 3.2, 3.5 and 3.6).

The Future

This course not only gives an excellent grounding in Business, but also introduces and/or develops the use of a wide range of transferable skills such as presentation and essay writing, which can be used in further education.

The subject can be taken further with students moving on to study at A Level. It can also be used as an excellent basis for those wishing to take business-based courses at a higher level. It develops analytical skills and encourages students to develop their own justified opinions.

COMPUTER SCIENCE

Exam Board:
Subject Leader:

OCR
Mr D Dickins

Aim of the Course

GCSE Computing enables students to:

- Develop an understanding of current and emerging technologies and how to apply this in a range of contexts;
- Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming;
- Use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies.

Course Content

Component 01	Computer Systems	Written paper: 1 hour and 30 minutes
	<ul style="list-style-type: none">• Systems architecture• Memory and storage• Computer networks, connections and protocols• Network security• Systems software• Ethical, legal, cultural and environmental impacts of digital technology	50% of total GCSE 80 marks
Component 02	Computational Thinking, Algorithms and Programming	Written paper: 1 hour and 30 minutes
	<ul style="list-style-type: none">• Algorithms• Programming fundamentals• Producing robust programs• Boolean logic• Programming languages and integrated Development Environments	50% of total GCSE 80 marks

The Future

Computer Technology is the fastest developing technology in the world, and the requirement for graduates with the skills to work in this field is continuing to grow, whilst the actual supply of graduates with the skills is dropping worldwide. The transferable skills will be of use, not only throughout a students' school career, but also in the future world of work, for example: Games Developer, Network Engineer and IT Consultant.

NB: To study Computer Science as an option, students must have a predicted grade of 5 or above in Maths.

DESIGN AND TECHNOLOGY

Examination Board:

AQA

Subject Leader:

Mr E Chinyangarara

Aim of the Course

The course aims to develop knowledge, skills and understanding in Design and Technology and also to encourage and develop the capability to design and make quality products using various materials.

Course Content and Assessment

This course covers aspects relating to the small and large-scale design and manufacture of products in common materials namely; wood, metal, plastic, card, paper, textiles and composites. It covers the properties of these materials, how they can be modified and joined, and the practical skills and tools required to work with them. In addition, aspects of product evaluation, good working practice and health and safety are also included.

The course is a mixture of workshop-based activities that will involve practical work and problem solving using a variety of materials and processes as well as understanding the theory aspects. It covers designing and making skills and develops the students' knowledge and understanding of how to use them in an industry setting as well as in a school-based context. Students will have to design and manufacture products from various materials of their own choosing as well as prescribed projects.

Final Examination: 50% of total marks

Students sit a 2-hour written paper. The paper will test the students' knowledge and understanding of technology through questions on materials, manufacturing processes - fabrication (joining), forming and cutting processes, tools and adhesives, health and safety, finishes, mechanism, designers and design influence, sustainability and environmental issues and CAD/CAM using the materials listed above.

Coursework: 50% of total marks

The coursework will consist of a design and make project chosen from a list given by the exam board. This represents around 40-50 hours of supervised work, during which time the student will be expected to design and make a quality product using materials which can be either paper or ICT based relevant to their chosen problem. The submission must include a comprehensive design folder (approximately 25 A3 pages) as well as the completed product.

The Future

The skills covered in the Product Design course will provide students with a firm foundation for work in a construction or engineering field, or for continued study at either City and Guilds or AS/A2 Level Design and Technology. As well as any career that involves practical skills such as construction and jobs that involve problem solving.

DRAMA

Exam Board:
Subject Leader:

Eduqas
Mr S Brignull

Aim of the Course

- Develop practical, technical and communication skills;
- Encourage continuous self-evaluation and independent learning;
- Encourage students to apply their knowledge and skills in a practical context;
- To explore a variety of Drama mediums and forms as well as scripted text;
- To write a review on a live show discussing your own interpretation and opinion;
- To explore the use of Drama skills and discuss them in a documentary response.

Course Content

Component 1: Devising Theatre (40%)

- Students will devise performances and complete a portfolio that documents the work.
- Internally assessed, externally moderated.
- Performance, portfolio and written evaluation.

Component 2: Performing From A Text (20%)

- Students will learn and perform a piece from a script.
- Externally assessed by a visiting examiner.
- Students will study two extracts from the same play text.

Component 3: Interpreting Theatre (40%)

- Written examination: 1 hour 30 minutes.
- Section A: Set Text.
- Section B: Live Theatre Review.

The Future

The course aims to develop skills which students can usefully apply to any chosen study or career path with its focus on practical learning and problem solving as part of a creative team. Students will need to be able to discuss work both orally and in a written response. Typically, students move into careers such as: Acting, Stage Management, Education, Drama Therapist, Radio and TV Production, Social Work and Journalism.

Please note:

- Students will be required to attend rehearsals after school for the practical elements of the course.
- Students will be required to work in groups with different students in the class and will perform their work on a regular basis.
- There is a cost implication as students have to attend Theatre trips in order to complete the course.

FRENCH

Exam Board:
Subject Leader:

AQA
Miss S Clissitt

Aim of the Course

A GCSE in French helps students to develop confidence to use the language in real life situations and to deal with the unexpected by adapting the language learned in class. As well as creating job opportunities, giving you the chance to travel and enabling you to experience a different culture; a language can also improve communication skills and literacy across the curriculum.

Course Content

The GCSE specification is designed to provide students with a broader understanding of, not only the language, but also the culture of France and of French-speaking countries across the world. We build on learning from Key Stage 3 to create independence in students and build on their ability to use language purposefully. We develop an in depth understanding of grammar, together with a wide range of vocabulary, which in turn, develops successful linguists who are well prepared to use the language outside of the classroom, as well as being able to continue studying successfully at A level.

Students will complete four exam papers on four skills; reading, listening, writing and speaking. These all equate to 25% each of the overall grade and they are all tested at the end of the course in Year 11.

There are 10 topics:

- Family and Friends
- Technology
- Free Time
- Festivals
- Home and Area
- Social Issues
- Environment
- Holidays
- School
- Future careers

The Future

Taking a language is a great way to get to know and understand other people. It's a multilingual world - not everyone speaks English, 75% of the world does not speak English at all. Having a language can make you stand out from your competitors in a world that needs linguists more now, than ever before. Imagine having the ability to create a new partnership with a big business for to the company you work for, just because you can speak their language.

Languages can of course be used in language specific careers such as teaching, translating or interpreting, but they are also highly regarded and useful in a wide range of industries. From Travel and Tourism, Law and Economics, to top level management, there is no end to the advantages a language can bring you.

GEOGRAPHY

Exam Board:
Subject Leader:

AQA
Mr J Furkins

Aim of the Course

This dynamic and exciting course enables students to learn and understand the world we live in and develop skills that will help in other subjects and future employment such as ICT and research. This course will enable students to complete work away from the classroom and will allow students to develop their team working and investigation skills.

The course looks at different aspects of the world we live in, taking inspiration from current events on a human and physical scale. It offers students a chance to further their understanding of this world as well as providing vital skills to take with them into further education and beyond.

Course Content

The course is divided into four units:

- Physical Geography;
- Human Geography;
- Geographical Applications;
- Geographical Skills.

Students should be able to select and use a variety of techniques appropriate to geographical enquiry, including investigation in the field, and where appropriate information technology in order to:

- Identify geographical questions and issues and establish appropriate sequences of investigation;
- Identify evidence required and collect, record, present and describe it;
- Analyse and interpret evidence, draw conclusions and communicate findings;
- Evaluate the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions.

Geography students will attend field trips which require additional costs. Teachers will endeavour to keep costs down.

The Future

Geography is regarded as a very valuable subject to have studied and is one of the facilitating subjects universities prefer. Geography graduates are employed in a wide range of sectors, including the Public Sector, Education, Commerce, Industry, Transport and Tourism.

Geography graduates have excellent transferable skills, which also attract employers from Business, Law and Finance Sectors.

GRAPHICS

Exam Board:
Subject Leader:

AQA
Mrs N Nilsson

Aim of the Course

Graphic communication is defined as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. This course is for anyone who is passionate about the creative process. Students will explore ways in which meanings, ideas and intentions relevant to graphic communication can be translated using different forms of representation, brand identity and intended message for a target audience. As part of this course students will explore printmaking, typography, drawing and illustration, digital and/or non-digital photography, hand rendered working methods and digital working methods. Students will develop their knowledge of the formal elements, visual language techniques, camera skills and contextual references. Emphasis is placed on imagination and creativity as well as technical ability. Students will show evidence of trying to extend their own and others' ways of seeing the world and will be required to develop their own creative outcomes as the course progresses.

Course Content

Component 1 - Portfolio

This is worth 60% of the final grade at GCSE and consists of two-three coursework units based on a given brief. In Year 10 students will build their knowledge, skills and understanding through a series of short projects and taught workshops before beginning their coursework units. Projects are structured in accordance with the AQA assessment objectives and will cover a variety of photographic approaches, working methods and graphic communication techniques. During Year 11 students are encouraged to become more independent with their work.

Component 2 - Externally set assignment (Exam unit) approximately 10 school weeks + 10 hour exam

A controlled unit is set to a theme by the exam board and is given to students in January of Year 11. Students then sit a ten hour exam at the end of the preparatory period in which they produce their final outcome. The unit in its entirety is worth 40% of their final grade.

Visits to photography/art galleries and the study of works of particular graphic designers will help with ideas and project development.

The Future

The skills learnt during the GCSE course are foundation for studies at A Level and therefore students must complete either the GCSE Graphics or Art course achieving a Level 6 or above if they wish to continue onto A Level Graphic Communication. This can then lead to Art Foundation courses or indeed various degree courses at a range of colleges and universities. The Department has a history of successful applications at all levels and can give valuable advice about the content of interview portfolios.

Graphics/ Art materials

A standard graphics pack will be offered to students at the start of the course at cost price. Specialist art materials may need to be purchased by students during the two year course. We would recommend that students wishing to take this course to have their own PC as a fair amount of the work is carried out digitally.

HISTORY

Exam Board:
Subject Leader:

AQA
Mrs L Clark

Aim of the Course

This subject aims to give students:

- An understanding of the past;
- The ability to investigate historical events, changes, people and issues;
- An understanding of how the past is interpreted;
- The ability to use historical sources and interpretations critically;
- The ability to draw conclusions;
- The skill of arguing your point successfully;
- Writing extended pieces of work;
- To grasp an understanding of fundamental issues in the UK and wider world;
- Develop a wide range of skills useful for the future.

Course Content

The course focuses on four key topics:

Germany 1890-1945 - Democracy and Dictatorship;

- Conflict and Tension 1918-1939 - a depth study;
- Health and the people. C1000-present day;
- Norman England 1066-1100 with a focus on a specific historical environment.

The Future

GCSE History typically leads on to students studying History and/or Politics at A Level in the Sixth Form.

As aforementioned, History is a desirable subject for many universities' applications and employers. Universities value the research and writing skills developed whilst studying the subject. History is mentioned as a desirable subject for many degree courses such as Law and Philosophy. In the workplace, national and local government and the public services attract History graduates; particularly the Civil Service, NHS Management, the Police and Armed Services. In addition, international development organisations, Charities, Heritage Organisations, Museums, Games Production, Newspapers, Magazines and Libraries are also potential employers.

MEDIA STUDIES

Exam Board:
Subject Leader:

Eduqas
Miss K Stockwell

Aim of the Course

- To educate students in media literacy.
- To learn how to read and de-construct different mediums.
- To learn how to design, construct and edit media products.

Course Content and Assessment

The course divides up in to three components and focuses on the theoretical frameworks of representation, industries, media language, audiences and context.

Component 1: Exploring the Media (Exam – 1hour 30 mins -40% of qualification, 80 marks)

Section A: Exploring Media Language and Representation.

This section assesses media language and representation in relation to two of the following print media forms: Magazines, marketing (film posters), newspapers, or print advertisements. There are two questions in this section, one assessing media language and one two-part question assessing representation in relation to one set product and one unseen resource in the same media form which is an extended response.

Section B: Exploring Media Industries and Audiences.

This section assesses two of the following media forms: film, newspapers, radio, video games. It includes: One stepped question on media industries and one-stepped question on audiences.

Component 2: Understanding Media Forms and Products (Exam - 1 hour 30 mins- 30% of qualification, 60 marks)

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

One question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination.

One question on media industries, audiences or media contexts.

Section B: Music (music videos and online media)

One question on either media language or representation.

One question on media industries, audiences or media contexts.

Component 3: Creating Media Products Non-exam assessment (30% of qualification, 60 marks)

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

The Future

Within the ever-expanding world of media there are and will be a variety of jobs and careers available to students. The skills that you learn on the course are transferable to many subjects as well as later in life. This course is a route into A Level Media Studies, Film Studies and beyond into higher education. Students typically move into careers such as Film and TV Production, Multimedia Specialist, Software Engineer, Broadcaster, Runner, Marketing, Publishing and Animation, to name a few.

MUSIC

Exam Board:
Subject Leader:

Eduqas
Miss N Killick

Aim of the Course

- To stimulate and develop an appreciation and enjoyment of music through an active involvement in the four musical activities: composing, performing, listening and appraising;
- To develop individual performing skills to enable students to participate in the wide range of musical activities that can be found at present in the school and in the community;
- To encourage the reading of music, the development of memory, analysis, inventiveness and coordination;
- To provide knowledge, promote understanding and develop skills as a basis for further study, leisure or both;
- To continue, and develop, musical activities previously undertaken in the classroom;

Course Content and Assessment

Composing, performing, listening and appraising: Music is a subject that demands involvement, students will gain valuable personal experience from the pursuit of a variety of musical activities.

- 30% performance (made up of two performances; one solo, one ensemble);
- 30% composition (made up of two compositions; one free, one to a brief);
- 40% appraising music exam (a listening exam, including set works of Badinerie by J.S. Bach and Africa by Toto).

Parental encouragement is essential for practising daily, critical listening and concert-going. All students should be having individual vocal/instrumental tuition and working at least to an ABRSM Grade 2 standard at the start of the course.

Most of the coursework will be tackled individually, through performing and composing. Students will need to listen to all styles of music at school, home and online. All students will be expected to participate in at least one extra-curricular musical activity; **including choir**.

Enthusiasm and a willingness to **practice daily** on the chosen musical instrument is essential for this GCSE course.

Throughout this course the students are regularly assessed.

The Future

We hope that participation in this course will encourage students to broaden their insight into different kinds of music and enable them to be more proficient performers and perhaps go on to take A Level Music. Vocal/Instrumental Graded Examinations VI, VII and VIII now equal 20-120 UCAS points.

Students can go into careers such as: Musician, Session Musician, Singer, Songwriter, Musical Director, Conductor, Music Journalism, Marketing, Press and Promotions Officer, Tutor, Teacher and Events Management to name a few.

PHYSICAL EDUCATION

Exam Board:
Subject Leader:

AQA
Miss L Anderson

Aim of the Course

As well as allowing students to be assessed on their practical abilities, the course of study in Physical Education contributes to students' understanding of socio-cultural influences and well-being in physical activity and sport. The specification provides opportunities for students to explore the human body and movement in physical activity and sport.

Course Content

The course is divided into two parts;

Paper 1: The human body and movement in physical activity and sport (written exam 30%),

Paper 2: Socio-cultural influences and well-being in physical activity and sport (written exam 30%), non-exam assessment: Practical performance in physical activity and sport (30%). Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance (10%) to bring about improvement in one activity. Students are given the opportunity to take part in a wide range of physical activities where they will be assessed as a performer.

Students will be expected to attend at least one extra-curricular Sports Club or activity and are expected to be playing at least one sport competitively outside of school.

Course Syllabus

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Students are regularly assessed throughout the course.

The Future

GCSE Physical Education is excellent preparation for those students who would like to continue to A Level Physical Education. The course will allow students to develop a wide range of key skills in leadership, teambuilding, cooperation, coaching, planning and evaluating which will be valuable throughout life. It is especially relevant to those students considering a career in the sports and leisure and physical education industries.

PSYCHOLOGY

Exam Board:
Subject Leader:

Edexcel
Mrs M Olmos

Aim of the Course

GCSE Psychology encourages students to develop a personal interest and enthusiasm for Psychology and prepare them to make informed decisions about further learning opportunities and career choices.

This programme of study enables students to:

- Engage in the process of psychological enquiry to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds;
- Develop an awareness of why Psychology matters;
- Acquire knowledge and understanding of how Psychology works and its essential role in society;
- Develop an understanding of the relationship between Psychology and social, cultural, scientific and contemporary issues, and its impact on everyday life;
- Develop an understanding of ethical issues in Psychology;
- Develop an understanding of the contribution of Psychology to individual, social and cultural diversity;
- Develop a critical approach to scientific evidence and methods.

Only students with a predicted grade of 5 or above in Mathematics and Science during AP1 reports should choose Psychology as an option.

Course Content and Assessment

The GCSE consists of two units.

Unit 1:

- Development - How did you develop?
- Memory - How does your memory work?
- Psychological problems - How would psychological problems affect you?
- The Brain and Neuropsychology - How does your brain affect you?
- Social influence - How do others affect you?

Unit 2:

- Criminal Psychology - Why do we become criminals?
- Sleep and Dreaming - Why do you need to sleep and dream?
- Research Methods - How do you carry out psychological research?

Throughout this course the students are regularly assessed.

The Future

Studying Psychology gives students a broad range of skills that span both Science and the Arts and opens up opportunities with a wide variety of employers. The scientific aspects of Psychology courses, including the application of a reasoned approach, problem solving and manipulation of data, provide useful tools for careers in Healthcare, Law Enforcement, Finance, IT and Research. Knowledge of human behaviour and motivation, ability to critically analyse a problem, formulate a considered response, create an argument and generate new ideas and lend themselves well to careers in the creative industries, the Legal Sector, Government Administration and Education.

NB: To study Psychology as an option, students must have a predicted grade of 5 or above in maths and science.

RELIGIOUS STUDIES

Examination Board:

AQA

Subject Leader:

Mrs L Clark

Aim of the Course

The aim of the course is to understand people. We all have our core values that we try and put into practice in our lives. Some of us are more aware of these values than others and some are more successful at putting them consistently into practice than others. Religious Studies seeks to understand those values and practices. This is especially important as we live in a world of many different views and practices – some with a god and some without. The aim of the course is to allow students to understand the core values and practices of themselves and others by developing their understanding, analysis and evaluation of the two religions that dominate globally and nationally: Christianity and Islam as well as the increasing popular Atheist views. Students learn to apply their knowledge of Christianity to key philosophical and ethical questions such as “Does God exist?” and “How should we treat the environment?”, “When does life begin and end?”, “Are we all equal?”, “How should we treat criminals?” and “What is the point in marriage?”.

The aim of the course is therefore for students to become secure in the core knowledge of Christianity and Islam and understand how that knowledge is gained as well as building their own “personal knowledge” and in so doing develop the core transferrable skills of using and analysing evidence, communicating complex ideas, listening to others, debating ideas and showing empathy.

Course Content

The course is divided up into two components:

Component One: Beliefs and teachings and practices of two religions. (Two x 1 hour exams - 50% of grade)

Students at Cox Green School will study the beliefs, teachings and practices of Christianity and Islam.

Component Two: Thematic units – application of religious teachings to topical philosophical and ethical issues. (One x 2 hour exam - 50% of grade)

Students will study different philosophical and ethical arguments and their impact and influence in the modern world exploring non-religious and religious attitudes towards them.

The themes studied at Cox Green School are as follows:

- Theme A: Relationship and families;
- Theme B: Religion and Life;
- Theme C: Peace and conflict;
- Theme E: Religion, Crime and Punishment;

Students will be assessed on their knowledge and understanding of the specification content and on their ability to analyse and evaluate the aspects of the religions they have explored. Throughout the course students are regularly assessed within class, ensuring they are developing the skills needed to be successful in the subject.

The Future

Students study a range of courses and go into a range of jobs both in the public and private sector. Any job that is people based such as law, management and consultancy, human resources, the civil service, politics, publishing, public relations and teaching are all popular careers for those who have studied RS at GCSE and beyond. With a GCSE in RS you can go on to study a range of A Levels or apprenticeships and potentially onto degree level in subjects like Philosophy, Theology, PPE and any other Humanity. It is an academic and respected subject that teaches transferrable skills through learning about the very ideas and practices of what makes people who they are and so RS is a subject that opens doors into a wide range of areas in life.

SEPARATE SCIENCE

Exam Board: AQA
Learning Leader: Miss L Winchcombe

Aim of the Course

This course should encourage students to:

- Develop their interest in, and enthusiasm for Science;
- Develop a critical approach to scientific evidence and methods;
- Acquire and apply skills, knowledge and understanding of how Science works and its essential role in society;
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

Course Content and Assessment

For those students who have a real passion to study more Science than that offered by the Core Combined Science GCSE there is the opportunity to study Biology, Chemistry and Physics as three separate GCSE subjects. The Separate Sciences will act as one of a student's four option subjects if they select it and they will receive an extra three Science lessons a week over and above the Core Science lessons that every student has to do.

Each of the Science subjects will cover more content than the GCSE Combined Science programme of study (see page 9). In the same way as the Combined Science course, students will be required to complete a set practical's, although there are 8 per subject, which equates to 24 in total.

There are two, 1 hour 45 minute papers for each subject. The papers are equally weighted with each being worth 50% of the overall grade for one Science.

Assessment

Paper number	Topics assessed		
	Biology	Chemistry	Physics
Paper 1	The same topics as those assessed in the Combined Science Biology paper 1 but in greater depth.	The same topics as those assessed in the Combined Science Chemistry paper 1 but in greater depth.	The same topics as those assessed in the Combined Science Physics paper 1 but in greater depth.
Paper 2	The same topics as those assessed in the Combined Science Biology paper 2 but in greater depth.	The same topics as those assessed in the Combined Science Chemistry paper 2 but in greater depth.	The same topics as those assessed in the Combined Science Physics paper 2 but in greater depth and: <i>Space Physics topic</i>

The Future

The skills and knowledge that Science graduates obtain make them employable with virtually any type of organisation. There is no Physics industry as such, but physicists can find graduate jobs in practically any career sector. Some positions require technical skills and scientific knowledge while others simply exploit the positive characteristics of a physics-trained brain. There are a wide range of graduate careers involving Biology, including Agriculture, Bioinformatics and Biomedicine and the Environment and Food and Drink. A degree in Chemistry could lead you to a graduate career in: Analytical Chemistry, Forensic Science, Materials Research, Dentistry, Medicine, Veterinary Science and Pharmaceuticals to name a few.

SOCIOLOGY

Exam Board:

AQA

Learning Leader:

Mrs L Clark

Aim of the Course

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- Investigate facts and make deductions
- Develop opinions and new ideas on social issues
- Analyse and better understand the social world.

Course Content

There are seven distinct topics:

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

Assessment

The course is linear, which means that all of the exams are sat at the end of the course. Students sit two 1 hour 45 minute exams. Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Paper	What's assessed	Weighting
Paper 1: The sociology of families and education	The sociology of families The sociology of education Social theory and methodology	50% of GCSE
Paper 2: The sociology of crime and deviance and social stratification	The sociology of crime and deviance The sociology of social stratification Social theory and methodology	50% of GCSE

The Future

People who study sociology go on into a wide variety of jobs. You will gain a range of very valuable skills. You will learn how to work independently. You will learn how to find information, extract what is important from it and turn it into an argument. Careers such as being a youth worker, researcher for charities and businesses, crime scene investigator, marketing and counselling are some of the many jobs and industries that require sociologists.

SPANISH

Exam Board:
Subject Leader:

AQA
Miss S Clissitt

Aim of the Course

A GCSE in Spanish helps students to develop confidence to use the language in real life situations and to deal with the unexpected by adapting the language learned in class. As well as creating job opportunities, giving you the chance to travel and enabling you to experience a different culture, a language can also improve communication skills and literacy across the curriculum.

Course Content

The GCSE specification is designed to provide students with a broader understanding of not only the language, but also the culture of Spain and of Spanish-speaking countries across the world. We build on learning from Key Stage 3 to create independence in students and build on their ability to use language purposefully. We develop an in depth understanding of grammar, together with a wide range of vocabulary, which in turn, develops successful linguists who are well prepared to use the language outside of the classroom, as well as being able to continue studying successfully at A Level.

Students will complete four exam papers on four skills; reading, listening, writing and speaking. These all equate to 25% each of the overall grade and they are all tested at the end of the course in Year 11.

There are 10 topics:

- Family and Friends
- Technology
- Free Time
- Festivals
- Home and Area
- Social Issues
- Environment
- Holidays
- School
- Future careers

The Future

Taking a language is a great way to get to know and understand other people. It's a multilingual world - not everyone speaks English, 75% of the world does not speak English at all. Therefore, having a language can make you stand out from your competitors in a world that needs linguists more now, than ever before. Imagine having the ability to create a new partnership with a big business for the company you work for, just because you can speak their language.

Languages can of course be used in language specific careers such as teaching, translating or interpreting, but they are also highly regarded and useful in a wide range of industries. From Travel and Tourism, Law and Economics, to top level management, there is no end to the advantages a language can bring you.

Vocational Subjects

BTEC TECH AWARD IN BUSINESS STUDIES

LEVEL 1 AND 2

Exam Board:
Subject Leader:

PEARSON
Mrs P Bentham

Aim of the Course

This course allows students to study the world of business, giving them the opportunity to develop knowledge and technical skills in a practical learning environment. The students will examine the roles and responsibilities of setting up a new business and its financial management. They will also develop key skills, such as analysis and review of key financial statements.

Course Content

Students study three mandatory units

- Component 1 – Exploring Enterprises
- Component 2 – Planning and Presenting a Micro-Enterprise Idea
- Component 3 – Marketing and Finance for Enterprise

Course Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the enterprise sector and relevant transferable skills such as research, planning, problem solving and communication at Levels 1 and 2.

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities.

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts.

The Future

The knowledge and skills acquired, as outlined above, support progression to a broad range of Level 3 study, whether academic or vocational, for example a BTEC National in Business or a BTEC National in Enterprise and Entrepreneurship, A Level Business or A Level Economics. This qualification is designed to be taken as part of a broad and balanced curriculum at Key Stage 4. It can be complementary learning for a wide range of subjects.

BTEC TECH AWARD IN SPORT

LEVEL 1 AND 2

Exam Board:
Subject Leader:

EDEXCEL
Miss L Anderson

Aim of the Course

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

Course Content

The qualification is 120 hours, which is the same size and level as a GCSE and is aimed at everyone who wants to find out more about the sports industry. You will study four mandatory units, covering the underpinning knowledge and skills required for the sports sector:

- Fitness for Sport and Exercise
- Practical Performance in Sport
- Applying the Principles of Personal Training
- Leading Sports Activities

Course Assessment

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on. For the assessment for Unit 3: Applying the Principles of Personal Training, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole. The assessment for Unit 1: Fitness for Sport and Exercise is an onscreen test which is marked by Pearson.

The Future

If you are interested in taking your study of Sport further, the subject-specific knowledge and skills outlined above, and developed through studying this qualification, will give you a strong foundation for academic or vocational study at Level 3, including apprenticeships. This course is different from the GCSE in PE as, by taking part in different types of sport and fitness activities, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways, such as designing a personal fitness programme.

BTEC TECH HEALTH AND SOCIAL CARE LEVEL 1 AND 2

Exam Board:
Subject Leader:

EDEXCEL
Mr A Saunders

Aim of the Course

This course is suitable for students who are interested in gaining a broader knowledge and understanding of the health and social care sector. Students will study how people grow and develop over the course of their lives, and explore the factors that may affect this such as life-changing events like divorce, bereavement or parenthood and the support available to care for their health and wellbeing. Students will also develop a deeper understanding of the professional job responsibilities within the sector and the skills and values that are essential to these roles.

Course Content and Assessment

Components 1 and 2 are coursework based and worth 60% of the overall award. Component 3 is an exam which is worth 40% of the overall award. This BTEC Level 2 qualification is the equivalent to a GCSE but awarded as a Distinction, Merit or Pass.

Students will study a range of topics, including:

- The stages and patterns of human growth and development
- Expected development at each life stage
- How people deal with major life events
- Health and social care services
- Roles of professionals in the sector
- Health and Social Care Values
- Factors that can impact and improve an individual's health and wellbeing

The Future

The course provides a suitable foundation for further study within the sector, supporting progression on to other vocational qualifications at Level 3, such as the BTEC Level 3 National in Health and Social Care. It can also open up other opportunities for apprenticeships or qualifications in other sectors, such as early years.

The course aims to inspire and enthuse students to consider a career in the Health and Social Care sector, or in a related sector where knowledge of Health and Social Care will be of use.

BTEC TECH INFORMATION AND CREATIVE TECHNOLOGY

LEVEL 1 AND 2

Exam Board:
Subject Leader:

EDEXCEL
Mr D Dickins

Course Content

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

As digital technologies and organisations continue to evolve, each new development offers new and exciting ways of completing tasks and interacting with our hardware devices and opens a new project with a new set of user requirements that needs to be solved. User interfaces allow individuals, and individuals in organisations, to interact with digital technologies. The design of the user interface is crucial in ensuring that users can interact positively with their hardware devices. In this component, you will learn different project planning techniques that can be used to plan and deliver a project that meets a set of user requirements. You will learn the different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements.

Component 2: Collecting, Presenting and Interpreting Data

In order to make decisions, organisations collect vast amounts of data from a range of different sources. They need to use appropriate data-collection methods and ensure that the data is of sufficient quality to enable decision making. Data must then be converted into information to allow it to become useful. Even when data has been converted into information, it will not provide any conclusions on its own. It is up to the data user to be able to look at the information and draw conclusions, so how the information is presented is key to ensuring that effective and accurate decisions are made. In this component, you will learn the different data manipulation tools that can be used to change the way that data is presented. You will provide clear summaries of the data and present them in a dashboard that will allow organisations to make effective decisions. You will learn the different presentation features that can be used to ensure that information is understood clearly in an objective way so that it is not misinterpreted. You will develop your understanding of how to represent information in different ways to give it more meaning.

Component 3: Effective Digital Working Practices

Modern organisations are increasingly reliant on the use of digital systems to complete every day, business-critical tasks. The development of these systems has presented organisations with many opportunities to work in new, inventive and flexible ways to achieve their aims. The systems have also brought new challenges and a range of responsibilities. This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow you to explore the digital systems available to organisations and how their features have an impact on the way organisations operate.

The Future

The digital sector is a major source of employment in the UK. Despite a turbulent economy in 2020 the Digital sector in the UK advertised 90,000 jobs per week. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The UK Tech industry as a whole employ over 2.93 million people and has seen 40% growth between 2017-2019. The UK has positioned itself to be the 'Digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. The modern world expects digital skills to be as important as English and Maths. Having both technical skills and business understanding is the key to success.

