



# CAM'S HILL SCHOOL

## KEY STAGE 4

# GUIDED CHOICES HANDBOOK

## CORE CURRICULUM AND GUIDED CHOICES





MR IAN HUDSON, HEADTEACHER

# INTRODUCTION FOR PARENTS/CARERS

Dear Parent/Carer

This is an exciting time for our Year 9 pupils; leaving behind Key Stage 3, they will become senior pupils within the school, wear a slightly different uniform but most importantly embark on their GCSE courses.

Key Stage 4 is an important and really enjoyable time for pupils. Your child is required to take GCSE courses in English Language, English Literature, Mathematics, Science, and Religious Studies (RS), thus fulfilling the statutory requirement at Key Stage 4. A large number of pupils will choose a Modern Foreign Language and study a Humanities subject (History or Geography) to GCSE level, fulfilling the EBACC requirements. In addition, the core curriculum for all pupils includes Physical Education (PE).

Pupils moving into Key Stage 4 will have a total of three 'guided' choices. All pupils will be expected to choose either French, Spanish, History, or Geography. They will then have two further 'guided' choices. This could be a second Humanities subject or one from the range of choices identified in this booklet.

We encourage you and your child to use this booklet to look at **all** the courses being offered. Past experience has shown that for the vast majority of pupils, preferences are able to be positively considered and a best 'fit' is achievable fairly quickly; in some cases a discussion will need to take place with pupils, and parents/carers will be kept informed of any details as appropriate.

It is vital that you attend the Guided Choices and Careers Evening on 19 March 2024. During this evening, key information will be provided for you around the core curriculum and guided choices. Hearing from subject specialist staff will help inform and guide your child's choices appropriately.

We will be presenting the school's curriculum, vision and rationale surrounding this year's guided choices at the start of the evening. During the rest of the evening you are invited to visit all subject areas to find out appropriate information to 'guide' your choices. Further specific instructions will follow before the event.

Please ensure that the Key Stage 4 Guided Choices online form is **fully** completed and returned before the deadline, Wednesday 17 April 2024. Tutors will chase/return incomplete forms and this could cause a delay in placing your child in their preferred subjects. We strongly recommend that you keep a copy of the completed information for your reference.

We look forward to seeing you on the 19 March 2024.

Yours sincerely

Mr Ian Hudson  
Headteacher



# TO YEAR 9 PUPILS

Dear Year 9 Community

As you start to make these exciting and important decisions, it is our pleasure to tell you about the wide range of information, support and guidance available to you. For some of you this will be a long awaited chance to study subjects which will help you on your way to a specific career, but for others it may well be a bit confusing. If you have no idea which career path you would like to follow, or even what would be the best option for you when you leave us at the end of Year 11, Key Stage 4 Course choices can be tough. However, no matter the outcome, you will experience a broad and balanced curriculum that will help prepare for the future whatever you may choose to do.

Whilst no-one will be able to tell you exactly which courses you should take, there are ways to make your decisions easier.

Things you should consider when choosing your courses are:

- Most importantly which courses do you most enjoy and would you be willing to work at over the next two years?
- Are you an effective independent learner? If so, a heavier weighted controlled assessment pathway may be suitable.
- Do you already have a career ambition and will your course selection best support that future pathway?
- Which courses do you want to continue studying at college and beyond? Have you selected the best combination of courses to support this choice?

This booklet should put you in a relatively good position to make an informed decision about the most appropriate choices to make. **However, in exceptional circumstances we do allow up to four weeks into the Autumn Term for a change of pathway to be requested and considered. The cut-off date for any potential changes is the end of September 2024.**

The English Baccalaureate is an additional certificate awarded to pupils who secure GCSE passes at grades 9-5 in all of the following subjects:

- English Language/English Literature;
- Mathematics;
- The Sciences (which can include) Computer Science;
- An Ancient or Modern Foreign Language and
- History or Geography.

To be able to achieve the English Baccalaureate you must study the subjects shown above, including a Humanity and a language.



# ADVICE AND SUPPORT

We offer you advice and support in the following ways:

- The personalised guided choices form which you will receive outlining the pathway that we believe is best for your child;
- Year 9 Guided Choices Evening on **Tuesday 19 March 2024;**
- This Guided Choices booklet which gives detailed information about each course, how it is delivered, and how assessment is carried out;

For more specific advice with reference to a certain career you can book an appointment with our Careers Advisor (Miss Vadis) and there are college prospectuses in the Careers Office and online if you have ideas about your future studies. It is also worth considering how you are currently performing in each subject and where that might mean you end up. The trajectory graph below shows what you are likely to achieve in your GCSEs in comparison to the trajectory you are on. If you are unsure please contact your tutor, Mrs Newman, Mrs Whitelam and Mrs Wilson.



The most important thing to remember is that the choices you make now will not automatically and irreversibly determine your future study and career. What is certain is that you will be studying these subjects for two school years, so you need to make your decisions for the right reasons: choose subjects you enjoy, that you will be willing to work hard to succeed in, and not just the ones your friends are doing – there will be a good chance you won't end up in their class, anyway! Dream big and dare to be different.

Good luck

Mrs J Wilson  
Assistant Headteacher/Guided Choices Lead

Mrs P Newman  
Associate Assistant Headteacher/Head of Year 9

# KEY STAGE 4 COURSE CALENDAR OF EVENTS

4

## DATE

**Tuesday 19 March 2024**

Year 9 Guided Choices Evening

**Wednesday 17 April 2024**

Deadline for the return of Guided Choices forms online

**May 2024**

During this period, a lengthy process of computation and consultation takes place until we are satisfied that we have done our very best to match your preferred choices.

There are a number of limitations which will always lead to a need for negotiation and compromise. We endeavour to provide pupils their preferred choices but cannot guarantee this. This is why we ask for four preferences.

**End of June 2024**

You will be notified of your Key Stage 4 programme of study

# CAMS HILL SCHOOL GUIDED CHOICES 2024-2026

**Pupil Name** ..... **Tutor Group** .....

## INFORMATION

You will continue with three guided choices in total to study at Key Stage 4 along with the core curriculum. We will endeavour to provide you with as many of your preferred choices as possible.

1. You must select one Extended Core subject; either a Language, History or Geography (You can select any other of these other subjects in the guided choices section as well).
2. You will study two subjects from the Guided Choices section. Please select four subjects and rank them in order of preference.

\*Art, Craft & Design, Art Textiles, Three Dimensional design and Graphics cannot be selected together as they are part of the same qualification group. Due to the nature and content of the courses we would strongly advise pupils against opting for Photography alongside these subjects as well.

\*\*There are two Physical Education courses; GCSE PE and BTEC Level 1/2 Tech Award Sport. Your PE teacher will help guide you as to which is more suitable for you if you select Physical Education.

\*\*\*There are two Music course; GCSE Music and Level 1/2 Performing Arts (Technical Award) Music. Please select one option. Your music teacher will help guide you as to which is more suitable for you.

EXTENDED CORE	CHOICE
<b>French</b> <b>Spanish</b> <b>History</b> <b>Geography</b>	

GUIDED CHOICES		PREFERENCE
Art, Craft & Design*	Film Studies	1.
Art Graphics	Geography	
Art Textiles*	Health & Social Care	
Art 3D Design*	History	2.
Business Studies	Hospitality & Catering	
Child Development	Music***	
Classic Civilisations	Level 1/2 (Performing Arts) Music***	3.
Computer Science	Photography	
Creative iMedia Production	Physical Education**	
Dance	Psychology	4.
Product Design	Sociology	
Drama	Spanish	
Economics	Statistics	
French	Uniform Services	





# CORE SUBJECTS

ALL PUPILS WILL STUDY:

ENGLISH LANGUAGE

ENGLISH LITERATURE

MATHS

SCIENCE

RELIGIOUS STUDIES

# GCSE ENGLISH LANGUAGE

8 EXAM BOARD: **AQA**

## SUBJECT INFORMATION:

GCSE English Language examines the way writers express themselves in both literature and non-fiction. Pupils explore literary, creative and non-fiction texts from the 19th, 20th and 21st centuries as part of the course and will be taught to understand and analyse what they read, as well as producing their own writing across a range of different text-types and purposes. The course also includes assessment of pupils' own spoken language.

## KEY CONTENT:

### WHAT WILL YOU LEARN?

How to decode a variety of different texts, evaluate how they have been put together and then embed this into your own creative writing.

You will study both fiction and non-fiction and the ways in which they are crafted.





## ASSESSMENT:

PAPER 1: EXPLORATION IN CREATIVE READING AND WRITING	PAPER 2: WRITER'S VIEWPOINTS AND PERSPECTIVES	NON-EXAMINATION ASSESSMENT: SPOKEN LANGUAGE
<b>What's assessed</b> <b>Section A:</b> Reading one literature fiction text <b>Section B:</b> Writing descriptive or narrative writing	<b>What's assessed</b> <b>Section A:</b> Reading one non-fiction text and one literary non-fiction text <b>Section B:</b> Writing writing to present a viewpoint	<b>What's assessed</b> (AO7–AO9) Presenting and responding to questions and feedback Use of standard English
<b>Assessed</b> Written exam: 1 hour 45 minutes 80 marks 50% of GCSE	<b>Assessed</b> Written exam: 1 hour 45 minutes 80 marks 50% of GCSE	<b>Assessed</b> Teacher set throughout course Marked by teacher Separate endorsement (0% weighting of GCSE)

## ADDITIONAL INFORMATION:

All texts in the examination will be unseen. Speaking and Listening Assessments are still compulsory but no longer count towards the final English Language grade. Instead, one presentation will be set and marked by the teacher during the course.

EXAM BOARD: AQA

## SUBJECT INFORMATION:

Pupils will explore a range of literary texts for GCSE English Literature. This includes the study of Shakespeare, a 19th century novel and a range of modern texts and poetry.

## ASSESSMENT:

PAPER 1: SHAKESPEARE AND THE 19TH CENTURY NOVEL	PAPER 2: MODERN TEXTS AND POETRY
<b>What's assessed</b> Shakespeare plays – <i>Macbeth</i> * The 19th-century novel – <i>A Christmas Carol</i> *	<b>What's assessed</b> Modern prose or drama texts – <i>An Inspector Calls</i> * The poetry anthology – <i>Power and Conflict</i> cluster* Unseen poetry
<b>How it's Assessed</b> Written exam: 1 hour 45 minutes 64 marks 40% of GCSE	<b>How it's Assessed</b> Written exam: 2 hour 15 minutes 96 marks 60% of GCSE
<b>Questions</b> <b>Section A: Shakespeare:</b> pupils 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.  <b>Section B: The 19th century novel:</b> pupils 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.	<b>Questions</b> <b>Section A: Modern texts:</b> pupils will answer one essay question from a choice of two on their studied modern prose or drama text.  <b>Section B: Poetry:</b> pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.  <b>Section C: Unseen poetry:</b> Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

\*The texts may be subject to change. Pupils will be informed about text choices.





## ADDITIONAL INFORMATION:

All examinations happen at the end of Year 11. In addition, all of these examinations will be 'closed book', meaning that pupils will not be able to take any texts in with them, although they will be given extracts on the exam paper. It is therefore important that pupils keep detailed notes on the texts and skills that they study for future revision.



EXAM BOARD: **EDEXCEL**

## SUBJECT INFORMATION:

GCSE Mathematics enables pupils to:

- Have 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;
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## KEY CONTENT:

The aspects of the course fall under these headings:

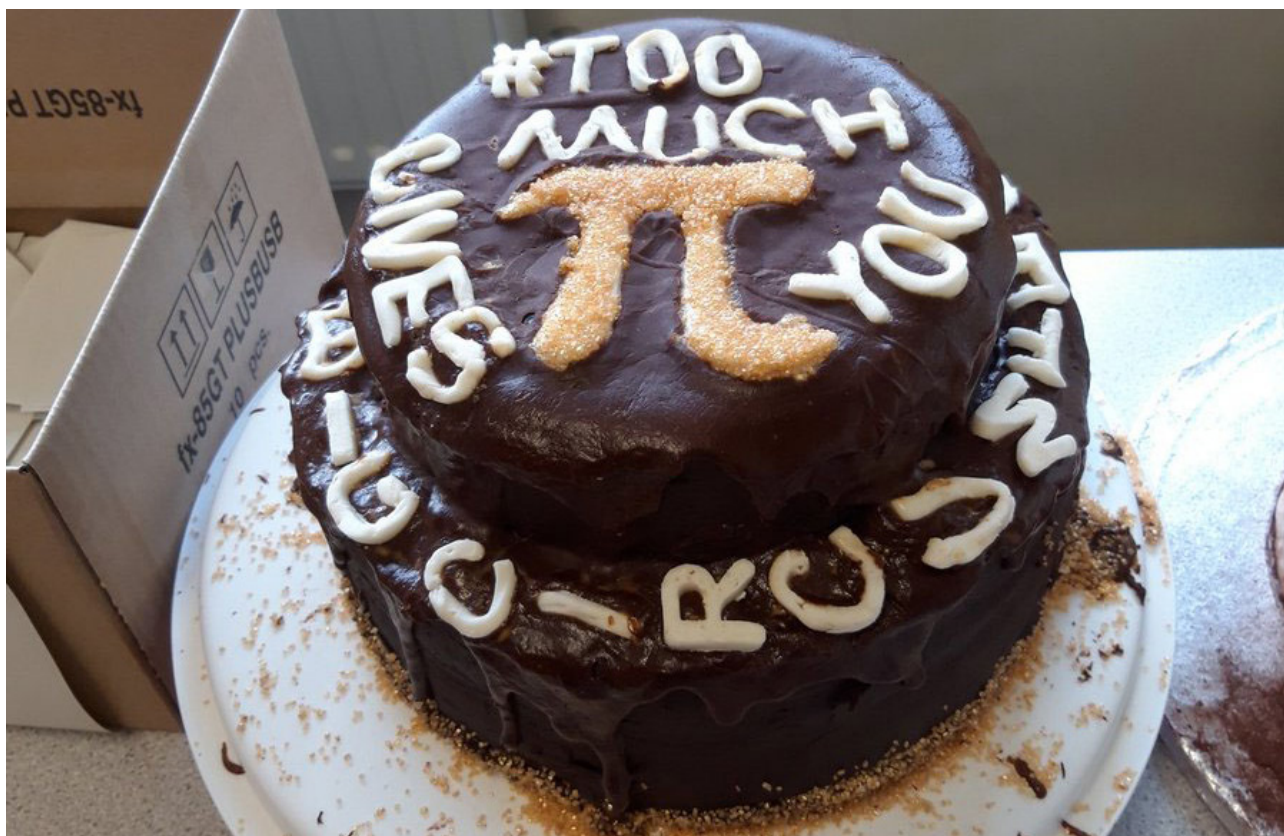
- a) Number
- b) Algebra
- c) Ratio and Proportion
- d) Statistics
- e) Geometry

Pupils at Cams Hill, start the GCSE course from the beginning of Year 9. This provides a good grounding for the GCSE course, securing key skills and continue to develop an ability to solve problems. Pupils continue to have two half termly Maths assessments (non-calculator and calculator papers) to support their progress and iron out any areas of weakness.

## ASSESSMENT:

Three written papers all 1.5 hours.

- P1 – Non calculator
- P2 – Calculator
- P3 – Calculator



## ADDITIONAL INFORMATION:

There are eight hours of timetabled lessons per fortnight, pupils are expected to bring a pen, pencil, ruler, rubber, protractor, compasses and scientific calculator.

Pupils will be expected to attend a weekly revision session in Year 11.

Our most able mathematicians may take an extra qualification in AQA Level 2 Further Maths to support the transition to Key Stage 5. Revision guides and workbooks are available to buy to support this course.

**GCSE Edexcel Revision and Practice books** (CGP) are available from school for £6.00.

**Casio Scientific Calculators** can be bought from the school for £8.85.

<http://vle.mathswatch.co.uk/vle/> – used for homework tasks and revision for the half-termly assessments & exams using the videos, worksheets and interactive questions.

<https://www.mathsgenie.co.uk> – topic practice with videos, worksheets and exam questions.

Follow us on Twitter @CamsMaths for the latest GCSE information and support.

EXAM BOARD: AQA



## SUBJECT INFORMATION:

Pupils have started studying GCSE Combined Science (double award). Most pupils will continue to study this course throughout Years 10 and 11. Pupils in our top sets for Science will study GCSE Biology, GCSE Chemistry and GCSE Physics; decisions about entries for separate Sciences from these top sets will be reviewed throughout the three year course.

## KEY CONTENT:

BIOLOGY	CHEMISTRY	PHYSICS
Cell biology	Atomic structure and the periodic table	Energy
Organisation	Bonding, structure, and the properties of matter	Electricity
Infection and response	Quantitative chemistry	Particle model of matter
Bioenergetics	Chemical changes	Atomic structure
Homeostasis and response	Energy changes	Forces
Inheritance, variation and evolution	The rate and extent of chemical change	Waves
Ecology	Organic chemistry	Magnetism and electromagnetism
	Chemical analysis	
	Chemistry of the atmosphere	
	Using resources	





## ASSESSMENT:

Pupils will sit all of their examinations at the end of the course. There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from the topics listed above. The written examinations are 1 hour 15 minutes long and are tiered (Foundation and Higher Tier).

# GCSE RELIGIOUS STUDIES

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EXAM BOARD: **AQA**

## SUBJECT INFORMATION:

Specification A. As we move ever more rapidly into a multi-faith world, GCSE RS seeks to equip pupils with the religious literacy skills, and spiritual, moral, social and cultural understanding to live life in modern Britain. British values (democracy, rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs) are embedded throughout the course.

## KEY CONTENT:

The course is divided into **two** parts:

1. The in-depth study of **two** major world religions (Christianity and Islam).
2. The study of religion and **four** philosophical and ethical themes.

The **religious studies** part will explore the core beliefs, teachings and practices of Christians and Muslims.

The four main philosophical and ethical themes explore:

### HUMAN RIGHTS

Attitudes towards prejudice, discrimination, sexuality, freedom of speech and religious expression. Beliefs about social justice, poverty and wealth including fair pay, people trafficking and charity.

### RELIGION & LIFE

Origins of the universe, stewardship and the environment, quality and sanctity of life, abortion and euthanasia.

### REVELATION & THE DIVINE

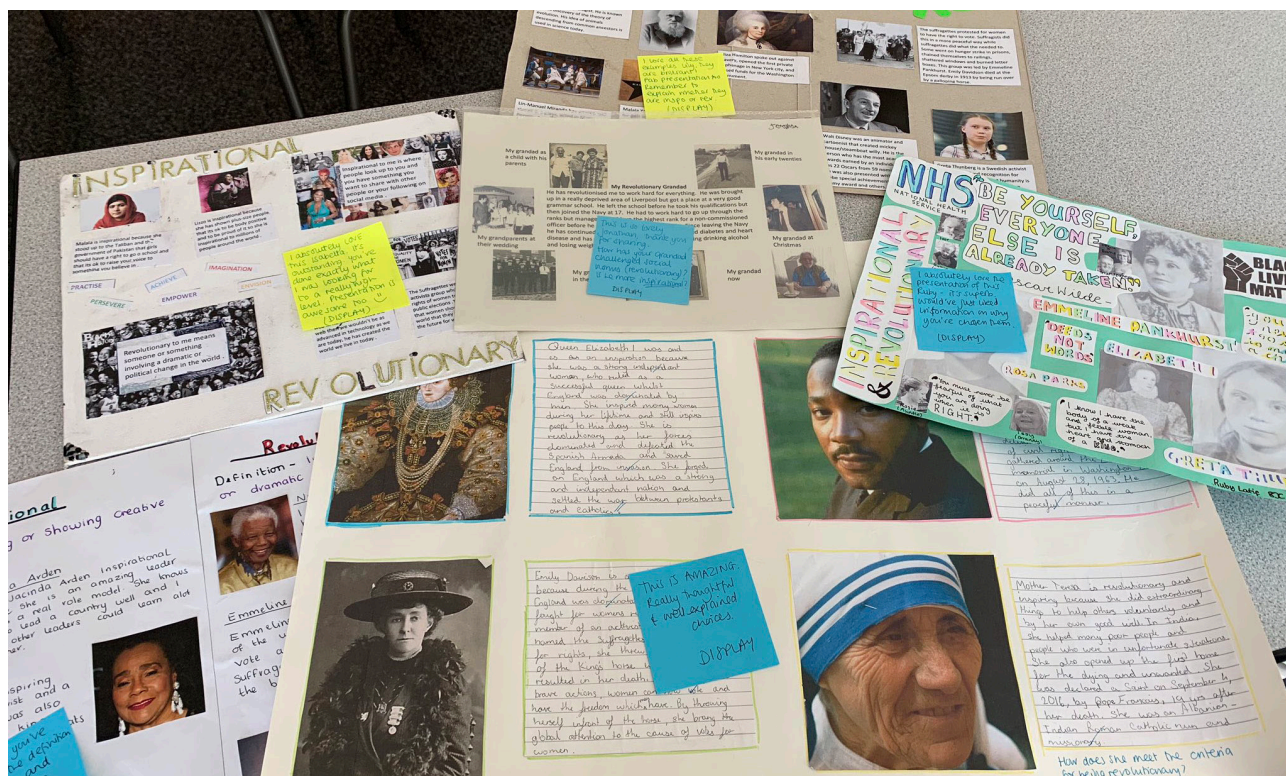
Philosophical discussions about the creation of the world including theories on design and cause. Arguments based on science about the existence of God. Attitudes towards vision, miracles, awe and wonder. The nature of the divine, scripture and revelation.

### RELIGION, CRIME & PUNISHMENT

Beliefs about crime and its causes, types of crime, attitudes towards law breaking, the aims of punishment, and the place of suffering and forgiveness.

**Each theme will be contextualised within the belief systems of Christianity and Islam.**





## ASSESSMENT:

The assessment of this course is 100% through examination. upils will sit **two** 1 hour 45 minutes papers at the end of Year 11.

## ADDITIONAL INFORMATION:

Revision guides and workbooks will be made available during Year 10 and 11.









# EXTENDED CORE SUBJECTS

PUPILS MUST CHOOSE TO STUDY ONE OF THE  
FOLLOWING:

GEOGRAPHY

HISTORY

MODERN FOREIGN LANGUAGE  
(FRENCH OR SPANISH)

AND MAY THEN CHOOSE TWO MORE FROM THE  
GUIDED CHOICES

# GCSE GEOGRAPHY

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## SUBJECT INFORMATION:

There are many reasons why Geography GCSE is a great option choice:

- It's about our home, planet Earth, so you're studying it by living on it;
- It's about many important topics such as climate change, development, sustainability and globalisation;
- It's useful for so many careers (architecture, land management, environmental science, town planning, leisure and tourism, civil engineering, transport, mapping, aid work, project management, conservation, academic geographer, geologist and so on);
- It's impressive to colleges, universities and employers because it is an academic yet accessible subject that includes so many useful skills;
- It's examined with a mixture of multiple-choice, gap-fill and short and longer answer questions; and
- It's taught at Cams Hill by a team of five specialists whose combined experience as teachers and geographers comes to 45 years!





## KEY CONTENT:

There are four units in the AQA GCSE Geography course:

1. Living with the physical environment, which covers earthquakes and volcanoes, hurricanes and floods, rivers and coasts, rain forests and deserts;
2. Challenges of the human environment, which covers cities in rich and poor countries, the economies of rich and poor countries, and the management of resources;
3. Geographical applications, which covers fieldwork and a decision-making exercise; and
4. Geographical skills, which covers map skills, graph skills and simple statistical skills (but these are taught as part of the above three units).

## ASSESSMENT:

The GCSE has three exam papers:

1. Physical Geography (which lasts 1 hour and 30 minutes and is worth 35 per cent of the grade)
2. Human Geography (which lasts the same and is worth the same)
3. Decision making and fieldwork (which lasts 1 hour and 30 minutes and is worth 30 per cent)

## ADDITIONAL INFORMATION:

Field trips are very important in Geography. Geography should be studied outside in the real world, field trips are some of the most memorable days of school and above all, GCSE pupils have to study two different local places to get fieldwork data for their third Geography exam. And, if mornings spent at Gunwharf Quays and Hill Head Beach aren't exciting enough, there's also the chance to go to Iceland in Year 11!

EXAM BOARD: AQA



## SUBJECT INFORMATION:

All History specifications require pupils to study a mix of history across different time periods. The content will consist of: a thematic study; a British depth study; a study of a historic environment; a period study; a modern depth study. Pupils will develop a broad knowledge and understanding of the past which will help them to explain the world in which we live today. The course involves a lot of reading and writing and those pupils who have opted for it in the past have found that they have experienced a very interesting, informative, thought-provoking and enjoyable two-year course.

## KEY CONTENT:

Pupils will be asked to study the following topics:

### YEAR 10

The Period Study: Germany, 1890-1945: Democracy and Dictatorship

Thematic Study: Britain, Health and the People, c1000 to Present Day

### YEAR 11

British Depth Study: Elizabethan England, c1568-1603

Historic Environment: *location to be confirmed by AQA but will be linked to the British depth study*

Modern Depth Study: Conflict and Tension in Asia, 1950-1975

## ASSESSMENT:

Pupils will be expected to complete two exams at the end of Year 11.

### PAPER 1:

Understanding the modern world, 2 hours (50% of their final grade)

### PAPER 2:

Shaping the nation, 2 hours (50% of their final grade)





## ADDITIONAL INFORMATION:

Pupils may have the opportunity to visit Berlin as part of the period study on Germany. We are always willing to develop extra curricular opportunities to support the GCSE course; for example, Year 11 have previously completed workshops at Fort Nelson to develop their understanding of changes in surgery between the Renaissance and Nineteenth Century.



EXAM BOARD: AQA

## SUBJECT INFORMATION:

## “WHERE WILL YOUR LANGUAGES TAKE YOU?”

Learning a foreign language gives you a key to open the door to opportunities which someone without that experience will never have.

Whether aiming for a career at home or abroad, speaking another language provides a competitive edge in our global community. Second language acquisition gives one the unique opportunity to communicate with a wider range of people in a personal and professional capacity.

## KEY CONTENT:

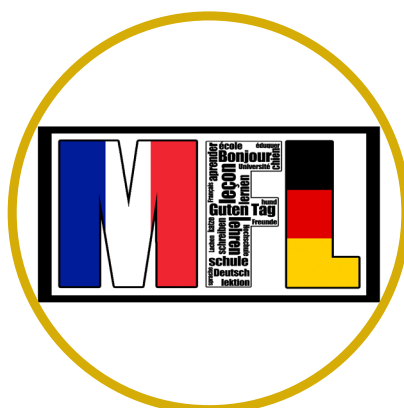
In MFL you will learn to communicate using four skills, reading, writing, speaking and listening.

These skills will be used to cover the 3 GCSE themes in languages.

**Theme 1:** Identity and culture.

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

**Theme 3:** Current and future study and employment.







## ASSESSMENT:

Foundation Tier (Grades 1–5)

Higher Tier (Grades 4–9)

Students must take all four question papers at the same tier.

### PAPER 1: 25%: LISTENING

Understanding and responding to different types of spoken language.

### PAPER 2: 25%: SPEAKING. NON EXAM ASSESSMENT

Communicating and interacting effectively in speech for a variety of purposes.

### PAPER 3: 25%: READING

Understanding and responding to different types of written language.

### PAPER 4: 25%: WRITING

Communicating effectively in writing for a variety of purposes.

## ADDITIONAL INFORMATION:

We offer opportunities for language pupils to visit the country of the language they are studying and to virtually meet and communicate with pupils from a linked school. We work with the local universities who offer support in further education opportunities and enrichment days.







# GUIDED CHOICES

YOU MAY CHOOSE TWO FROM  
THE GUIDED CHOICES:

ART, CRAFT & DESIGN

ART GRAPHICS

ART TEXTILES

ART THREE-DIMENSIONAL DESIGN

BUSINESS STUDIES

CHILD DEVELOPMENT

CLASSIC CIVILISATION

COMPUTER SCIENCE

CREATIVE IMEDIA PRODUCTION

DANCE

PRODUCT DESIGN

DRAMA

ECONOMICS

FRENCH

FILM STUDIES

GEOGRAPHY

HEALTH & SOCIAL CARE

HISTORY

HOSPITALITY & CATERING

MUSIC

PERFORMING ARTS (MUSIC)

PE (GCSE/BTEC)

PHOTOGRAPHY

PSYCHOLOGY

SOCIOLOGY

SPANISH

STATISTICS

UNIFORMED SERVICES

# GCSE ART: ART, CRAFT AND DESIGN



EXAM BOARD: **AQA**

## SUBJECT INFORMATION:

GCSE Art, Craft and Design promotes learning across a variety of experiences, processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. It encourages pupils to explore an increased breadth of approach with a wide range of creative, exciting and stimulating opportunities. This course is a strong foundation for further progression to Art, Craft and Design related courses such as A-level Art and Design and enhanced vocational and career pathways.

## KEY CONTENT:

The two year course is made up of two components.

### COMPONENT 1: PORTFOLIO OF WORK (60%)

Pupils will study two projects during years 10 & 11 which constitute a Portfolio of Work. Previous years projects have included Fantastic & Strange, Expressive Portraits, Science in Art , Nature as Inspiration and Coastal Environments. Each project will result in a final piece which explores work associated with different pathways such as fine art, graphic communication, textile design, three-dimensional design and/or photography depending on each individual. During the course pupils will also prepare for a practical exam in Year 10 and a mock exam in the Autumn Term of Year 11. Work produced in these exams will be included in the portfolio of work. Component 1 forms 60% of the final grade.





## COMPONENT 2: EXTERNALLY SET ASSIGNMENT (40%)

AQA will provide a separate externally set assignment where pupils will select and respond to one starting point. This is released in the January of Year 11 and pupils will have a preparatory period of time, followed by a 10 hour exam of unaided, independent, focused study. This takes place under strict exam conditions. Component 2 forms 40% of the final grade.

## ASSESSMENT:

Work produced for component 1 and 2 will be assessed internally prior to an external moderator visiting the centre. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives. You can find out more about the GCSE Art, Craft and Design syllabus by following this link <http://www.aqa.org.uk/subjects/art-and-design/gcse> if you have any further questions or enquires please get in touch.

## ADDITIONAL INFORMATION:

- Key Stage 4 pupils receive five one hour GCSE Art lessons per fortnight.
- Pupils are required to spend a minimum of two hours a week on their Art outside of lesson time.  
**Commitment is essential when studying this course.**
- KS4 pupils are offered extra-curricular catch-up sessions and these will become compulsory if a pupil fails to complete homework.
- We also seek to enrich the curriculum through inviting artists or educators from industry, post-16 establishments, in addition to taking pupils on visits to post-16 providers and art galleries and spaces.
- We also seek to enrich the curriculum through taking pupils on visits to post-16 providers and art galleries and spaces.
- A £10 contribution is requested at the start of each year towards the cost of materials.

EXAM BOARD: **AQA**

## SUBJECT INFORMATION:

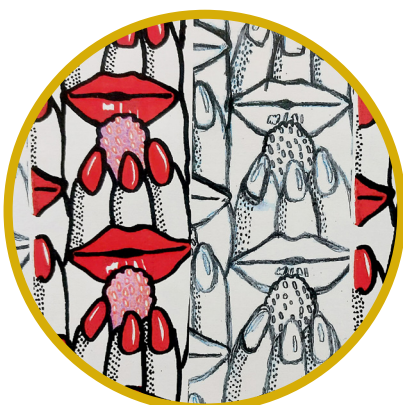
GCSE Graphic communication is a great course aimed at those who love expressing themselves whilst working towards meeting a client brief. This course combines pupils' creative art skills with a variety of different graphic styles using typography. It inspires pupils to explore their creative potential further than just creating a single image. This can be designing book and magazine front covers, film poster artwork, album cover design, fashion artwork etc. Pupils will continue to develop their drawing skills whilst also learning new skills such as lettering, spray painting, stencil cutting, lino print cutting as well as an introduction to mixed media techniques. There will be a element of taught Photoshop work. This course is a strong foundation for further progression to Art, Craft and design related courses such as A Level Graphics, Communication design and Art and Design.

## KEY CONTENT:

The two year course is made up of two components.

### COMPONENT 1: PORTFOLIO OF WORK (60%)

Pupils will study two projects during years 10 & 11 which constitute a Portfolio of Work. Areas of study for the portfolio of work may include: understanding and designing lettering, creating repeating pattern designs, making communication graphics and designs for poster prints and illustration. The main purpose of Graphic design is to communicate. Primarily graphic design is visual communication; it uses typography, images, and colours to represent certain ideas or message. Each project will result in a final piece and a portfolio that shows coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial ideas to the realisation of outcomes and a selection of further work undertaken by the student.







## COMPONENT 2: EXTERNALLY SET ASSIGNMENT (40%)

AQA will provide a separate externally set assignment where pupils will select and respond to one starting point. This is released in the January of Year 11 and pupils will have a preparatory period of time, followed by a 10 hour exam of unaided, independent, focused study. This takes place under strict exam conditions. Component 2 forms 40% of the final grade.

## ASSESSMENT:

Work produced for component 1 and 2 will be assessed internally prior to an external moderator visiting the centre. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives. You can find out more about the GCSE Art, Craft and Design syllabus by following this link <http://www.aqa.org.uk/subjects/art-and-design/gcse> if you have any further questions or enquires please get in touch.

## ADDITIONAL INFORMATION:

- Key Stage 4 pupils receive five one hour GCSE Graphics lessons per fortnight.
- Pupils are required to spend a minimum of two hours a week on their work outside of lesson time.  
**Commitment is essential when studying this course.**
- KS4 pupils are offered extra-curricular catch-up sessions and these will become compulsory if a pupil fails to complete homework.
- We also seek to enrich the curriculum through inviting artists or educators from industry, post-16 establishments, in addition to taking pupils on visits to post-16 providers and art galleries and spaces.
- A £10 contribution is requested at the start of each year towards the cost of materials.

EXAM BOARD: AQA

# GCSE ART: ART TEXTILES

## SUBJECT INFORMATION:

Please be aware that this has the same examination code as other art subjects so should not be chosen alongside Art or Photography without consultation with staff.

## AREAS OF STUDY:

Pupils are required to work in **one or more** area(s) of textile design, such as those listed:

- Art textiles;
- Fashion design and illustration;
- Costume design;
- Constructed textiles;
- Printed and dyed textiles;
- Surface pattern;
- Stitched and/or embellished textiles;
- Soft furnishings and/or textiles for interiors;
- Digital textiles;
- Installed textiles;

## KEY CONTENT:

Pupils receive five one-hour GCSE Art Textiles lessons per fortnight. Key Stage 4 pupils are offered extra-curricular opportunities to add to the work produced in lessons. We are also seeking to enrich the curriculum through working with artists or post-16 establishments which will help feed into the next stage of Further Education.

## ASSESSMENT:

### COMPONENT 1: PORTFOLIO

A portfolio that shows coverage of the four assessment objectives.

It must include a sustained project evidencing the journey from initial ideas to the realisation of outcomes and a selection of further work undertaken by the student.



### HOW IT'S ASSESSED

- No time limit
- 96 marks
- 60% of GCSE

### COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Pupils respond to a chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives.

### HOW IT'S ASSESSED

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA in June of Year 11.

## ADDITIONAL INFORMATION:

Pupils will find it useful to have drawing equipment and fine liners for the lessons.

A £15 contribution is also requested at the start of Year 10 towards the cost of materials.

# GCSE ART: THREE DIMENSIONAL DESIGN

EXAM BOARD: **AQA**

## SUBJECT INFORMATION:

GCSE Three-Dimensional design is the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills. This is an exciting new course for Cams Hill School pupils delivered by the Art department for pupils who are interested in an art based course with three-dimensional based skills. This course is a strong foundation for progression to Art, Craft and Design related courses such as A-level Art and Design and enhanced vocational and career pathways.

## KEY CONTENT:

The two year course is made up of two components.

### COMPONENT 1: PORTFOLIO OF WORK (60%)

The two year course is made up of two components. Component 1: Portfolio of Work (60%) Pupils will study two projects during years 10 & 11 which constitute a Portfolio of Work. Each project will result in a final piece which explores work associated with different pathways such as architectural design, sculpture, ceramics, jewellery and body adornment, designs for theatre, film and television. During the course pupils will also prepare for a practical exam in Year 10 and a mock exam in the Autumn Term of Year 11. Work produced in these exams will be included in the portfolio of work. Component 1 forms 60% of the final grade.

### COMPONENT 2: EXTERNALLY SET ASSIGNMENT (40%)

AQA will provide a separate externally set assignment where pupils will select and respond to one starting







point. This is released in the January of Year 11 and pupils will have a preparatory period of time, followed by a 10 hour exam of unaided, independent, focused study. This takes place under strict exam conditions. Component 2 forms 40% of the final grade.

## ASSESSMENT:

Work produced for component 1 and 2 will be assessed internally prior to an external moderator visiting the centre. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives. You can find out more about the GCSE Three-Dimensional design syllabus by following this link <http://www.aqa.org.uk/subjects/art-and-design/gcse> if you have any further questions or enquires please get in touch.

## ADDITIONAL INFORMATION:

- Key Stage 4 pupils receive five one hour GCSE Three-Dimensional design lessons per fortnight.
- Pupils are required to spend a minimum of two hours a week on their work outside of lesson time.  
**Commitment is essential when studying this course.**
- KS4 pupils are offered extra-curricular catch-up sessions and these will become compulsory if a pupil fails to complete homework.
- We also seek to enrich the curriculum through inviting artists, designers or educators from industry, post-16 establishments, in addition to taking pupils on visits to post-16 providers and art galleries and spaces.
- A £10 contribution is requested at the start of each year towards the cost of materials.

# GCSE BUSINESS STUDIES

36

**EXAM BOARD: EDEXCEL****Business  
Studies**

## SUBJECT INFORMATION:

If you enjoy watching programmes such as The Apprentice or Dragons' Den, communicating and explaining your ideas, thinking creatively, making decisions and solving problems, then a Business Studies GCSE may be the right course for you. Become skilled in finance, dealing with data and communicating effectively. A Business course could lead to work in a business-related profession such as accountancy, law, marketing or human resources.

## KEY CONTENT:

### WHAT WILL YOU LEARN?

**Theme 1** concentrates on the key business concepts, issues and skills involved in starting and running a small business including promotion, finance and ownership

**Theme 2** examines how a business develops beyond the start-up phase. It focuses on the key issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources.

## ASSESSMENT:

### THEME 1: INVESTIGATING SMALL BUSINESS

- Written examination: 90 minutes
- 50% of the qualification
- The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

### THEME 2: GROWING A BUSINESS

- Written examination: 90 minutes
- 50% of the qualification
- The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.



## ADDITIONAL INFORMATION:

Throughout the course, pupils will be given a number of opportunities to develop their own business ideas and put their learning to good use. Where available, pupils will also be able to participating in local and national enterprise challenges giving them an invaluable experience and employability boost.

# CAMBRIDGE NATIONAL LEVEL 1/2 CERTIFICATE IN CHILD DEVELOPMENT

EXAM BOARD: OCR

## SUBJECT INFORMATION:

This course offers the right combination of knowledge, understanding and practical skills. There are two units, that are assessed by the school and have practical task-based opportunities where pupils can combine their skills and common sense along with the theory content. The course will be taught around a series of practical tasks that build on and apply the theory.

The exam cover topics such as: responsibilities of parenthood, contraception and reproduction, antenatal, health, delivery, postnatal checks, illnesses and child safety. It leads onto vocational courses at college in Child Development or similar courses such as Health and Social Care or A Levels in Sociology or Psychology.

## KEY CONTENT:

**R057:** This is the starting point for all the other units of work first unit underpins all of the other learning in this qualification. All pupils will learn the essential knowledge and understanding for child development; covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other Child Development qualifications. This unit is assessed by an exam (1hr 15 mins). **This will equate to 40% of the final grade.**

**R058** Pupils will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices and carry out practical task. These evaluation skills are very transferable and will be of use in further studies in most areas.

**R059:** Pupils will gain knowledge of how children develop and use this to create activities to carry out with children up to the age of five and compare them with development norms. This unit covers researching, planning, skills to carry out the activities with children, observing and reviewing as well as an understanding of the development of children. **Unit R058 and R059 have equal weighting of 30% of the full GCSE grade.**





## ASSESSMENT:

**Assessment 1** – R059 Understand the development of a child from one to five years.

**Assessment 2** – R058 Create a safe environment and understand the nutritional needs of children from birth to five years. **R059 and R058 are the controlled assessment modules.**

**Assessment 3** – R057 Health and well-being for child development is the topic for the **external examination.**

## ADDITIONAL INFORMATION:

There may be extra costs for any trips to visit placements to see good practice.

# GCSE CLASSIC CIVILISATION

EXAM BOARD: OCR



40

## SUBJECT INFORMATION:

Myth and religion have always been interesting areas of study, and this GCSE provides the opportunity to study both the Greek and Roman worlds from 3000 BCE to 500 CE. Pupils will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman worlds. Myth as a symbol of power will be explored, as will myths about the underworld.

This GCSE will provide opportunity to study one of the epic journeys of the ancient world: the fantastical and enjoyable tales of Odysseus' exploits as he travels home from the battle of Troy.

Pupils will also look at the role of religion in the everyday lives of Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs of the ancient world will provide opportunity to explore and develop understanding of how these cultural elements have influenced our modern society.

Ancient Greek and Roman culture will also be studied, including valuable archaeological sites, sculpture, jewellery and frescos. Everyday life is explored, allowing pupils to consider what life was like for real people in this period, rather than simply focusing on the exploits of epic heroes.

## KEY CONTENT:

Pupils will be asked to study the following topics:

- Myth and Religion in Ancient Greece and Rome
- Homer's Odyssey and the presentation of Odysseus
- Everyday life in the Ancient Greek and Roman world
- The role of the decorative arts in reflecting ancient Greek and Roman culture



## ASSESSMENT:

Pupils will be asked to complete two exams at the end of Year 11.

Paper 1: Myth and Religion, 1 hour 30 minutes (50% of their final grade)

Paper 2: The Homeric World, 1 hour 30 minutes (50% of their final grade)





## ADDITIONAL INFORMATION:

In order to develop their skills, knowledge and understanding of the classical world, students need to demonstrate a good ability to read large amounts of text and write at length in an essay style.



EXAM BOARD: **EDEXCEL**

## SUBJECT INFORMATION:

Are you interested in programming your own software applications? Are you interested in Computer Systems, Networking and Cyber Security? If so, GCSE Computing Science could be for you!

## KEY CONTENT:

### COMPUTER SYSTEMS

This component will introduce pupils to the Central Processing Unit (CPU), computer memory and storage, wireless networks and topologies, system security and system software. Pupils will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

### COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING

Pupils will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic and facilities of computing languages. Pupils will also become familiar with computing related mathematics and complete a Programming Project.





Where available, pupils will have the opportunity to put their programming skills to the test by competing in local and national programming challenges. There are a number of these available throughout the qualification and students are encouraged to take part in as many as they can.



EXAM BOARD: PEARSON



## SUBJECT INFORMATION:

This vocational qualification is aimed at engaging learners interested in working in the creative and digital media sectors, including animation, digital graphics, film making, gaming and web development.

The course offers knowledge in a number of key areas in the digital-media field such as pre-production skills through to a creative final product. Creative Media Production has a motivating, hands-on approach to teaching and learning, whilst using and learning industry standard software and techniques. The course is made up from a range of units which allow for flexibility and suiting the individual needs.

## KEY CONTENT:

**Exploring Media Products:** Learners will develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques.

**Developing Digital Media Production Skills:** Learners will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.

**Create a Media Product in Response to a Brief:** In this unit the pupils will use industry standard web design software to design and create a website. The pupils will learn how to create animated banners, rollover navigation buttons and video content and arrange into a website aimed at a particular audience and purpose.





## ASSESSMENT:

The course features 3 units. Units 1 And 2 are internally assessed and moderated externally. Unit 3 is an externally assessed synoptic unit.

All units require students to work creatively on computers.

**The course is marked with Pass, Merit, Distinction and Distinction\* grades.**

## ADDITIONAL INFORMATION:

This course is recommended for pupils who have an interest in a career in digital media. This may involve working within the graphics, web, gaming and animation industries.

Pupils need to be able to generate a variety of creative ideas and to be able to thoroughly analyse and evaluate digital products.

# GCSE DANCE

446

**EXAM BOARD: AQA**

## SUBJECT INFORMATION:

This Dance GCSE course combines both the practical and theoretical elements of Dance through the analysis of production and the creation of choreography and performance-based work. Dance will create independent thinkers with skills in teamwork, analysis, evaluation, communication, resilience, problem solving, creativity, confidence and organisation. This GCSE will not only help pupils develop skills for progression with performing arts and production but many careers look for people that have taken creative subjects due to the importance on the above skills.

## KEY CONTENT:

### COMPONENT 1: PERFORMANCE AND CHOREOGRAPHY (60% PRACTICAL)

**PERFORMANCE – ASSESSED INTERNALLY BY TEACHER THEN SENT TO AQA FOR MODERATION.**

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

**CHOREOGRAPHY – ASSESSED IN SCHOOL BY TEACHER THEN SENT TO AQA FOR MODERATION.**

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







## COMPONENT 2: DANCE APPRECIATION (40% THEORY)

### APPRECIATION (THEORY) – WHAT'S ASSESSED?

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work

Critical appreciation of professional works

## ADDITIONAL INFORMATION:

Pupils work in groups in Dance and so some work will need to be rehearsed or completed in the Dance studio after school. During choreography work preparation in year 11 pupils need to commit to one after school rehearsal each week and need to be committed to working with a range of other dancers.

Pupils in GCSE dance are expected to take part in extra curricular dance activities and support year 11's by being in their choreographies which will also aid them in preparation for their own.

EXAM BOARD: EDEXCEL



## SUBJECT INFORMATION:

This Technology GCSE combines the subject areas of Textiles, Resistant Materials and Systems and Control into a whole new subject. Pupils study all areas and have the opportunity to explore a particular material area in greater depth. Pupils are encouraged take a product design type approach to projects and use multiple materials. It is an ideal course for pupils who like working in several material areas as there are no restrictions on materials used when designing.

## KEY CONTENT:

It allows pupils to explore, design, create and evaluate prototypes to solve real world problems but keeps imaginative practical work at its heart. Pupils will gain a broad understanding of technical, designing and making principles. Relevant maths and science skills are integrated in everyday practical applications.

## ASSESSMENT:

PAPER 1 – EXAMINATION	NON-EXAM ASSESSMENT (CONTEXTUAL CHALLENGE)
<b>What's assessed</b> <ul style="list-style-type: none"> <li>Core content</li> <li>Material categories i.e. Timbers, Textiles, paper and boards</li> </ul>	<b>What's assessed</b> <p>Pupils complete a project based on a challenge released by the exam board early June in Year 10.</p> <ul style="list-style-type: none"> <li>The project will test pupils' skills in investigating, designing, making and evaluating a prototype of a product.</li> <li>Task will be internally assessed and externally moderated.</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 45 mins</li> <li>100 marks</li> <li>50% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>30-35 hours</li> <li>100 marks</li> <li>50% of GCSE</li> </ul>
<b>Questions</b> <b>Section A: Core content (40 marks)</b> and <b>Section B: Material categories (60 marks)</b> both sections contain a mixture of different question style.	



## WHAT DOES THIS COVER?

The course will provide a mix of theory and practical applications. It will train pupils to investigate needs and research, and create a product specification. Design will be produced using different Inspirations and settings. Manufacture will focus on quality and accuracy.

## ADDITIONAL INFORMATION:

A £15 contribution is also requested at the start of Year 10 towards the cost of materials.

# GCSE DRAMA

EXAM BOARD: **AQA**



## SUBJECT INFORMATION:

Drama is a well-respected academic and vocational GCSE course which can lead directly to A-Level Performing Arts and Theatre Studies but also a desirable course for many other fields. Drama will create independent thinkers with skills in research, working with others, analysis, evaluation, communication, time management, ICT, problem solving, planning and organisation.

## KEY CONTENT:

### COMPONENT 1: UNDERSTANDING DRAMA

Pupils study the performance challenges of a set text. They will also go to see a live performance and will be required to write a live theatre evaluation. This work leads directly to the written examination.

### COMPONENT 2: DEVISING DRAMA

Pupils explore a stimulus resulting in a final practical performance. Alongside the practical work they must create a log book that documents the creative process.

### COMPONENT 3: TEXTS IN PRACTICE

Pupils explore a play text and prepare two performances of extracts from the script. These can be monologues, duologues or group pieces.

## ASSESSMENT:

<b>Component 1</b>	Written exam	40%
<b>Component 2</b>	Final devised performance and log book	40%
<b>Component 3</b>	Final performance of 2 extracts (marked by an external examiner)	20%





## ADDITIONAL INFORMATION:

Pupils work in groups in Drama and so some homework will need to be completed in the Drama studios after school. During practical work preparation, pupils need to commit to one after school performance rehearsal each week.

The dates for the practical exams are non-negotiable.

Lines must be learnt for Component 3.





# GCSE ECONOMICS (9-1)

52

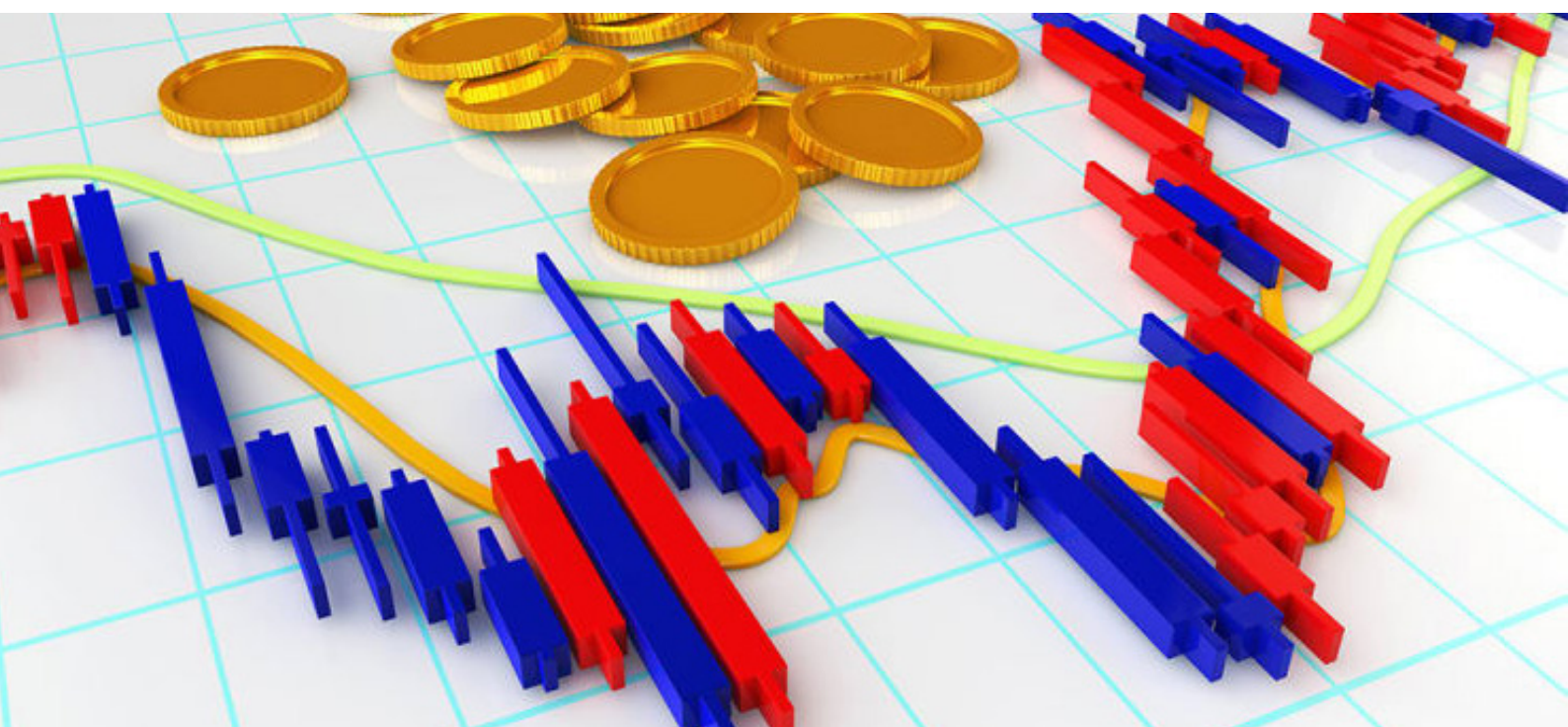
**EXAM BOARD:** OCR

## SUBJECT INFORMATION:

Economics is about people and their economic choices. This course enables learners to appreciate that we are all part of the economy and that economics relates to every aspect of our lives – from the decisions of individuals or families to the structures created by governments and producers.

By learning how to explain and evaluate economic problems and possible solutions, pupils will acquire a way of thinking as economists and develop a logical approach to reasoning. By learning how to use economic data from a range of sources, such as tables, charts and graphs, pupils will acquire the skills to make informed judgements and to communicate in a clear and concise way.

GCSE Economics will enable learners to become better-informed and more responsible citizens, consumers and producers.





## KEY CONTENT:

### WHAT WILL YOU LEARN?

Pupils will be asked to study the following topics:

- Introduction to Economics and the basic economic problem
- The role of markets and money
- Economic objectives and the role of government
- International trade and the global economy

## ASSESSMENT:

Pupils will be asked to complete two exams at the end of Year 11.

Paper 1: Introduction to Economics, 1 hour 30 minutes (50% of their final grade)

Paper 2: National and International Economics, 1 hour 30 minutes (50% of their final grade)

## ADDITIONAL INFORMATION:

In order to develop their skills, knowledge and understanding of economic concepts, students need to demonstrate a good ability to construct, understand and manipulate a variety of graphs and data sets presented in a number of different ways.

# GCSE FILM STUDIES

EXAM BOARD: **EDUQAS**

## SUBJECT INFORMATION:

Film studies is a dynamic and intellectually stimulating subject that offers a unique blend of creative and academic learning. Studying film can broaden students' analytical and critical thinking skills, whilst also nurturing their creativity and appreciation for the art form. Film Studies equips students with transferable skills that are valuable across various academic disciplines.

## KEY CONTENT:

### WHAT WILL YOU LEARN?

Component 1: Key Developments in US Film

Section A: US film Comparative Study. Three questions based on the films studied and comparing them.

Section B: Key Developments in film and film technology. One multi-part question.

Section C: US Independent Film. One question on the US independent film studied.

We will be focusing on the films: Dracula and the Lost Boys for Comparative Study and the film Ladybird for the Independent film.

Component 2: Global film: Narrative, Representation and Film Style

Section A: Global English Language film (Babadook)

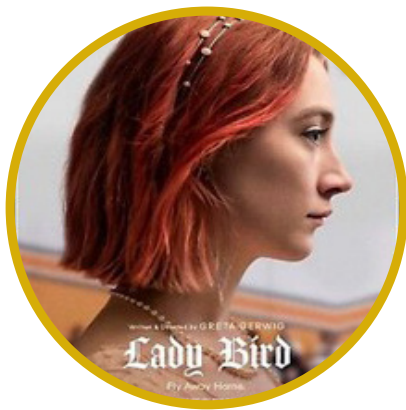
Section B: Global Non-English Language Film (Tsotsi)

Section C: Contemporary UK Film (Attack The Block)

Component 3: Production

Produce the opening 2-2.5minutes of a horror film.





## ASSESSMENT:

**COMPONENT 1** - Key Development in US Film Exam: 1 hour 30 minutes 35% of Qualification

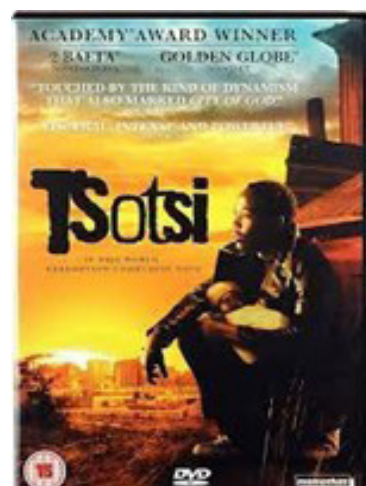
**COMPONENT 2** - Global film: Narrative, Representation and Film Style Exam: 1 hour 30 minutes 35% of qualification

**COMPONENT 3** - Production Non-exam Assessment 30% of Qualification

## ADDITIONAL INFORMATION:

To supplement their learning and extend their film knowledge, we offer a film club after school each week, which runs alongside the course. This film club provides pupils with an opportunity to deepen their understanding of cinema. Additionally, the film club offers a platform where pupils can collaborate and exchange ideas, allowing them to develop their skills in teamworking, communication, and critical analysis.

Pupils will also be expected to film outside of lesson time.





# LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE IN HEALTH AND SOCIAL CARE

EXAM BOARD: OCR

## SUBJECT INFORMATION:

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society. This makes it an ideal subject to study as the demand for people to carry out these vital roles will increase.

This subject provides a good blend of practical application alongside the theory side. There are also strong links to post-16 education in this important sector.

## KEY CONTENT:

There is a mandatory unit, Principles of Care, which focuses on the rights of service users and the values of person centred care that are used when working in health, social care or early years environments. All good practice is based on these values and helps those working in various settings to apply quality practice. The unit also provides an overview of legislation, its impact on the care settings and how it protects people. The hygiene, safety and security needed to help create and promote a healthy and safe environment is also covered and assessed in an exam which is 40% of the overall grade.

Many individuals who use these services often feel vulnerable and are lacking in confidence. We look at how staff can be friendly in their approach, apply the values of good care and be supportive. Studying this will you understand how to help people to feel respected and promote their own health and well-being. Pupils apply their knowledge and understanding through the use of focused activities such as role-play, case studies and scenarios. The subject will help prepare for most forms of work place where communication is an important factor.

## ASSESSMENT:

M = MANDATORY UNIT O = OPTIONAL UNIT

**RO32 (M) – written examination paper, exam board set and marked. 1 hour 15 minutes: learners answer all questions with a mix of short and long style exam questions. This is 40% of the final GCSE grade.**





**RO33 (M) – Supporting individuals through life stages.** This looks at the life stages and the life events that take place. It will explore the impact that the life events can have and support sources available. It will then use a case study to explore support available for that individual. **This module is worth 30% of the final GCSE grade.**

Pupils then study **one** further unit from the options below which is assessed through internal assessment and then moderated by OCR. **This final module is worth 30% of the final GCSE grade.**

**RO35 (O) – Health promotion campaigns.** This looks at current public health issues and the impact on society. It studies factors that influence health and using this information, pupils will plan: create, deliver and then evaluate a health promotion. **These two modules are each worth 30% of the final GCSE**

**RO34 (O) – Creative and therapeutic activities.** This looks at a range of creative activities and therapies that are available in health and social care settings and understand the physical, intellectual, emotional, and social benefits of these. Pupils will plan, deliver and evaluate a creative activity. **These two modules are each worth 30% of the final GCSE**

## ADDITIONAL INFORMATION:

Where possible the course will be supported with off-site visits to see the theory in practice and there may be a cost involved for transport.

# HOSPITALITY AND CATERING

58

EXAM BOARD: **WJEC LEVEL 1/2 VOCATIONAL AWARD**

## SUBJECT INFORMATION:

The WJEC Level 1/2 Award in Hospitality and Catering is made up of two mandatory units:

- Unit 1 – The Hospitality and Catering Industry
- Unit 2 – Hospitality and Catering in Action

This course develops the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect hospitality and catering operations. Learners will also have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. It leads very nicely in further education course offered locally.

## KEY CONTENT:

The learning will take be a mixture of practical tasks that support the theory and maybe in the form of team work, individual tasks or whole class activities. They will also take part in planning, preparing and catering for some whole school events to model good practice. We are hoping to set up links with local colleges so pupils can see the career and further studies opportunities linked to this subject. We will link with external experts who will come into school and share their practical cooking skills.



## ASSESSMENT:

The WJEC Level 1/2 Award in Hospitality and Catering is assessed using a combination of internal and external assessment.

**Unit 1: The Hospitality and Catering Industry** will be externally assessed. The on-line external assessment (1 hour 20 minutes exam) is a mixture of short and extended answer questions. This is 40% of the final GCSE grade.

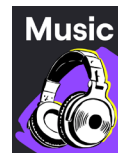
**Unit 2: Hospitality and Catering in Action** Learners use the knowledge gained in unit 1 to propose new hospitality and catering provision for specific restaurants and locations. They explore different types of establishment and service before deciding on a menu that suits the needs of their potential market and clients. They will then prepare, cook and present a selection of dishes in a practical exam situation over approximately 12 hours. The brief is provided by the exam board and then marked and moderated in school before being sent away for final external marking. This accounts for 60% of final GCSE grade.

## ADDITIONAL INFORMATION:

This course equips pupils not only to be employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. It introduces them to the whole vocational area beyond the kitchen environment.

In Year 10 we will build up practical skills for the assessment in Year 11. This will involve a practical cooking session on average once a week which will have a financial implication as well as organisation.



EXAM BOARD: **EDEXCEL**

## SUBJECT INFORMATION:

If you enjoy being creative, love music and can either play a musical instrument or sing then you will really enjoy this course. The current specification provides pupils who have a particular interest in performing or composing with a strong foundation for further study at Further Education.

## KEY CONTENT:

GCSE Music is designed to inspire the next generation of musicians. Whether you are a performer or composer, the course covers an exciting, wide range of musical topics and activities that are designed to allow the young musician to develop into confidence performers and composers.

You will study music through performing, composing and appraising.

As a **performer** you will have the freedom to develop your own chosen repertoire. Music can be played from the Classical tradition or the Rock/Pop tradition (or a combination of both).

You'll work by yourself and in small groups to develop and hone your **composing** skills. You will be able to take advantage of the Department's music technology to create multi-tracked pieces of music using either GarageBand or Sibelius to compose your own pieces.

You will develop your **listening and appraising** skills by studying eight pieces of music from a wide range of genres (Instrumental Music, Vocal Music, Music for Stage and Screen and Fusions).

## ASSESSMENT:

- Performing 30% – You must record at least one solo and one ensemble performance.
- Composing 30% – You must compose at least two pieces of music that contrast each other.
- Listening & Appraising 40% – 1 hour and 45 minute written listening exam with questions focused around the eight set works.



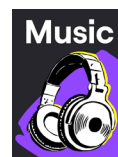


## ADDITIONAL INFORMATION:

Pupils are encouraged to take an active role in all aspects of the musical life of the school and will be invited to take part in concerts and evening trips to concert halls and theatres. The course is designed to give all pupils the opportunity to develop their knowledge, understanding and skills of music whatever their previous experience.



# LEVEL 1/2 PERFORMING ARTS (TECHNICAL AWARD) MUSIC



EXAM BOARD: **EDUQAS**

## SUBJECT INFORMATION:

The Eduqas Level 1/2 Performing Arts (Technical Award) is a vocational course that offers pupils an opportunity to perform, create and research music, whilst gaining an understanding of how musical events and concerts are prepared and organised. It is designed for pupils who enjoy playing and creating music and have an interest in the performing arts sector.

## KEY CONTENT:

The qualification is three units, each completed with a reflective evaluation.

### **UNIT 1: PERFORMING**

You will prepare a performance of a piece of music of your choice. For this piece you will need to research and rehearse in preparation for the performance. The performance will be recorded.

### **UNIT 2: CREATING**

You will compose a piece of music in response to a brief provided by the exam board. To prepare for the composition, you will need to research the style in which you intend to compose. You will then develop your composition, and this will need to be presented either as a live performance or as a recording created using ICT.

### **UNIT 3: PERFORMING ARTS IN PRACTICE**

You will need to plan a musical event in response to a brief set by the exam board. This will include considering venue, budget, rehearsing, promotion and creating a musical example. You will need to pitch your proposal for this event.

## ASSESSMENT:

There are no exams for this course. All units are projects which are non-exam assessments. Both units 1 and 2 are each worth 30% of your grade and each allow for 10 hours to be completed. Unit 3 is 40% of your grade allows for 20 hours to be completed.



## ADDITIONAL INFORMATION:

Pupils are encouraged to take an active role in all aspects of the musical life of the school and will be invited to produce sound support for concerts and recordings. Pupils are also encouraged to publish their work online, and have full use of a modern multitrack digital studio with access to GarageBand and Logic Pro X.



# GCSE PE

EXAM BOARD: **AQA**



## SUBJECT INFORMATION:

GCSE PE is a practical and theory based subject, which provides a strong foundation for pupils who may wish to follow a future pathway in sport. Due to the course being 60% theory, practical sessions are limited. Pupils are expected to participate in sporting activities outside of school.

## KEY CONTENT:

**Paper 1:** Applied Anatomy and Physiology, Movement Analysis and Physical Training.

**Paper 2:** Sport Psychology, Socio-Cultural Influences and Health Fitness and Wellbeing.

Pupils will also have to complete a controlled assessment aspect of the course where they will analyse their own strengths and weaknesses in one of their three chosen sports.





## ASSESSMENT:

Pupils will be assessed in three sports (one individual, one team and another of their choice). They must demonstrate a variety of skills; varying from basic to more challenging. They must also be able to demonstrate the application of those skills in a game/performance context. This is worth 30% of their overall grade.

60% Paper 1 & 2 (both 1 hour 15 minutes exams)

10% Analysis section; controlled assessment.

## ADDITIONAL INFORMATION:

Pupils ideally will have participated in at least 1 sport outside of school to a reasonable level.

Pupils will need to make themselves available for any clubs before, during and after school which could help increase their practical grade.

# GCSE ART: PHOTOGRAPHY

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**EXAM BOARD: AQA**

## SUBJECT INFORMATION:

Pupils studying GCSE photography will be required to work in one or more area(s) of photography such as: portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, fashion photography. This specification will provide pupils, who have a particular interest in professional photography, with a strong foundation for further study at AS and A Level as well as vocational pathways. The course will be specifically aimed at teaching digital photography but will touch on traditional skills too.

## KEY CONTENT:

The two year course is made up of two components.

### COMPONENT 1: PORTFOLIO OF WORK (60%)

Pupils will study two projects during years 10 & 11 which constitute a Portfolio of Work. During the course pupils will also prepare for a practical exam in Year 10 and a mock exam in the Autumn Term of Year 11. Work produced in these exams will be included in the portfolio of work. Component 1 forms 60% of the final grade.

### COMPONENT 2: EXTERNALLY SET ASSIGNMENT (40%)

AQA will provide a separate externally set assignment where pupils will select and respond to one starting point. This is released in the January of Year 11 and pupils will have a preparatory period of time, followed by a 10 hour exam of unaided, independent, focused study. This takes place under strict exam conditions. Component 2 forms 40% of the final grade.

## ASSESSMENT:

Work produced for component 1 and 2 will be assessed internally prior to an external moderator visiting the centre. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives. You can find out more about the GCSE Photography syllabus by following this link

<http://www.aqa.org.uk/subjects/art-and-design/gcse> if you have any further questions or enquires please get in touch.





## ADDITIONAL INFORMATION:

- Key Stage 4 pupils receive five one hour GCSE Photography lessons per fortnight.
- Pupils are required to spend a minimum of two hours a week on their work outside of lesson time.  
**Commitment is essential when studying this course.**
- KS4 pupils are offered extra-curricular catch-up sessions and these will become compulsory if a pupil fails to complete homework.
- We also seek to enrich the curriculum through inviting artists or educators from industry, post-16 establishments, in addition to taking pupils on visits to post-16 providers and art galleries and spaces.
- A £10 contribution is requested at the start of each year towards the cost of materials.

EXAM BOARD: **AQA**

## SUBJECT INFORMATION:

This engaging and effective qualification introduces pupils to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. The course will show pupils how psychological theories, knowledge and ideas have changed over time and how these inform our understanding of behaviour and society.

Pupils will learn how to apply theories and ideas to every day life to explain how our own behaviour and social norms. This GCSE will also develop understanding about research methods, and pupils will have the opportunity to apply methods in a practical setting.

## KEY CONTENT:

Pupils will be asked to study the following topics:

### COGNITIVE AND BEHAVIOUR

1. Memory
2. Perception
3. Development
4. Research Methods

### SOCIAL CONTEXT AND BEHAVIOUR

1. Social Influence
2. Language, thought and communication
3. Brain and Neuropsychology
4. Psychological Problems

## ASSESSMENT:

- Pupils will be expected to complete two exams at the end of Year 11.
- **Paper 1:** Cognition and behaviour, 1 hour 45 minutes (50% of their final grade)
- **Paper 2:** Social context and behaviour, 1 hour 45 minutes (50% of their final grade)



## ADDITIONAL INFORMATION:

**In order to develop their skills, knowledge and understanding in psychology, students need to demonstrate competence in the following areas of mathematics.** They need to be able to: use ratios, fractions and percentages; find arithmetic means; construct frequency tables, diagrams and bar charts; use scatter diagrams to identify correlations; translate information between graphical and numerical forms.

# GCSE SOCIOLOGY

EXAM BOARD: **AQA**



The study of the world around us

## SUBJECT INFORMATION:

GCSE Sociology helps pupils to gain knowledge and understanding of the key social structures, processes and issues that shape the society in which they live, examining not only small scale, personal interactions, but also systematic processes with far reaching implications. Pupils will develop their analytical skills by comparing and contrasting perspectives and constructing reasoned arguments on a variety of social issues. Alongside key sociological studies, pupils can also draw on the sociological issues we see reflected in every day life and world events.

## KEY CONTENT:

Throughout the programme of study, pupils must consider **the sociological approach, social structures, social processes and social issues**, and **sociological research methods**. Key topics are examined through the sociological perspectives of functionalism, Marxism, feminism, interactionism and the New Right.

**Families** – the functions and forms of families, conjugal role relationships, changing relationships within families, criticisms of families, and divorce.

**Education** – roles and functions of education, the relationship between education and capitalism, educational achievement, and processes within schools.

**Crime and Deviance** – social construction of crime and deviance, social control, criminal and deviant behaviour, and data on crime.

**Social Stratification** – Functionalist theory of stratification, socio-economic class, life chances, poverty as a social issue, power and authority, and power relationships.

## ASSESSMENT:

Assessment is by final examination:

**Component 1:** The Sociology of Families and Education, 1 hour 45 minutes

**Component 2:** The Sociology of Crime and Deviance and Social Stratification, 1 hour 45 minutes

Each paper is worth 100 marks in total.





## ADDITIONAL INFORMATION:

In order to develop their skills, knowledge and understanding of society, students need to demonstrate a good ability to read large amounts of text and write at length in an essay style.

They also need to demonstrate a keen interest in current affairs and issues, such as how different groups are advantaged or disadvantaged, and a willingness to have their pre-existing assumptions challenged.



# BTEC LEVEL 1/2 TECH AWARD SPORT

EXAM BOARD: PEARSON (EDEXCEL)

## SUBJECT INFORMATION:

- Aimed at those that are interested in a career in Sport and enjoy practical activity
- A good stepping stone to a range of Level 3 Sport courses at college

## KEY CONTENT:

The course delivered vocationally, meaning you will gain essential hands on experience that mirrors the way businesses who specialise in sport and activity operate. You will study the following areas;

- Investigating provisions for sport, physical activity equipment and facilities to enhance sport
- Identifying needs of participants, barriers and methods to overcome, equipment and technology
- Physiology and Anatomy and its responses to exercise
- Components of Fitness, rules and regulations of sport, practical performance in sport
- Planning and delivery of sport drills and sessions to improve performance of others
- Fitness for sport, including fitness testing

## ASSESSMENT:

Two components assessed in internal assessment windows, using a combination of in class assessment tasks and limited practical element. Guidance on how to complete the coursework will be discussed and demonstrated across all lessons. Regular feedback will be given to help you reach your potential.

One component assessed at end of year 11 in a traditional exam setting

You may be asked by your teacher to come back after school for catch up sessions, this is important as they can support you to ensure you reach or surpass your target grade

The course is set up to enable you to learn key content, to practically access the qualification, to produce coursework and prepare for the examination



## ADDITIONAL INFORMATION:

This course is recommended for learners that already participate in sport, fitness or outdoor adventurous activities outside of school

It is not suitable for learners that do not participate in sport or fitness outside of school

BTEC Sport adds five lessons to your timetable, the majority of which will be classroom lessons

There are parts of the course where you spend all lessons in a classroom

**If you would like to study GCSE PE or BTEC Sport please select Physical Education on your Guided Choices form. The PE Department will determine which of these two courses will be most appropriate for you to study**

# GCSE STATISTICS

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**EXAM BOARD: EDEXCEL**

## SUBJECT INFORMATION:

The Statistics GCSE is to enable students to develop:

- The use of statistical techniques in a variety of investigations, using real-world data;
- Identifying trends in data and the application of statistical techniques across the curriculum;
- Critically evaluating data, calculations and evaluations that would be in everyday life;
- Analysis of data to inform decision-making processes;
- Good cross-curricular links with the statistics covered in GCSE Geography and Psychology;
- Applying appropriate mathematical and statistical formulae, and building on prior knowledge;
- Interpreting and comparing statistical data and graphs and writing conclusions.

This course is suitable for all levels of ability although is recommended more to pupils who enjoy Mathematics including the statistical skills met so far in KS3/4 (see details below). As well as drawing graphs and calculating, there is also a need to be able to analyse what the statistics show and draw conclusions about the data.



## KEY CONTENT:

The aspects of the course fall under these headings:

- Collection of data
- Processing, representing and analysing data
- Probability

There is a good overlap with the Statistics covered in GCSE Mathematics. This includes topics on sampling techniques, scatter diagrams (correlation), frequency diagrams, averages & spread, cumulative frequency, box plots, histograms and probability. GCSE Statistics develops some of these skills, giving more refined and accurate methods for collecting, representing, analysing and interpreting data. This course will support transition to KS5 in a variety of pathways including Mathematics, Sciences, Economics and Geography.

## ASSESSMENT:

Two written (calculator) papers each 1.5 hours.

## ADDITIONAL INFORMATION:

There are five hours of timetabled lessons a fortnight, pupils are expected to bring a pen, pencil, ruler, rubber, protractor, compasses and scientific calculator.

Pupils will be expected to attend a weekly revision session in Year 11.

Revision guides and workbooks are available to buy to support this course.

**Casio Scientific Calculators** can be bought from the school for £8.85.

# NCFE LEVEL 2 DIPLOMA FOR ENTRY TO THE UNIFORMED SERVICES

EXAM BOARD: **NCFE**

## SUBJECT INFORMATION:

Many of us know someone that has served in one of the many uniformed services and are aware of the important role they play within society. This course is for anyone that wishes to follow in their footsteps. So if you have an interest in joining one of the armed services, police, fire service or the prison service, this course might be for you. This qualification prepares you for a future in one of the above services in an engaging and fun way.

## KEY CONTENT:

### WHAT WILL YOU LEARN?

There are a total of nine units taken over two years, each one will allow you to gain new knowledge and learn new skills. You will investigate how the uniformed services work while examining specific roles that prepare you for the selection process of your future career. You will also have the chance to examine and develop aspects of both mental and physical health and how this can be used practically in your chosen role. You will learn how to become a leader and have the opportunity to apply your new skills as a leader of a small group. You will also learn how to look after yourself and the challenges that different environments can have on your personal hygiene. Finally, you will carry out map reading and plan your own sports event.

## ASSESSMENT:

There are a total of nine units each coming with its own assessment. You are assessed through both practical assessments and course work. Some examples of assessments include leading a group, an interview, and planning events. There are no exams for this option.





