



Notre Dame Plymouth

GCSE OPTIONS 2018



“May Your Choices Reflect Your Hopes, Not Your Fears”
Nelson Mandela

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Notre Dame Plymouth

Dear Parents and Students

I am delighted to be able to write an introduction to this important booklet. It outlines the choices available to students for their GCSE options. Most, but not all, programmes of study will lead to the award of a GCSE or other Level 2 Programme at end of Year 11 in 2021.

Students, you should read this booklet very carefully and ask your teachers lots of questions about the subjects on offer. Talk about your choices with your parents, tutors and friends and really try to play to your strengths.

Parents, rest assured that there will be plenty of expert advice on hand to help your daughter make wise choices. The 'core curriculum' is already balanced enough to allow for all progression routes so Options may really be 'free' choices. Please do not hesitate to contact us if you have any specific questions you need to discuss. You may wish to consider the relevance of the English Baccalaureate route for your daughter, which would mean choosing a modern language and either History or Geography at GCSE, but this is not a compulsory option for any students.

Year 9 will mark the start of a full programme and it is vital that your daughter realises the importance of full attendance and a commitment to learning. We want to be able to celebrate her success with you at the end of her studies. We want her to look back with no regrets and know that she has done her best.

May I take this opportunity to thank you for the trust you invest in our school and to assure you of our commitment to achieving the best for your daughter.

Yours sincerely

A handwritten signature in black ink that reads "KM White".

Mrs K White
Headteacher

THE CURRICULUM FOR YEAR 9 SEPTEMBER 2018

The **core subjects** are the only ones that you will be expected to have at GCSE in order to go on to further education, A Levels, University or an apprenticeship of your choice.

The **Core subjects** you will all study are:

- *Mathematics*
- *English Language*
- *English Literature*
- *Biology*
- *Chemistry*
- *Physics*
- *Religious Studies*

You will also study **four option subjects**. The most important thing is to choose subjects that you enjoy. The subjects you enjoy might not be linked to a career you have in mind but you are more likely to be successful if you enjoy what you are studying. Have a spread of subjects rather than specialise at this early stage in your education.

The **option subjects** have been organised into **four blocks** and you will need to select one subject and a reserve (second choice) from each block.

Option A	Option B	Option C	Option D
<i>Separate Sciences</i>	<i>Photography</i>	<i>Food</i>	<i>Health & Social Care</i>
<i>Geography</i>	<i>History</i>	<i>Spanish</i>	<i>History</i>
<i>History</i>	<i>French</i>	<i>Music</i>	<i>Art</i>
<i>Spanish</i>	<i>Drama</i>	<i>Geography</i>	<i>Design Technology</i>
	<i>Child Development</i>	<i>Sport Science</i>	<i>Media Studies</i>

In addition students take part in:

Physical Education
and Personal and Social Development (PSD) Level 2

Remember, it has to be your choice. You will be the one doing the work and sitting the examinations. Make sure that it is the right choice.



THE CORE CURRICULUM

You will study all of these subjects



RELIGIOUS STUDIES

Aims:

The aim of the Religious Studies syllabus is to provide each student with the opportunity to achieve academic success, while developing their understanding of the Christian faith in order to appreciate the spiritual and religious dimensions of life. As well as Catholic Christianity, students will develop an understanding of the beliefs and religious practices within Judaism and study a range of current themes such as relationships, peace and conflict, and human rights. It is hoped that this will enable each young person to make informed and balanced judgments on matters of faith and morals both now and in the future.

The work of the Religious Studies Department is intended to make a major contribution to personal, moral and spiritual development, in support of the wider spiritual life of the school community.

Content:

Component 1: Catholic Christianity

What's assessed: Catholic beliefs, teachings, practices, sources of authority and forms of expression in relation to six topics: Creation, Incarnation, The Triune God, Redemption, Church and Eschatology.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for spelling, grammar and specialist terminology)
- 50% of GCSE

Component 2: Perspectives on faith

What's assessed: Judaism

and either:

Focus on two religious, philosophical and ethical studies themes chosen from:

Theme A: Religion, family and relationships

Theme B: Religion, peace and conflict

Theme C: Religion, human rights and social justice.

or

two textual studies themes:

Theme D: St Mark's Gospel – the life of Jesus

Theme E: St Mark's Gospel as a source of spiritual truth.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for spelling, grammar and specialist terminology)

Further Study:

A GCSE in Religious Studies provides a sound foundation to support an A Level in Philosophy and Ethics, and also establishes learning skills that are valuable in other subject areas at Advanced level; i.e. History, Geography, English Literature and Sociology, amongst others.

Contact Name: Mr Simon Maer

Head of Religious Studies

ENGLISH LANGUAGE & ENGLISH LITERATURE

Syllabus: English Language and Literature: AQA

All students study both English Language and English Literature.



ENGLISH LANGUAGE

Aims:

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

Content:

Through the study of fiction and non-fiction texts, working individually, in small groups or as a class, students will be challenged and stimulated into developing their communication skills. We seek to make our students aware of the power of language and to use it with confidence. As well as reading and writing tasks, purposeful talk is valued within English lessons. The nature and quality of student talk is analysed and assessed formally. Students are also encouraged to read a variety of texts including those written before 1900. More experienced readers usually become more fluent and versatile writers and speakers.

Mode of Assessment:

All students are assessed by means of written examinations at the end of the course. The exams assess a student's reading and writing skills with a key focus on how writers use language and structure to create effects.

Exam:

Paper 1	Explorations in Creative Reading and Writing	50%	1 hour 45 minutes
Paper 2	Writers' Viewpoints and Perspectives	50%	1 hour 45 minutes

Non-examination assessment:

Speaking and Listening teacher assessed

ENGLISH LITERATURE

Aims:

This course should encourage students to:

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

Content:

Students will be required to study a range of texts including a play by Shakespeare, a 19th century novel alongside post-1914 drama or prose. They will also be required to study one cluster of 15 poems thematically linked and written between 1789 and the present day

Mode of Assessment:

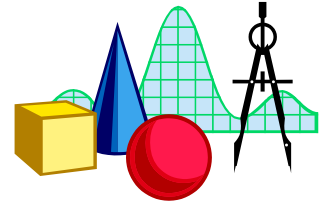
All students are assessed by means of written examinations at the end of the course. The exams assess a student's reading skills with a key focus being 19th century texts.



Exam:

Paper 1	Shakespeare & the 19 th Century Novel	40%	1 hr 45 mins
Paper 2	Modern Texts and Poetry	60%	2 hrs 15 mins

MATHEMATICS



Syllabus: Mathematics AQA

Aims:

- To fulfil the criteria outlined by the current National Curriculum for Mathematics.
- To recall and use knowledge of the prescribed content
- To select and apply mathematical methods in a range of contexts.
- To interpret and analyse problems and generate strategies to solve them.

Content:

The course is linear and examined in Year 11.

Assessment:

Students will take:

Paper 1: Non-Calculator	33.3%
Paper 2: Calculator	33.3%
Paper 3: Calculator	33.3%

Students can achieve any grade from 1 to 9, with 9 being the highest, depending on how well they do and on the papers that they take.

Organisation of classes: Students will finish Key Stage 3 at the end of Year 8, this allows us a generous three years to complete Key Stage 4. Students will be in sets according to their results and classes in Year 8. The sets will each be monitored and the tier of entry will be decided dependent on the ability of the group.

Contact Name: Mrs L Davies

Head of Mathematics

SCIENCE

The science course that your daughter will be entered for will be chosen by the Head of Science based on her performance over KS3 and in an end of KS3 exam.

GCSE Science Trilogy OR GCSE Separate Sciences (Biology, Chemistry, Physics)

These courses have been written in such a way that they inspire students to find out “How Science Works” as well as giving them an insight to the world around them. GCSE Separate Sciences allows students to gain a GCSE in each of the three individual sciences. Science Trilogy involves all three sciences combined into two GCSEs, covering two-thirds of the content of the Separate GCSEs.

Exam Board: AQA

Aims:

- To develop understanding of the science around them that affects their everyday lives
- To develop a questioning, analytical and evaluative approach to scientific problems and issues
- To develop practical skills in science and an understanding of how science works
- To encourage enthusiasm about science, with the hope of continued study



These GCSEs are based on the KS4 Programme of Study for Science. The content is relevant to students in their everyday life, allowing teachers the opportunity to explore work-related learning in science where appropriate.

Biology:	cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation, and evolution; ecology
Chemistry:	atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources
Physics:	forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure; Space physics (separate Physics only)

Assessment:

Trilogy: External assessment 100%

In June of Year 11; 6 x 1hr 15 mins exams (Biology 1, Chemistry 1, Physics 1, Biology 2, Chemistry 2 and Physics 2) each exam is worth 16.7%.

Separate: External assessment 100%

In June of Year 11; 6 x 1hr 45 mins exams (Biology 1, Chemistry 1, Physics 1, Biology 2, Chemistry 2 and Physics 2) each exam is worth 50% of the respective GCSE.

Examinations will be in June 2021.

Successful completion of GCSE Science Trilogy will allow progression to GCE AS and A levels, BTEC Nationals and other post-16 science and science-related programmes.

Contact Name: Mrs S Lockett

Head of Science

NON-EXAMINATION PHYSICAL EDUCATION

Aims:

- To give students opportunities to participate in frequent physical activity conducive to a healthy lifestyle
- To learn/improve the necessary skills for the selected activities
- To develop independent learning and leadership skills
- To develop analytical skills
- To make students aware of the opportunities to pursue activities with the local community

Content:

Yr9 PE is comprised of a carousel of activities that enhance the learning at yrs7 and 8. The Yr10 and Yr 11 programme comprises of an options programme. At the start of each unit of work students choose which activity they would like to develop and participate in.

Activities are structures to expand and develop previously learnt skills and techniques and introduce new ones.

Mode of Assessment:

Continuous assessment of students is made by staff throughout the course.

In Yrs10 & 11 students will achieve a Bronze, Silver, Gold or Platinum Award at the end of each unit. Awards are given based on ATL, Behaviour and the Progress made by the student.



Contact Name: Mrs S O'Sullivan

Head of Physical Education

THE CHOICE CURRICULUM

ART AND DESIGN

FINE ART



Syllabus: *Fine Art*

Aims:

- To provide a rich and varied visual education.
- To develop a sense of the visual world and encourage students to develop a language which enables them to make sense of and enjoy their surroundings.
- To develop and nurture a student's expressive powers and encourage spontaneity, enquiry, craftsmanship and a sense of design.
- To provide a link between GCSE courses and Advanced or Vocational courses.

Content: 2D - Painting, drawing and printmaking.
3D - Sculpture, using clay and other materials.

Students will have the opportunity to explore a range of Art Processes. They will gather information, organise ideas to form the bedrock for further work and research in different media. Students will use the work of other artists, crafts people and cultures to help them with their own ideas. For part of this course students may visit local and national galleries and exhibitions. Homework reinforces the preparation undertaken in the studios. It is usually set weekly and enables students to build up a good portfolio of work. The course allows for, and encourages, students to develop their own interests and ideas so that by the end of the course they will be able to work confidently and securely in areas that interest them.

Coursework enables students to work on themes in depth, to explore ideas, their feelings about the world and their relationship to it. We expect students to take pride in their work and respect the work of others. The skills necessary to work to a high standard will be built up during the course so that during their final year students can work confidently and securely in their chosen medium.

Basic materials will be provided; students will be required to purchase a sketchbook and a portfolio to store work safely. Students will be able to purchase a pack of materials in July, which they will be able to use during their 3-year course.

Mode of Assessment:

Students must produce a portfolio of coursework which involves a number of different themes (60%) with an examination in the spring term of their final year (40%).

Further Study:

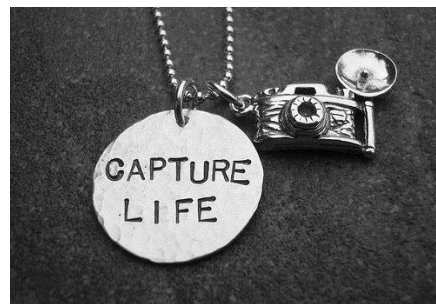
Students may decide to continue their art interests through 'A' levels either Fine Art or Photography. More people are employed within the 'arts' in this country than in any other area. We have an enviable record and reputation for the quality of our arts education. These courses will give students a thorough grounding for future employment should this interest them. Having the opportunity to develop the right side of the brain through the arts develops the whole person and balances out the academic.

Contact Name: Miss R Glover rglover@ndonline.org **Head of Art & Design**

ART AND DESIGN

PHOTOGRAPHY

Syllabus: *Art & Design: Photography*



Aims:

- To provide a rich and varied visual education.
- To develop a creative and imaginative response to ideas and objects.
- To experiment and take risks with outcomes and the use of materials.
- To develop a sense of the visual world and encourage students to develop a language which enables them to make sense of and enjoy their surroundings.
- To develop and nurture a student's expressive powers and encourage spontaneity, enquiry, craftsmanship and a sense of design.
- To provide a link between GCSE courses and Advanced or Vocational courses.

Content:

Students are expected to develop a portfolio of work which shows their ability to build a body of work and demonstrate a variety of artistic skills and techniques, from traditional to digital photography. They will be encouraged to undertake a wide range of art based activities as part of this course in order to develop their creativity and to:

- Develop ideas using the work of others to help them.
- Experiment with materials, media and ideas.
- Analyse their own work and the work of others in depth.
- Refine and improve their work, selecting the best way to use their resources.
- Record ideas, observations and insights.
- Produce a personal response which demonstrates analytical and critical thinking.

Cameras will be provided, although limited in number, whilst it is not essential to have your own it would be an advantage. Students will be required to purchase a sketchbook and a portfolio in which to store work safely. Students will be able to purchase a pack of materials in July, which they will be able to use during their 3-year course. This will include a folder, sketchbook, USB stick and metallic pens.

Mode of Assessment:

Students must produce a portfolio of coursework which involves a number of different themes (60%) with an examination in the spring term of their final year consisting of a 10 hour controlled assessment (40%).

Further Study:

Students may decide to continue their art interests through 'A' levels either Fine Art or Photography. More people are employed within the 'arts' in this country than in any other area. We have an enviable record and reputation for the quality of our arts education. These courses will give students a thorough grounding for future employment should this interest them. . Having the opportunity to develop the right side of the brain through the arts develops the whole person and balances out the academic.

Contact Name: Miss R Glover

rglover@ndonline.org

Head of Art & Design

TECHNOLOGY

GCSE Food



Successful learner Profile:

- Has a passion for food.
- Is able to work independently and in a team.
- Enjoys the practical aspect of the subject.
- Enjoys fun and creativity in a kitchen environment.

Why choose this course?

- You will be able to enhance your practical skills by producing a variety of quality dishes.
- You will impress future employers with your organisational skills, creativity, and ability to work under pressure and meet deadlines regardless of your future career path.
- You will learn about the needs of people with different food requirements.
- You will gain practical experience which can complement the more theory-based subjects.
- You are learning a life skill.

What will you study?

- Cooking and food preparation
- Food commodities
- Nutrition and menu planning
- Diet and good health
- The science of food
- Where food comes from

How will you be assessed?

Controlled Assessment (50%)

Assessment 1: The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Examination (50%) - 1 hour 45 minutes

This component will consist of two sections both containing **compulsory questions** and will assess the six areas of content as listed in the specified GCSE content.

Where will success take me?

- You will have a greater skill set to enable you to progress to Catering College.
- You will have practical food experience that will be attractive to any food employer.

The Food GCSE can be used as a stepping stone into vocational, applied & advanced level courses and numerous employment opportunities e.g. in health and social care, medical professions, hospitality, sports and leisure.

Contact Name: Miss L McCulloch

Technology Subject Leader

TECHNOLOGY

GCSE DESIGN and TECHNOLOGY

Successful learner Profile:

- Enjoys problem solving.
- Enjoys the practical aspect of the subject.
- Enjoys creative tasks which have a final outcome.
- Has a passion for making a difference to the world around them.



With this course you will be able to:

- work creatively when designing and making and apply technical and practical expertise.
- work with local industries on live projects enabling you to envision the opportunities post GCSE.
- encompass elements of science and maths along with preparing students to participate confidently and successfully in an increasingly technological world.
- become aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

Students will build on their experiences from KS3 to develop a wider knowledge of the design process, materials and manufacturing skills.

Students will be able to:

- understand and apply design processes to explore, create and evaluate a range of products.
- use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function).
- develop problem solving skills through real and relevant situations, considering their own and others' needs, wants and values.
- apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.
- develop and incorporate knowledge and understanding of different materials and manufacturing processes in order to design and make prototypes in response to issues, needs, problems and opportunities.
- Learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens.
- develop an awareness of practices from the creative, engineering and manufacturing industries.
- develop practical and theoretical understanding of the properties and uses of the following material groups: papers and boards, natural and manufactured timber, ferrous and non-ferrous metals, thermoforming and thermosetting polymers, smart and modern materials.
- demonstrate safe working practices in design and technology.

Course Structure

50% Non - exam assessment

50% Written Exam

Both sections include :

Core technical principles

Specialist technical principles ; Timber

Designing and making principles

Where will success take me?

Overall the outcomes of design and technology education, both historic and present day, will develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and well-being of the nation and the global community.

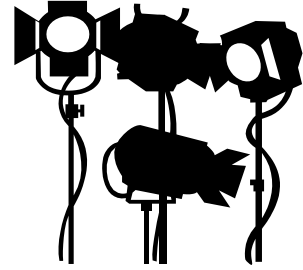
The Design Technology GCSE can be used as a stepping stone into vocational, applied & advanced level courses and numerous employment opportunities e.g. Product Design, Graphic Design, Interior Design, Architecture, Engineering and many more.

Contact Name: Miss A Hunns

Subject Teacher

DRAMA

GCSE Drama



Aims:

- To develop the student's understanding and use of skills and techniques in Drama through a variety of activities.
- To develop, through the Drama process, students' understanding of themselves, the theatre and the world around them.
- To foster individual awareness and group interaction through practical work in Drama.

Content:

The Eduqas Drama GCSE is split into 3 Units which contain both practical and written elements.

Component 1: Devising Theatre

Non-exam component that is internally assessed and externally moderated. This is worth 40% of the final mark. Learners will create and develop a performance piece that will be assessed on the following areas:

- Performance skills
- Portfolio of evidence of development and ideas
- A written evaluation of the final performance

Component 2: Performing from a Text

Exam component that will be assessed by a visiting examiner. This is worth 20% of the final mark.

Learners will be assessed on their acting skills within a performance from two extracts of the same play text.

Component 3: Interpreting Theatre

Written examination lasting 1 hour 30 minutes. This is worth 40% of the final mark.

Section A - Set Text: Learners will be asked to answer a series of questions on one set text

Section B – Live Theatre Review: Learners are required to write a theatre review of a live performance that they have seen with their class during the course.

Students wishing to opt for GCSE Drama must be prepared to attend at least two theatre visits arranged by the school, and these must take place during the course. Please note some theatre visits will take place during the evening.

Further Study:

This course provides an excellent introduction to GCE Advanced Level Theatre Studies and is a good subject to partner History, English Literature or Media Studies.

Contact Name: Mrs A Casey

Head of Drama

GEOGRAPHY

Syllabus: *Geography Syllabus A, AQA*



AQA specifications in Geography allow the opportunity to develop:

- communication skills
- graphical and cartographical skills
- technological skills, including ICT and GIS
- interpersonal skills through debate and discussion
- literacy and numeracy
- problem solving skills
- entrepreneurial skills and awareness of career possibilities.

Aims: Geography is a varied and wide-ranging subject that aims to give students a clearer understanding of our world and the need to care for our environment in all its aspects.

TOPICS COVERED	ASSESSMENT higher and foundation tiers are available	PERCENTAGE
The Human Environment	EXAM 1.5 Hours	35%
Urban issues / Challenges	Answer 4 questions	
Changing economies Resource management -Food,		
The Physical Environment	EXAM 1.5 Hours	35%
Tectonic and weather Hazards Including climate change	Answer 5 questions	
River landscapes/management		
Coastal landscapes/management		
Ecosystems, rainforests and cold environments		
Geographical Applications	Exam 1 hour	30% of final mark
Students are expected to experience two contrasting fieldwork opportunities and will be asked to write about these. Also a issue based question with the chance to explain a decision the students might make.	Section A based on fieldwork experience/skills Section B on decision making exercise.	

Further Study:

Due to its varied content Geography provides a good basis for studies beyond GCSE whether at 'A' Level, GNVQ or other areas of higher education. The "Russell" group of universities also recognise geography as a "facilitating" subject due to the knowledge and skills that students obtain from it. It is recognised as one of the national EBacc subjects. At Notre Dame the Geography 'A' Level is also an AQA specification which follows directly on from the GCSE. and Both courses have compulsory fieldwork components which are tested in the summer exams..

Contact Name: **Mr A Redmond**

Head of Geography

HISTORY

Syllabus: GCSE (9-1) in History (IH10) : Edexcel

Aims:

- To investigate historical events, people, changes and issues.
- To acquire knowledge and understanding of our past.
- To learn to use historical sources critically and support arguments with evidence.
- To draw conclusions, appreciating that these may change in the light of new evidence.
- To analyse representations of history.



Content:

The History GCSE course has the following elements:

a) **Medicine in Britain c1250 – present**

A study of the development of medicine over time including The Black Death, Great Plague, Florence Nightingale, Louis Pasteur, anaesthetics and antiseptics.

b) **An enquiry into the British sector of the Western Front in the First World War 1914-18**

A source enquiry into the changing nature of injuries, treatments and surgery in the First World War trenches.

c) **Anglo-Saxon and Norman England, c1066-88**

A study of the impact of the Norman Conquest of England; including the 3 great battles of 1066.

d) **The American West c1835-c1895**

A period study of American settlement in the West of America, its effect on the native Indians, the Gold Rush, the development of cattle ranches and the role of cowboys.

e) **The USA, 1954-70: conflict at home and abroad**

A study in depth examining two compelling aspects of American history; firstly, a study of African Americans struggle for civil rights (including Martin Luther King and Malcolm X). This is followed by a study of the Vietnam War; its causes, events and consequences.

Mode of Assessment:

There will be three written papers:

Paper 1: Thematic study and the linked historic environment: Medicine and the Western Front (1 hour 15 minutes)

Paper 2: Period study and British depth study:
The American West and Anglo-Saxon and Norman England (1 hour 45 minutes)

Paper 3: Modern Depth Study:
The USA (1 hour 15 minutes)

Further Study:

This History course is enjoyable in its own right and an excellent basis for studies beyond GCSE. If you are considering a career in the Civil Service, Medicine, Law, Journalism, Accountancy or Teaching, History is a recommended subject to study. History is also useful for Nursing, Personnel Management, and Archaeology, working in the Library Service, Museum Service or with Archives.

Wherever your future lies, the skills you develop by studying History will help you present your viewpoint effectively and gain a better understanding of the society and world in which we live.

Contact Name: Mrs C Sampson

Head of History

MEDIA STUDIES

Aims:

The course encourages candidates to:

- foster a critical understanding of a range of media texts and the ways in which they are read and understood by different audiences
- develop a critical awareness of media representations of individuals, groups and issues
- develop an understanding of the relationship between media industries / institutions / technologies [including ICT] / products and audiences
- encourage an awareness of the debates surrounding the role of the media, and its industries, in contemporary society
- enable candidates to explore and represent their own ideas and experiences by developing practical production skills in one or more media

Content:

Candidates are required to demonstrate their ability to:

- use media terminology appropriately to describe theoretical concepts and production techniques
- be aware of the impact of mass media on people's lives and the formation of social attitudes
- analyse and evaluate a range of media texts, their distinctive forms and conventions, including their own media productions
- use practical skills to create, individually or as a group, a media production, demonstrating creativity and initiative in using available resources

Mode of Assessment:

There will be a strong practical element to the course which will be underpinned by theory. Students will be expected to create their own media texts.



Controlled assessments:

There will be a coursework element which counts towards the final grade.

Further Study:

English Literature, English Language and Media Studies are all available at AS / A2 Level within the school's sixth form. Many ex-students have gone on to study Language, Film Studies, Literature, Media or a combination of the four at degree level. A Media or English degree opens many doors in areas such as journalism, publishing, teaching and many other areas.

Contact Name: Mrs A Morgan

Head of English

MODERN FOREIGN LANGUAGES



SPANISH / FRENCH

Syllabus: AQA

Aims:

- To develop an ability to use Spanish or French for the purposes of practical communication.
- To develop the ability to use of language imaginatively and creatively.
- To develop an awareness of the nature of language and language learning.
- To offer insights into the culture and civilisation of Spanish and French-speaking communities.
- To encourage positive attitudes to language learning, to speakers of foreign languages and a positive approach to other cultures and civilisations.
- To develop students' understanding of themselves and their own culture.
- To provide enjoyment and intellectual stimulation.
- To form a base for skills, language and attitude required for further study, work and leisure.
- To promote skills with a wider application such as IT and learning skills

Content:

The course will cover the following themes:

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Building on existing knowledge, classroom activities will be balanced to give the opportunity to practise the four skills of listening, reading, speaking and writing. However, we will help you to improve your weaker skills and strengthen areas that you enjoy. Coaching sessions 1 to 1 will be available to support speaking skills and develop confidence.

The new GCSE course.....

The new GCSEs in Spanish and French have been developed to help students of all abilities benefit from learning a language and learning about the world around them.

- The content will include existing topics that motivate students.
- Exam papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students progress through the assessments confidently.

Further Study:

You can continue with 'A' or 'AS' level, which will help if you go on to Higher Education. MFL is one of the foundations for getting into the top universities in the country.

Contact Name: Mrs J Morgan-Hosey

Head of Modern Foreign Languages

MUSIC



Syllabus: *Music: AQA 4270*

This course is designed to allow students to show what they know, understand and can do. A flexible assessment structure is tailored to the needs of the student whatever their musical background. The GCSE course is a natural progression from KS3 to bring the students' skills, knowledge and understanding to a more advanced level.

Aims:

- To foster the students' musical sensitivity, creativity and aural perception through the acquisition of skills, knowledge and understanding and the exercise of imagination.
- To foster the students' enjoyment of music through involvement in performing, composing and listening including the ability to appreciate a wide range of music from different times and places.
- To promote the students cultural development through the study of a wide range of music which reflects our cultural heritage.
- To support personal and social development through individual and group work.

Content: – 3 units

1. Understanding music (Written paper 1 ½ Hours – 40%)
2. Performing music (Two performances – 30%)
3. Composing music (Two compositions, completed in lessons – 30%)

Unit 1: Understanding Music (Exam)

This paper is the only exam you will experience. You will study a selection of music from all genres in preparation. The exam paper is divided into two sections:

- Section A: Listening and answering questions based on what you hear (68 marks)
- Section B: Contextual understanding (28 marks)

Unit 2: Performing Music (Coursework)

You will record/perform two different pieces over the year. One 'individual performance' and a group/duet performance. You will be able to re-record any of your performances at any stage during the course until you feel pleased with the outcome.

Unit 3: Composing Music (Coursework)

Two individual pieces of work created by you in the year. Although there is a time limit on the actual creative work (25 hours) you can 'start and stop' during this time. You can have access to all styles of ICT available in school to help you create a work which represents your full potential.

- 60% of this course is assessed/moderated in school.

Further Study:

If you enjoy music then this course could be for you. If you think you might like to pursue a career in music, music therapy, teaching, theatre, libraries, arts administration, performing arts or sound technology then music could be essential or at least very important. You may go on to 'A' level or 'AS' level in music, or you may just wish to enjoy your music. Either way this course will provide you with a broad base of knowledge, skills and appreciation.

Contact Name: Mr S Maer

Head of Music

SOCIAL SCIENCE

CHILD DEVELOPMENT

Syllabus: *BTEC Children's Play Learning and development*

Aims:

The aim of the course is to develop student's knowledge and understanding of child development issues in a diverse society.

Content & Mode of Assessment: This course consists of three units.

Unit 1: This is a written exam which will test the student's knowledge on the 2 themes below.

- Growth and Development
- The Role of Adults

Unit 2: Promoting Children's Development Through Play. This is an assignment task. Students will complete 3 assignments that can be presented in a variety of ways.

Unit 3: The Principles of Early Years Practice. This is an assignment task. Students will complete 4 assignments that can be presented in a variety of ways.

It would be useful for students interested in this course to be able to observe children aged between 0 – 8 years.

Unit 1 is externally assessed and units 2 and 3 are internally assessed.

Further Study:

The skills and knowledge acquired from this course will be relevant and transferable to other settings and will enhance career opportunities, especially in the child care industry. The course can also provide progression to Post 16 courses, including Early Years CACHE courses, BTEC Children's Learning and Development courses or A Levels such as Psychology, Sociology and Health & Social Care. There are a range of Early Years degree options available too.

Child Development can lead to a range of possible careers include: **Nursery Nurse, Foundation Stage Teacher, Teaching Assistant, Child Minder, Nanny** and **Educational Psychologist** to name but a few!



Contact Names: Miss D Hart

**Head of Health & Social Care
& Child Development**

SOCIAL SCIENCE

HEALTH & SOCIAL CARE

Syllabus: *Health & Social Care PEARSON BTEC*

Aims: The aim of the course is to investigate and understand human growth and development and the health and social care needs of individuals. It will also look at the structure of health services, social care and early year's services in England.

Content & Mode of Assessment: This course consists of 3 units.

Unit 1: Human Lifespan Development:

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

Unit 2: Health and Social Care Values:

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Unit 3: Health and Wellbeing:

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

Further Study: If you carry on to study Health & Social Care after BTEC it is offered as an **A Level** subject in Years 12 and 13, building on and expanding the areas already studied as well as introducing new topics. Alternatively you may use the qualification to enter a more practical form of study such as a National Vocational Qualification (NVQ).

There are a wide range of university courses which welcome students who have studied Health & Social Care. They include **early years, primary, and secondary education**; the various branches of **nursing; midwifery, radiography, occupational therapy; physiotherapy**; and **social work**, to name but a few.

Many employers appreciate applicants who have studied Health & Social Care because it offers a firm foundation of the understanding of people. The courses in Health & Social Care also help candidates develop their interpersonal skills and help them become a more supportive member of society.

Contact Names: **Miss D Hart**
Head of Health & Social Care & Child Development

SPORT SCIENCE

Specification: OCR: Level 1/2 Cambridge National Certificate in Sports Science



Aims:

- To offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance
- To understand the science of training and application of training principles
- To understand the role of psychology in sport and sports performance.
- To develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure
- To learn through practical means

Content:

The Cambridge National Certificate is equivalent to a GCSE qualification, it is recognised by employers and further education centres.

The course is largely assessed through coursework, although 1 of the units is externally assessed through a written examination.

The qualification comprises of 4 units 2 of which are mandatory:

Mandatory Units

1. **Reducing the risk of sports injuries** Written paper 1 hour
2. **Applying principles of training** Centre assessed task, OCR moderated

Optional Units – The optional units may change depending on the strengths of the class, but are likely to be-

1. **The body's response to physical activity** Centre assessed task, OCR moderated
2. **Sport psychology** Centre assessed task, OCR moderated

The other optional units available are **Sports Nutrition** and **Technology in Sport**

Each unit is worth 25% of the marks available.

Delivery of this course is largely practical. You will participate in lots of sporting and fitness activities which are punctuated with classroom based learning.

(Do be aware that written work is still a requirement.)

Assessment:

One mandatory unit involves a 1hour written exam.

The other 3 units are comprised of Activity tasks to be assessed by the School then moderated by the OCR exam board.

Further Study:

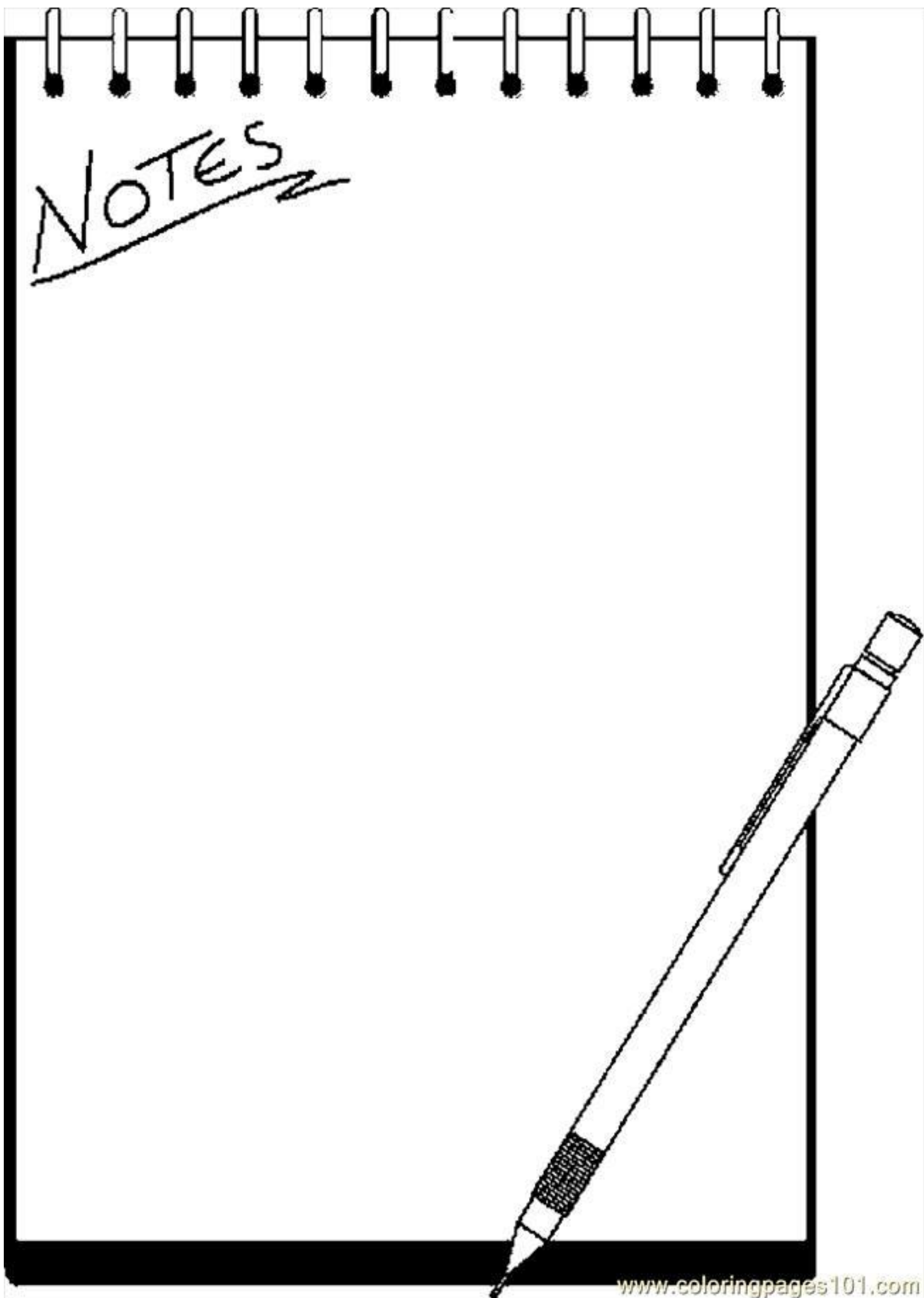
Students who receive a good grade in this subject may wish to move onto Advanced GCE Physical Education, BTEC National Level 3 in Sport, Level 3 Cambridge Technical or Leisure and Tourism.

Contact Name: Mrs S O'Sullivan

Head of Physical Education

STAFF TO CONTACT FOR ADDITIONAL INFORMATION

MRS M CLANCY	Deputy Headteacher
MISS C DARRAGH	IAG and Attendance Manager
MISS L ROGERS	Assistant Headteacher (Inclusion)
MISS E LEY	Assistant Headteacher (Houses)
MISS A HUNNS	Head of Curie House
MRS D ADJEI	Head of Hepburn House
MRS L HANKS	Head of Nightingale House
MISS K ALDERSON	Head of Parks House
MRS C PAYNE	Head of Stang House
MRS A EMERY	Communication and Interaction Manager – SEND
MRS A SHAW	Learning Support Manager
MRS CLARE HALFYARD	Careers South West Personal Advisor



**ONE CHILD,
ONE TEACHER
ONE BOOK & ONE PEN
CAN CHANGE
THE WORLD.**

MALALA YOUSAFZAI

