Langley Grammar School

Year 10/11 Curriculum Guide

and

Options

2016 - 2018

Dear Year 9 Students

Key Stage 4 (Years 10 & 11) in 2016-18

At the end of this summer term you will have successfully completed the first three years of your secondary school career. From September 2016 you will be studying a variety of courses leading to GCSE examinations at the end of Year 11. In some subjects, you have already begun GCSE study. Until now you have not had any choice about the subjects you are studying; however in Years 10 & 11 you will follow a compulsory core curriculum together with a number of subjects you will have chosen from a range of options.

We have designed this Year 10/11 Curriculum Guide to help you and your parents discuss your options, and to enable you to make your final choice with confidence. To help you gain an idea of what is involved, you should read all the information that departments have provided about both compulsory subjects and optional courses.

During the next few weeks you should think carefully about your choices. You will have the opportunity to talk through your options with a staff mentor and you should also discuss your choices with your subject teachers. You can visit web sites or go to the careers library to find out information about possible careers and the qualifications you might need.

We try very hard to accommodate everyone's choices of optional subjects. Occasionally we are not able to run a particular course, perhaps because only a very small number of students have chosen that subject. If this happens you will be told as soon as possible, and we will discuss the best alternative for you. We might think that the choice of subjects you have made is not in your best interests, and we may therefore want to suggest a different set of options to you. If, at a later date, you change your mind about a subject you have chosen, you should talk to your form tutor or to your Phase Leaders, who will advise you what to do.

Please remember that we are here to help and support you through this process.

The information in the booklet should be self explanatory; if you have any concerns, do ask your form tutor, Mr Kitley or Mr Broz for clarification.

Yours sincerely

Mr J Constable
Headteacher

Contents

Reformed GCSE qualifications

During 2013 and 2014 the Government announced a series of curriculum and assessment reforms which will ultimately affect all GCSE and GCE (A level) qualifications across the UK. ***The reformed qualifications are being introduced in a phased manner: students currently in Year 9 will take reformed GCSEs in all subjects apart from Business Studies, Classical Civilisation Product Design and Textiles.***

At GCSE level, the aim of the reforms is to ensure that GCSEs are more rigorous in their nature and that they provide a sound basis for continued study through to A level. The key features of the reforms are as follows:

- The new, reformed, GCSE courses will be fully linear: there will be no modules and all assessment will be in the summer at the end of two years of study
- Examinations will be the default method of assessment: there will be no coursework or controlled assessments
- A new grading system of grades 9 – 1, and U, will be introduced. It is intended that the standard required for the new grade 4 will be aligned to the current grade C.

New GCSE grades	1		2	3	4	5	6	7	8	9
Old GCSE grades	G	F	E	D	C		B	A		A*

- **It is understood that the Government intends to make grade 5 the new threshold (or "pass"), so it would appear that the threshold standard expected will increase significantly under the reformed GCSEs.**
- Grade 7 or higher will be equivalent to the current grade A or higher
- Grade 9 will awarded to the top 20% of those who achieve grade 7 or above, roughly equivalent to the top half of the current A* grade

At the time of writing it is not yet clear what grades universities will require their students to have achieved in the reformed GCSEs. The current requirement is a minimum of a grade C in each, which would be equivalent to a grade 4 in the reformed GCSE qualifications.

The Year 10/11 Curriculum

In Years 10 & 11, you will study a combination of core (compulsory) and optional subjects.

Core Curriculum

During Years 10 and 11 you will study courses leading to the following qualifications:

English	GCSE English Language GCSE English Literature
Maths	GCSE Mathematics FSMQ Additional Maths (for more capable mathematicians)
Science	GCSEs in Biology, Chemistry and Physics *(Students have already commenced study of GCSE science material during Year 9)*
Modern Foreign Language	GCSE French or GCSE German
Religious Studies	GCSE Religious Studies (Philosophy & Ethics)

In addition, your timetable will include

Physical Education and Games lessons
Personal and Citizenship Studies (PCS)
Enterprise and work related learning activity during the year

Optional Curriculum

You may choose your remaining three GCSE subjects from the following list:

- Art
- Business Studies
- Classical Civilisation
- Computing
- Drama
- French
- Food & Nutrition
- Geography
- German
- History
- ICT (Level 3 BTEC)
- Music
- Physical Education
- Product Design
- Textiles

An outline of the content of all courses (compulsory and optional) is contained in this booklet.

Choosing your options

You can choose your GCSE options freely. However, when making your choices you should:

- Choose subjects you believe you will **enjoy** studying for two years.
- Aim for a **balance** of subjects across different areas.
- Consider the requirements of any **career plans** you might already have in mind. If you have no firm career plans as yet, you should aim for a **broad spread** of options.
- **Talk** to the teachers of the subjects you are thinking of choosing.
- Feel **confident** and capable of succeeding in the subjects that you choose.

While we will make every effort to accommodate your choices, we cannot guarantee that we will be able to do so where there are timetabling or staffing restrictions.

The option blocks will be arranged to give first choices to as many students as possible. It is difficult to predict the numbers of students opting for each subject and, while we will do our best to meet demand, we must make it clear that some subjects may not be offered if insufficient students choose a given subject. Other subjects may be oversubscribed. In both cases, second choice (reserve) subjects will have to be allocated.

Our main objective is to provide a ***broad and balanced*** curriculum. With this in mind, we strongly advise students to choose their courses from different categories and not to restrict their subject range to a particular area as this will affect their potential academic progress and employment opportunities in the future. More than one choice may be made from the Design and Technology subjects but, because of the similarity of their content, students may not choose both Product Design and Textiles.

The actual choice should be made after consideration of a number of factors including the balance of the subjects chosen, aptitude, personal interests and possible career requirements but most particularly after consultation with the subject teachers concerned as well as your mentor.

Next steps – Year 9 Options programme

Wednesday 13 January	Y10/11 curriculum & options – parents' information evening
Thursday 14 January	Y10/11 curriculum & options – presentation to students in assembly
Week beginning 18 January	Departmental presentations including: • Business Studies • Classical Civilisation • Computing
18 January – 12 February	Research and Fact Finding Students make provisional choices / discuss with subject teachers and complete Side A of the Options Form in preparation for meeting with mentor.
Week beginning 15 February	Half term
Week beginning 22 February	Mentor week – students meet with staff mentors
Week beginning 29 February	Finalising choices Students meet with mentors to confirm choices and hand in Options Form with Side B completed and signed by parents and mentor.
Friday 4 March	Final deadline for return of Options Forms to tutors

English

English Language – Reformed Qualification: WJEC Eduqas Specification

The skills of reading, writing, speaking, and listening are of vital importance. Not only are they essential in many careers, they also underpin successful study at all levels, and a proficiency in them can also add immeasurably to an individual's general quality of life. English Language is designed to aid and assess such development, and to encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It will prepare students to make informed decisions about further learning opportunities and career choices and to use language to participate effectively in society and employment.

What will I be studying on the course?

Students will consolidate their ability to write accurately and fluently, and to read perceptively, by studying both fiction and non-fiction texts covering a wide range of forms, media, contexts, audiences and purposes. Students will also undertake speaking and listening tasks where they will be given the opportunity to make a range of effective contributions using creative approaches to exploring questions, solving problems and developing ideas.

What will I be doing in lessons?

In lessons, students will be given opportunities to:

- demonstrate skills in speaking, listening, reading and writing necessary to help them communicate with others confidently, effectively, precisely and appropriately;
- express themselves creatively and imaginatively;
- become critical readers of a range of high-quality texts, including non-fiction texts;
- understand the patterns, structures and conventions of written and spoken English.

How will the course be assessed?

This is a reformed qualification. This means that all weighted assessment will be by external examination.

Unit 1 ***20th Century Literature Reading and Creative Prose Writing*** (1 hr 45 minutes, 40%)
For this paper, students must answer questions based on one unseen literary extract and complete one creative writing task.

Unit 2 ***19th and 21st Century non-fiction Reading and Transactional/Persuasive Writing*** (2 hrs, 60%)
For this paper, students must answer questions based on two unseen non-fiction writing extracts and complete two transactional/persuasive writing tasks.

Unit 3 ***Spoken Language*** (Unweighted)
Students must complete one presentation/speech and respond to feedback and questions from their audience. The marks awarded will be reported but **do not contribute to the final grade.**

Where could this subject lead?

The study of English Language should lead to greater self-knowledge, greater sensitivity and an imaginative insight into the lives of others. By analysing language and questioning social cultures, students are able to fully appreciate the value of informed opinion.

English Literature – Reformed Qualification: WJEC Eduqas Specification

The study of literature enables students to become critical readers of fiction prose, poetry and drama. Students will also experience different times, viewpoints and situations as found in literary texts and explore how texts from different traditions may reflect, influence and explore values, assumptions and sense of identity.

What will I be studying on the course?

Students will study a range of novels, poetry and plays. Students will experience as many genres as possible, including poetry, drama, novels and short stories, providing opportunities to understand social, historical and cultural influences in the study of literature.

What will I be doing in lessons?

In lessons, students will be given opportunities to:

- develop and sustain independent interpretations of whole texts, supporting them with detailed textual references
- analyse connections between texts, comparing features and qualities that connect and contrast the presentation of themes, characters and settings
- develop skills of responding intelligently and perceptively to unseen texts
- analyse the impact of style, language, structure and form in close detail and across whole texts
- relate texts to their social and historical contexts, and to the literary traditions of which they are a part
- understand how texts from the literary heritage have been influential and significant over time.

How will the course be assessed?

This is a reformed qualification, meaning that all assessment will be by external examination.

Unit 1 ***Shakespeare and Poetry*** (2 hrs, 40%)
For this paper, students are required to answer two questions on the chosen Shakespeare play. Students must also answer two questions based on the WJEC Eduqas Poetry Anthology. (Students are not permitted to take copies of the set texts into the examination.)

Unit 2 ***Post 1914 Prose/Drama, C19th Prose and Unseen Poetry*** (2 hrs 30 minutes, 60%)
For this paper, students will be required to answer one question on each of their two chosen texts. They must also answer two questions on unseen poems, one of which involves comparison. (Students are not permitted to take copies of the set texts into the examination.)

Where could this subject lead?

As well as enriching your GCSE years through exposure to a wide range of important and linguistically rich texts, this subject could lead to A level English Literature and further study. English Literature is a highly respected course of study and those who study it at A level and beyond equip themselves for a wide range of opportunities and careers.

Mathematics

Mathematics – Reformed qualification: Edexcel GCSE Mathematics (9-1)

The aim of the mathematics department is to equip, develop and encourage students to:

- excel in mathematics and achieve to their full potential and beyond expectation;
- be problem solvers who are able to apply their combined mathematical and general knowledge effectively and efficiently in all areas;
- enjoy the challenges of mathematics and relish the chance to explore mathematics beyond the curriculum.

We have developed a challenging and engaging curriculum which aims to fulfil these aims and to continue to develop all students beyond the new and more challenging GCSE syllabus.

What will I be studying on the course?

This Edexcel GCSE qualification in Mathematics requires students to develop knowledge, skills and understanding of mathematical methods and concepts, including:

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

Students will need to be able to use their knowledge and understanding to make connections between mathematical concepts. They will be assessed on three main criteria: their ability to "Use and apply standard techniques" (AO1); how they "Reason, interpret and communicate mathematically" (AO2) and their ability to "Solve problems within mathematics and in other contexts" (AO3)

As well as GCSE Mathematics the most able students will have the opportunity to study the OCR Additional Mathematics FSMQ. This has been carefully selected to stretch the students and deepen their knowledge and application of the higher levels of GCSE mathematics as well as to prepare them for the challenge of A levels. As such, students' performance in this exam will play a significant part in determining their suitability for further study in the Sixth Form.

What will I be doing in lessons?

Besides learning the skills needed to solve text book exercises and prepare for the exams, students will also be taught the principles of problem solving, mathematical reasoning and how to apply what they have learned in new and unfamiliar contexts. There are a number of opportunities to use ICT throughout the course and students will be asked to demonstrate their communication skills, both verbal and written.

How will the course be assessed?

- In Year 11 students will sit three written papers, each contributing 33.3% of the final grade. All students will sit the Higher Tier papers which cover grades 4-9.
- Paper 1 is the Non-calculator paper, Papers 2 and 3 are the Calculator papers.
- Each paper is 1 hour 30 minutes and there are 80 marks on each paper.
- The content outlined above will be assessed across all three papers.
- Each paper will cover all Assessment Objectives.
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Where could this subject lead?

This course covers all aspects outlined in the National Curriculum and forms a solid base for studying the subject at a higher level. Mathematical understanding and reasoning also supports many of the other subjects offered at A level such as Physics, Economics, Geography and Psychology. A wide range of degree subject require A level Mathematics, for example Engineering, Finance, Economics, Actuarial Science, Physics and of course Mathematics. Well developed mathematical skills can also give you the ability to solve problems and work efficiently and are therefore highly valued in many varied professions.

Science AQA

Science - – Reformed qualification : AQA Science
Biology 8461, Chemistry 8462 and Physics 8463

What will I be studying on the course?

A sound knowledge of Science is essential in our society, no matter what a student's intended career. The Science team provides skilful and expert teaching to enable students to access this knowledge and learn to apply it in everyday situations.

Science is a core subject and has 20% of curriculum time spent on it at KS4. This gives 6 hours per week, divided equally between Biology, Chemistry and Physics. We intend to follow the AQA specifications leading to separate GCSE sciences in Biology 8461, Chemistry 8462 and Physics 8463 at the end of Year 11. The GCSE specifications available are all currently draft specifications.

What will I be doing in lessons?

The primary objective of this specification is to interest and engage students in science. This is achieved by:

- identifying activities and experiences which will excite students' interest, and linking these activities to scientific ideas and their implications for society;
- providing opportunities to develop science explanations and theories;
- providing a scheme of assessment which gives regular feedback.

This approach will appeal to students of all abilities. The specifications aim to give students opportunities to:

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

The topics covered are:

Biology	**Chemistry**	**Physics**
B1: Cell Biology	C1: Atomic Structure	P1: Forces
B2: Organisation	C2: Bonding, Structure & The Properties of Matter	P2: Energy
B3: Infection & Response	C3: Quantitative Chemistry	P3: Waves
B4: Bioenergetics	C4: Chemical Changes	P4: Electricity
B5: Homeostasis & Response	C5: Energy Changes	P5: Magnetism & Electromagnetism
B6: Inheritance, Variation & Evolution	C6: The Rate & Extent of Chemical Change	P6: Particle Model of Matter
B7: Ecology	C7: Organic Chemistry	P7: Atomic Structure
	C8: Chemical Analysis	P8: Space Physics
	C9: Chemistry of the Atmosphere	
	C10:Using Resources	

Information Technology and Citizenship are fully integrated into the specifications together with consideration of spiritual, moral, ethical, social, legislative, economic and cultural issues.

How will the course be assessed?

The GCSE specifications comprise of several teaching modules which are assessed through two units per Science subject. Candidates take both units.

GCSE Biology:

Unit	*Unit Code*	*Content*	*Duration*	*Weighting*
1	Paper 1	B1, B2, B3 & B4	1 hour 45 minutes	50%
2	Paper 2	B5, B6 & B7	1 hour 45 minutes	50%

GCSE Chemistry:

Unit	*Unit Code*	*Content*	*Duration*	*Weighting*
1	Paper 1	C1, C2, C3, C4 & C5	1 hour 45 minutes	50%
2	Paper 2	C6, C7, C8, C9 & C10	1 hour 45 minutes	50%

GCSE Physics:

Unit	*Unit Code*	*Content*	*Duration*	*Weighting*
1	Paper 1	P2, P4, P6 & P7	1 hour 45 minutes	50%
2	Paper 2	P1, P3, P5 & P8	1 hour 45 minutes	50%

Where could this subject lead?

A-level courses in the science subjects are designed to lead on from GCSE Biology, GCSE Chemistry and GCSE Physics. Studying for three separate Science subjects will give our students an advantage over students in other schools who have only studied for Core Science and Additional Science GCSEs, as they will have already considered some of the AS-level material. To study any science subject at A-level a minimum of a grade A in the relevant GCSE science subject (Biology, Chemistry or Physics) is required, or grade A in both GCSE Science and GCSE Additional Science (for external students who have not studied separate sciences).

Modern Foreign Languages

Modern Foreign Languages - – Reformed qualification: The choice of examination board is under review, but is likely to be AQA

What will I be studying on the course?

The aims of the GCSE courses in French and German are to:

- Develop understanding of spoken and written French and German in a range of contexts.
- Develop the ability to communicate effectively in French and German in a range of contexts.
- Develop knowledge and understanding of the grammar of French and German and the ability to apply this knowledge logically, thus creating a secure base for future language study.
- Promote an interest in and understanding of the culture and traditions of France and Germany and an awareness of how language has an important influence on culture and thinking.

Contrary to popular belief, it is generally true that the study of one foreign language assists the study of another, and we would encourage students who have the interest and ability to continue with the study of both languages. Members of the MFL department will be glad to offer advice on whether this is an advisable option and, if not, on which would be the more appropriate language to choose.

What will I be doing in lessons?

Teaching in French and German is lively using authentic material to stimulate both oral and written creativity. At the same time, a great emphasis is placed on grammatical awareness by revisiting points of grammar covered in the lower school and introducing more complex ideas to facilitate independent communication. Students will need to be able to use Wiktionary and will be shown how to use the online vocabulary learning programme Vocab Express. Regular vocabulary tests will continue to be a feature of the course. Other homework may include grammar exercises, preparing a presentation, shorter pieces of guided writing, or translation exercises

How will the course be assessed?

Students will be assessed in Listening, Speaking, Reading and Writing. Each section is worth 25% of the GCSE grade. Listening, Reading and Writing are assessed by externally-set examination papers. The Reading paper will include a short passage to be translated into English and the Writing paper will include a passage to be translated into French/German. For Speaking, the test will be conducted in school, but marked by the examination board. The test is likely to include a role play, a photocard with questions, followed by general conversation.

Where could this subject lead?

AS and A2 courses are offered in both languages and can be combined with a range of subjects, including arts and sciences. Students from Langley Grammar School have gone on to university to study courses such as French with Management and Law with German, as well as traditional language degrees. Language qualifications show evidence not merely of a basic linguistic competence but also an eye for detail, an ability to apply patterns logically and to memorise and assimilate quickly large quantities of new information (all that vocabulary!). These skills are most obviously needed in the fields of politics and law, yet universities increasingly offer degrees combining languages with engineering, computing, and business management as well as marketing, journalism/media studies and the tourism and leisure industry.

AQA Spanish/Mandarin Chinese languages courses

These courses are suitable for beginners and are being offered again this year, having been successfully introduced in 2013. They will be held one hour a week in twilight time after school. **Students should be aware that they can only be taken in addition to, rather than instead of, the GCSE courses in French/German held in normal school hours**. Students on these courses are also able to benefit from Mandarin or Spanish workshops run by British Airways at their community learning centre in Harmondsworth.

If they wish, students may be entered for the AQA FCSE or Entry level certificates in these languages at the end of Year 10. Topics include giving information about self and family, the local area, free time, work and future plans. The courses can also count towards the skills section of the Duke of Edinburgh Bronze Award, subject to satisfactory attendance and progress.

These courses are an addition to the normal school curriculum and parents will be required to make a small payment to cover the incremental costs incurred.

Philosophy & Ethics

Philosophy & Ethics – Reformed qualification: OCR (9-1) Religious Studies J625

What will I be studying on the course?

The aims of the Religious Studies (Philosophy & Ethics) course are to:

- Develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community

Religious Studies is allocated one hour each week.

What will I be doing in lessons?

Component:	***Includes study of:***
1. Beliefs and teachings & practices: Christianity (J625/01)	Nature of god, creation, evil & suffering, the life of Jesus, life after death, worship, pilgrimage and celebrations, the role of church in the wider world
2. Beliefs and teachings & practices: Islam (J625/03)	Core beliefs, prophethood, sources of wisdom, angels, life after death, public/private acts of worship, festivals, jihad, the five pillars
3. Religion, philosophy and ethics in the modern world from a religious perspective (J625/07)	Relationships and families, the existence of god, religion peace and conflict, dialogue between religious and non-religious beliefs and attitudes

Each lesson students will participate in a variety of activities (including debates, group tasks, individual study) to research and understand central religious beliefs and how these impact upon those practicing religion and society as a whole.

How will the course be assessed?

There are 3 written examinations to be completed at the end of Year 11. Students will be examined on 'Beliefs and teachings & Practices' for each religion studied. Each paper will be one hour long and is worth 25% of the overall grade. The 3rd exam is on 'Religion, philosophy and ethics in the modern world'; this will be two hours in length and is worth 50% of the overall grade. There will also be internal class assessments at the end of each topic which teachers will use to advise students and parents of personal progress in the course.

Where could this subject lead?

This qualification provides an excellent basis for further study in Humanities and Social Sciences at AS and A2 level.

Art and Design

Art and Design -– Reformed qualification: AQA Art and Design specification 8202/C 8202/X

The Art and Design GCSE course offers students the chance to explore an exciting and varied range of ideas and techniques and aims to:

- Encourage students to develop their creativity and creative problem solving skills, whilst learning a variety of disciplines.
- Give opportunities to explore the nature and potential of materials, processes and techniques.
- Allow students to develop their own ideas and skills through discussion and respond personally to works of art.
- Encourage students to make appropriate connections between their own work and the work of other artists, developing styles of their own as a result.
- Encourage an inquiring mind and the development of critical thinking skills.

What will I be studying on the course?

The content of the course will revolve around the four main assessment objectives of the examination board as explained below. Students will develop their own ideas from initial broad themes set by the Art Department or the exam board in the case of the externally set assignment.

AO1 The students will be expected to develop ideas through investigations, demonstrating critical understanding of sources. This will involve museum visits as well as a requirement to use books and the internet. They will then need to use this research to help explore and develop ideas.

AO2 Students will refine their work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Observational work to show students' ability to record observations, experiences and ideas which are relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Students will use their own style but also taking on board new ways of working discovered throughout the course.

What will I be doing in lessons?

Students will be working to specific themes for each unit of work. For all but the final exam unit, the first few weeks of each unit will involve teacher directed activities before students develop their own ideas more independently within the theme. Students will be investigating relevant artists' work to support their own. They will be experimenting with materials and learning new techniques and processes, developing the ability to do so effectively, skilfully and safely. Some of these will be inspired by the methods seen in artists' work, some will be introduced by the teacher and others will develop from students' own experimentation. Students will learn how to compile a sketchbook with written annotation that presents their work in a coherent manner.

How will the course be assessed?

Unit 1 – **Portfolio of Work** = **60% of final mark.**
(Unit 1 is continually assessed over the first 18 months of the course)
Unit 2 – **Externally set assignment** with 10 hour examination session = **40% of final mark**.
(Final outcomes for the externally set assignment produced in exam conditions within school)

Where could this subject lead?

Students can continue their studies at AS level simply for enjoyment but also with a view to continuing for the A2 course with future careers in mind. There is an extensive range of university courses available to students in the areas of Art, Design, Architecture and Media which can all follow on from study in Art and Design.

Business Studies

Business Studies - Unreformed qualification: Edexcel GCSE Business Studies specification 2BS01

This GCSE aims to encourage students to think in an enterprising way and to develop awareness of the world of business. It does this by focusing students on the challenges and triumphs of running a small business and all the elements that businesses need to consider and plan for to be successful. Students discover the many aspects of a modern business, including the theories behind marketing, psychology, and finance, and we then place these in the context of relevant case studies. In this way, students develop their understanding of the theory and how to apply and evaluate this in realistic business scenarios.

What will I be studying on the course?

In the first year, students study the principles of starting a business in terms of the planning, finance and research required, as well as looking at the broader issues of being ethical and some of the economic factors that could affect the success of the business.

Regularly during Year 10, students will carry out their own research to assist them to build the skills they need for the controlled assessment section of the examination which is then taken in Year 11.

In Year 11, the course content concentrates on the challenges which arise as a business grows and the course also looks at production, the economy and the role of external pressure groups and government legislation, to see how these can alter the way businesses are run and how they can sell their products.

What will I be doing in lessons?

Lessons involve a wide variety of tasks. While real life scenarios and case studies are used to put theory into practice, group and paired work, class discussions and theory based tasks are set to explore student's ideas and to develop the key academic skills of analysis and evaluation. These skills are further strengthened by the individual research undertaken by students as an integral part of the course. This GCSE therefore develops a knowledge and skills base that is of considerable academic value.

How will the course be assessed?

Assessment for the final grade comes in three parts:

1. The controlled assessment [25% of the GCSE]
2. Short answer examination [25% of the GCSE]
3. Longer answer written examination [50% of the GCSE]

The controlled assessment is completed during the Autumn Term in Year 11. Both the other examination papers are taken at the end of Year 11 and are based on case study data.

Where could the subject lead?

This GCSE gives students an insight into the world of business and many numerical and analytical skills which will be more widely beneficial to them in the future. Business Studies can be studied at A-level, after which many students then follow related degree courses at leading universities, providing an opportunity to pursue successful careers in a wide range of employment, including in finance, accounting, marketing and management.

Classical Civilisation

Classical Civilisation - Unreformed qualification: AQA GCSE Classical Civilisation specification 4022

The Classical Greeks and Romans are long dead, so why spend two years studying their societies, culture, literature and ideas? Ancient Greece and Rome were the birth places of many core tenets of civilisation today: the right of people to govern themselves was born in Athens under the name 'democracy'; the idea that the government should look after the needs of the poor was born in Rome in the form of massive public works programmes that would not be equalled in Europe until the Industrial Revolution. Study of these two historic civilisations gives us a richer understanding of this heritage.

What will I be studying on the course?
The four units briefly outlined in the assessment box below aim to take students on a journey to discover how these civilisations ruled and relaxed, created and consumed; we will learn from their own words (in English translation), from the monuments and everyday remains recovered by archaeologists and from the research of historians. So pack your imagination and fasten your toga!

What will I be doing in lessons?
You will be engaged in a wide range of activities designed to develop your knowledge and understanding of the subject by encouraging you to use and improve your thinking skills and to equip you with new tactics for learning independently. A great strength of the course is the emphasis on creating your own evaluative responses which can be creative and personal: you are actively encouraged to begin your answers with, "I think...”!

The biannual study visit (for Year 10 and 11) to the Bay of Naples is very useful for reinforcing students' understanding of the archaeological remains at Pompeii and Herculaneum. You work in teams to carry out challenges which help you to make the most of the visit by engaging actively with the locations whilst drawing on your prior learning which improves and strengthens your understanding.

How will the course be assessed?

Course outline	Duration	Weighting
Unit 1 Livy *Stories of Rome* Trace the myths of the founding of Rome through the worsening rule of kings into the birth of the Republic and the horror of the invasion of the Gauls.	1 hr	25%
Unit 2 Greek tragedy and Drama festivals Discover the colourful festival at which plays were first created. Examine the tragic story of *Medea* retold in a play which was entered in this contest.	1 hr	25%
Unit 3 Pompeii and Herculaneum Use the archaeological discoveries to investigate the daily life of the doomed 1st century Roman citizens of these towns.	1 hr	25%
Controlled Assessment:* Athenian Democracy Investigate the birth of a radical new type of government which took Athens from a standard feudal system to the first fully citizen-led state in the world.	3-4 hrs write-up	25%

Where could this subject lead?
GCSE Classical Civilisation has strong links with GCSE English Literature, History (critical use of sources of evidence) and Drama (the study of Greek tragedy). Classical Civilisation is an option at A Level and if you were to take any of these other subjects at A Level, your Classical Civilisation studies will complement the development of skills demanded by these subjects. As with all GCSE Humanities subjects, Classics opens routes to a wide range of thinking skills based careers, whilst also enriching students with a deeper appreciation of the Classical heritage of Western Europe.

Computing

Computing – Reformed qualification: OCR Computer Science J276 (only DRAFT Specifications available)

GCSE Computing is a course that has real relevance in our modern world. While students will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes". As part of this, they will be introduced to computer programming.

What will I be studying?
The course provides students with a real, in-depth understanding of how computer technology works, and will also develop critical thinking, analysis and problem-solving skills through the study of computer programming.

Unit 1: Computer systems
- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Unit 2: Computational thinking, algorithms and programming
- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Unit 3: Programming project
- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

What will I be doing in lessons?

In lessons you will be:
- developing your understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts,
- acquiring and applying a knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming,
- learning to program in Pascal,
- using your knowledge and understanding of computer technology to become independent and discerning users of ICT, able to make informed decisions about its use, and aware of the implications of different technologies,
- acquiring and applying creative and technical skills, knowledge and understanding of ICT in a range of contexts,
- developing computer programs to solve problems,
- developing the skills to work collaboratively,

- evaluating the effectiveness of computer.

How will the course be assessed?

The course provides students with a real, in-depth understanding of how computer technology works. The course will also develop critical thinking, analysis and problem-solving skills through the study of computer programming.

Unit 1 **Computer systems:** a written paper lasting 1.5 hours which equates to 40% of the qualification

Unit 2 **Computational thinking, algorithms and programming:** a written paper lasting 1.5 hours which equates to 40% of the qualification

Unit 3 **Programming project:** A controlled assessment programming project which equates to 20% of the qualification

Where could this subject lead?

With the information technologies continuing to have a growing importance there will be a bigger demand for professionals who are qualified in this area. If students want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone.

Unit 3 **Programming project:** A controlled assessment programming project which equates to 20% of the qualification

Design & Technology

The aims of the GCSE courses are:

1. To encourage candidates to combine their designing and making skills with knowledge and understanding, in order to design quality products.

2. To give opportunities to develop the confidence to analyse products suitable for different client groups.

3. To encourage the development of candidates' critical and aesthetic abilities.

4. To utilise CAD/CAM and demonstrate its application in industry.

5. To provide a basis for a career in the industry.

Full details of the different Design and Technology options are given on the following pages.

D & T - Food Preparation and Nutrition – Reformed qualification

D & T - Textiles Technology - Unreformed

D & T – Product Design - Unreformed

Controlled Assessments

The students choose from a selection of examination board set tasks which they may contextualise and tailor into their individual titles. These involve the making of practical outcomes and supporting written work.

Most of the practical and supporting written work needs to be completed under supervision at school although some can be completed outside lesson time provided that they have followed teacher guidance and that the teacher is satisfied that it is the work of the student.

Textiles Technology and Product Design require one controlled assessment of approximately 45hrs. Food and Nutrition requires 3 short tasks of approx 5hrs each and one of 20hrs. For each course, controlled assessment accounts for 60% of the overall marks, with the remaining 40% on written examination papers.

D & T - Food Preparation and Nutrition

Food Preparation and Nutrition - Reformed qualification: OCR Food Preparation and Nutrition specification J309

The course is designed to enable students to apply their knowledge and understanding of nutrition and the working characteristics of food with processing techniques to design and make food products.

What will I be studying on the course?

Topics include:

- **Nutrition and Health -** Nutrients are examined in terms of their chemical structure and how this structure determines their performance with other ingredients, and their effect on human health. Students learn how to engineer recipes in terms of nutritive value to suit a range of special diets from vegetarian to coeliac.
- **Food Provenance and Security –** Food sources and how they are grown, reared, caught, processed. Regional and seasonal produce, sustainability and organic issues related to foods. .
- **Food Science –** Working characteristics and the functional and chemical properties of ingredient groups.
- **Technological developments to support better health and food production –** Fortification of foods, use of additives together with a study of new and emerging foods.
- **Food Preparation, sensory properties and food safety -** Properties and functions of major ingredients in a range of food products. Students are encouraged to enter the CIEH Level 2 Award in Food Safety and Catering which acts as an additional qualification
- **Food Preparation Skills**

What will I be doing in lessons?

Throughout the course emphasis is placed on the use of ICT and the Design and Technology ICT suite allows this to be an integral part of learning. A high proportion of practical work is incorporated, other activities include: recipe sourcing; new product trends in supermarkets and skills development. In order to gain first-hand experience, industrial visits and speakers form a key element. Visits in the past have included: Masterfoods, Tescos in-store bakery, BBC Good Food Show. Visiting speakers have included Environmental Health Officers, dieticians, retail managers and packaging designers.

How will the course be assessed?

- ***Nutrition***
  50% of the total GCSE: Examination Paper of 1hr 30mins duration.
- ***Food Investigation Task***
  15% of the total GCSE: to investigate through practical food science experimentation, to investigate and evaluate an understanding of the working characteristics of commodities. A 1500-2000 word report.
- ***Food Preparation Task***
  35% A practical task- duration of 3hrs to prepare 3 outcomes. Supporting written evidence justifying choices, planning and analysis of outcomes.

Where could this subject lead?

The subject itself provides a good background for a wide range of careers from dietetics, medicine and the prevention of disease, food photography, food styling, journalism, product development, food science, consumer science, hospitality, environmental health, retail marketing, public relations to food technology and sports science. This is an interesting, lively subject to take at GCSE level which is highly regarded and can lead to an AS level or A2-level course. It is an excellent GCSE to combine with Science, PE, Art and humanity subjects.

D & T – Product Design

Product Design - Unreformed qualification: AQA Product Design specification AQA 4557

Product Design is the design and manufacture of products with creativity and originality, covering a variety of practical activities, materials and skills. Candidates will develop designing and making skills looking at a range of materials, design issues, processes and manufacture.

What will I be doing in lessons?

- **Modelling based project**
  Students need to be able to model ideas effectively; accurate sketching and rendering of ideas in isometric and perspective drawings are crucial for designs to be produced accurately as working prototypes. A knowledge of the properties of a wide range of materials can be combined with the use of ICT to produce scaled prototypes that can be tested before production. Software and hardware used includes: 2D Design, Pro Desktop, Pro Engineer, Roland engraver, laser cutter and 3D printer.
- **Wood based project**
  This unit is used primarily to increase knowledge of working with wood as a sustainable material, different construction methods, finishing, composite materials and the incorporation of smart materials. Students will investigate the form and function of existing outcomes and how the market forces and technological advances influence the evolution of design. Classic designers and their iconic designs are examined and used as design stimuli.
- **Plastic based project**
  Plastics are all around us, there is a myriad of different types and therefore their use is widespread, students will learn about the properties of thermoplastics and thermosetting plastics, how their form can be altered by using the vacuum former and line bender and finished from the use of acrylic polish to flame finshed edges. Students will examine the use of commercial construction kits for modelling designs and will incorporate considerations of functionality and design for maintenance in their finished products.
- **Drawing techniques**
  Students are taught different techniques eg 3rd angle orthographic projection of objects, perspective drawing, isometric drawing and rendering.
- **Packaging of a product**
  The investigation of packaging allows for a focus on different methods of manufacture and methods of construction. The importance of sustainability, planned obsolescence and related environmental issues are all examined in this project.

How will the course be assessed?

40%: Unit 1- Written Paper 2hrs

60%: Unit 2 One controlled assessment of 45hrs comprising of a student designed and made graphic product and an accompanying A3 design folio. The task is chosen from a selection of exam board set design briefs.

Where could this subject lead?

The GCSE option will lead on to the AS and A2 level in Product Design which is a course that gives candidates valuable knowledge, understanding and skills, this is turn could lead on to a variety of Higher Education courses. There is a high element of design included in the specification and it therefore links well with Art and Design but also Mathematics and Science in terms of the engineering and product design elements. Graphic designer, layout artist, game designer, copywriter, architect, production artists, multimedia developer and creative director are all possible career paths. The subject combines well with both science and arts subjects..

D & T – Textiles Technology

Textiles Technology - Unreformed qualification: AQA Textiles Technology specification 4570

The course combines knowledge of fibres and fabrics with the practical application of their properties in the production of a range of textile items. A structured programme of focused practical tasks and a variety of design briefs will be used to explore the design process and learn making and decorative techniques in textiles.

What will I be studying on the course?

- **Textile construction techniques**
  A garment is made to introduce students to construction techniques in preparation for their coursework. Students learn to adapt commercial patterns and understand the process of making a three dimensional textile product from a flat piece of fabric.
- **Application of colour**
  Different techniques are explored for changing and enhancing the natural colour of fabrics. Techniques include batik, stencilling and silk painting, plus various methods of printing ranging from block printing and screen printing to transfer printing.
- **Surface decoration and embellishment**
  Decorative techniques will be explored and students learn of how to use these techniques on a textile product. Techniques include appliqué, reverse appliqué, free machine embroidery, computer aided design linked to embroidery machines and a laser cutter. Other techniques include decorative hand stitch, beading, felting and the use of soluble stabiliser to create lace effects using stitch.
- **Use of appropriate equipment**
  Equipment includes sewing machines, an over-locker, heat press and a range of specialist tools for modelling and making.
- **Fibres, fabrics and their properties**
  Students learn about the properties of natural, synthetic, regenerated and blended fibres. They can then understand why certain fabrics are selected for specific purposes. They learn about textiles from fibre to fabric, from fabric to garment, from garment to retail and the impact these steps have on the environment.
- **Project management**
  Design and Technology provides the opportunity for students to learn transferable skills which will enhance their future careers. Not only do they learn how to be creative, but they are taught hard skills of how to cost a product, plan the steps of production and learn how to plan activities to enable them to meet deadlines.

What will I be doing in lessons?

Students will be learning many new textile techniques. In addition ICT skills are an integral part of the course in order to prepare students for the workplace. ICT is used for data-handling, research and planning. The department's facilities also enable students to use CAD/CAM through the use of computerised embroidery machines and laser cutting. Visits are also an important element of the course. We have recently included a visit to the The Clothes Show at the NEC and museum visits will be organised when specialist exhibitions are taking place.

Where could this subject lead?

This subject can be studied at A Level which leads to a range of university courses.

There is a high element of design and project management included in the specification so the subject links well with design, marketing and manufacturing/production careers. Students could consider: retail management and retail buying; fashion, textile and interior design; architecture; specialist journalism; textile manufacturing and technology.

Drama and Theatre Arts

Drama and Theatre Arts - Reformed qualification: AQA Drama and Theatre Arts specification 4242 – TO BE CONFIRMED

What will I be studying on the course?

Drama engages and enhances the imagination. Drama builds a student's confidence. It enables the student to utilise and manipulate different modes of communication to create meaning; using the voice, the body, writing and the ability to choose symbols that can be read by an audience (such as costume, lighting and sound). The students will be asked to consider how acting, set design, make-up, costume, lighting and sound can have an intended effect on an audience. It is expected that the student will be enthusiastic, reliable, self-disciplined and willing to take risks in creating and performing work. The candidate will also be expected to give up free time for rehearsals and theatre trips. The experience of Live Theatre is a component of the exam, but also informs and develops the student's own practical work, and their understanding of the elements of Drama.

What will I be doing in lessons?

Drama encourages the student to develop:

- an understanding and response to a wide range of play texts, an appreciation of the ways in which playwrights achieve their effects and the ability to communicate the playwright's intentions to an audience;
- an awareness of social, historical and cultural contexts and influences through an investigation of plays and other styles of dramatic presentation;
- increased self and group awareness and the ability to appreciate and evaluate the work of others;
- skills of creativity, self-confidence, concentration, self-discipline and communication.

How will the course be assessed?

Controlled Assessment: (60%)
The student is continually assessed throughout the course. There will be at least four assessments throughout the two years. The two highest grades (each worth 30%) from the following four topics will become part of the student's final mark:

- Acting
- Physical Theatre
- Devised Thematic Work
- Theatre in education

Students may also study an area of design such as costuming, masks or lighting, instead of performing, for one option.

Examination: (40%)
A 1½ hour written exam at the end of the course. Questions are based on practical work completed by students in the controlled assessment, as well as live theatre see over the course.

Where could this subject lead?

Drama beyond GCSE: it's not only about acting!

This is a vibrant and exciting subject that complements and clearly leads to the A-level course. It combines well with any other subject due to the diverse range of skills it encourages. The skills that are developed, will prepare the students for careers in such diverse vocations as management, law and medicine. Drama-specific career paths can be found in the industries of Theatre, Film, Television, Events and Computer Entertainment. Some of these are: Actor, Writer, Director, Producer, Radio Announcer, Television presenter, Sound Designer, Advertisement Voiceover, Lighting Designer, Newsreader, Stage Manager, Make-up artist, Costume Designer, Front-of-House Manager.

Geography

Geography - Reformed qualification: Edexcel Geography B
Specification Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Geography B (1GB0)

What will I be studying on the course?

GCSE Geography continues to place a strong emphasis on explaining the world around us. You will cover a huge variety of places examining the issues that face them in today's world. It could be the effects on places or climate change, cyclone hazards and plate tectonics or the effects of globalisation and trade, increasing urbanisation and rapid economic change. You will examine the challenges of megacities and land use while considering the needs of managing global conservation.

You'll be given engineering design problems to solve on the coast of Britain. As you do, you'll need to think both about the technical and numerical information in front of you but also people's values and attitudes. You will have to consider how you will you manage the impacts of increased river flooding or how the geology influences decisions. By breaking down the barriers to effective environmental management, you'll inevitably be forced to consider whether you can be objective enough to tackle some of the bigger moral issues associated with development projects or the cultural changes from migration into Britain from Heathrow and the changes this brings for the job market. You will consider how we provide and get the right energy mix in today's world. You will think critically about why UK cities decline and how you can rebrand them or how we get the balance managing rural challenges while maintaining rural interdependence in the UK.

We always aim to deliver stimulating and challenging lessons, encouraging you to develop higher-order thinking through investigating, solving problems and making judgements about the world around you.

How will the course be assessed?

Just like at KS3 we will continually assess your progress in lessons and use homework tasks to consolidate your learning. The activities will be similar to now but also incorporate exam questions. This means we can avoid doing end of unit tests although you can choose to do them if you want. The higher thinking skills and decision making that takes place in lessons and homework in KS3 and KS4 gives a real advantage especially for Component 3 – Making Geographical Decisions where LGS pupils historically do very well.

Component 1: Global Geographical Issues (Paper 1: 37.5% of the qualification)

- Topic 1: Hazardous Earth
- Topic 2: Development dynamics
- Topic 3: Challenges of an urbanising world

Component 2: UK Geographical Issues (Paper 2: 37.5% of the qualification)

- Topic 4: The UK's evolving physical landscapes including subtopics:
  - 4A: Coastal change and conflict
  - 4B: River processes and pressures
- Topic 5: The UK's evolving human landscape including a case study – Dynamic UK cities.
- Topic 6: Geographical investigations – including one physical fieldwork investigation and one human fieldwork investigation linked to Topics 4 and 5.

Component 3: People and the Environment Issues – Making Geographical Decisions (Paper 3: 25% of the qualification)

- Section A: People and the biosphere
- Section B: Forests under threat
- Section C: Consuming energy resources
- Section D: Making a geographical decision

The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 8-mark extended writing questions and Section D will offer a choice of one from three decisions assessed through a 12-mark extended writing question.

Where could this subject lead?

Anywhere - depending on your attitude and hard work! Edexcel Geography is a forward thinking and dynamic course and receives many accolades from university geography departments. Geography is a facilitating subject that universities value. By focusing on current geographical issues and thinking skills rather than simply rote learning of case study details, the emphasis is on what prospective employers want. Geography graduates have one of the higher employment rates in the country, with the subject opening access to a broad spectrum of careers.

History

History - Reformed qualification: Edexcel GCSE in History, (1H10)

The course that we follow is specially chosen as it provides an opportunity for a broad and diverse study of the history of Britain and the wider world. Students following the course will acquire a valuable historical insight into crime and punishment over time, Elizabethan England and some of the events that have shaped the world today.

What will I be studying on the course?

The course is divided into three papers. Papers one and two comprise two parts.

Paper 1a Crime and punishment in Britain, c1000 to the present day (20%)
Changing attitudes to crime and punishment over time looking at key themes, such as the changing nature of criminal activity, how punishments changed, how suspects were tried and why the police emerged.

Paper 1b Whitechapel, c1870-c1900 (10%)
There will be a special focus on inner city crime and policing in Whitechapel, c1870-c1900, and the streets that led to Jack the Ripper.

Paper 2a British depth study on Early Elizabethan England, 1558-88 (20%)
Early Elizabethan England will focus on key questions, like how did Elizabeth secure power, what did Elizabeth do about religion, why did the north rise in rebellion in 1570, why did Elizabeth execute her cousin Mary Queen of Scots and why did Elizabeth face the Spanish Armada and how did she win?

Paper 2b Period study on Superpower relations and the Cold War, 1941–91 (20%):
The evolution of the Cold War, focusing on why the Cold war occurred, why Stalin's blockade of Berlin failed, how close the Cuban missile crisis came to nuclear war, why there were uprisings in Hungary and Czechoslovakia, what prompted the USSR invade Afghanistan and whether Reagan and Gorbachev helped to end the Cold War.

Paper 3 Modern Depth Study on Russia and the Soviet Union 1917-41 (30%)
This will focus on some important historical questions such as why was the Tsar forced to abdicate in 1917, how did the Bolsheviks seize control of Russia, why did the Bolsheviks win the Civil War, how was Stalin able to defeat his rivals for power, how successful was Stalin's collectivisation of farms, why did the purges and the Great Terror occur, how was propaganda used and did the Revolution change women's lives?

What will I be doing in lessons?

Students will carry out a variety of activities. Some of the activities will develop their knowledge and understanding of key developments in the modern world e.g. Russia, 1917-39 and the Cold war. Students will also increase their understanding of one of the major themes and a significant period in the evolution of Britain. They will develop their research methods, carry out an historical enquiry and learn to make critical judgements on historical issues. Students will develop their source evaluation techniques, using a wide selection of sources both written and visual, such as newspapers reports, photographs, films and cartoons. In recent years GCSE study visits have been organised to Berlin, Moscow, St Petersburg, Munich, Vienna and Bletchley Park.

How will the course be assessed?

All of the papers will be assessed through a written examination at the end of the course

- Paper 1, Crime and punishment in Britain, one hour 15 minutes, 30% of the marks
- Paper 2, Early Elizabethan England, 1558-88 and Superpower relations and the Cold War, 1941–91, one hour 45 minutes, 40% of the marks
- Paper 3, Russia and the Soviet Union, 1917–41, one hour 20 minutes, 30% of the marks

Where could this subject lead?

History is highly regarded as a qualification by both employers and universities because it is an established academic subject based on clearly defined standards, it improves writing skills and powers of critical analysis, and develops a mature understanding of how the modern world has developed. History provides a general preparation for a variety of careers such as management, administration and journalism. The subject is traditionally recommended to those who plan to study Law. It also helps to broaden the outlook of anybody who ultimately intends to specialise in science and technology.

Information and Communication Technology

Information and Communication Technology - BTEC Level 3 National Certificate in Information Technology

The Pearson BTEC Level 3 National Certificate in Information Technology is intended as an Applied General qualification and equivalent in size to a half an A Level. It is designed for students who are interested in exposure to a range of IT topics that will enhance their progression to higher education in this sector, a complementary sector or a contrasting sector and ultimately lead to employment. Students will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business, using IT to communicate and share information.

What will I be doing in lessons?

In unit 1 you will be studying the design, creation, testing and evaluation of a relational database system to manage information.

In unit 2 you will explore how businesses use social media to promote their products and services. You will also implement social media activities in a business to meet specific requirements.

How will the course be assessed?

Unit 1	Creating Systems to Manage Information	External assessed task	50%
Unit 2	Using Social Media in Business	Internally assessed assignments	50%

Unit 1 will have a task set and marked by Pearson and completed under supervised conditions. The supervised assessment period is ten hours arranged over a number of sessions in a 1 week assessment period. It will be completed using a computer and submitted electronically.

Unit 2 will have a series of assignments based on the three learning aims: Explore the impact of social media on the ways in which businesses promote their products and services; Develop a plan to use social media in a business to meet requirements; Implement the use of social media in a business.

Where could this subject lead?

This qualification is designed for learners who are interested in an introduction into the study of information technology (IT) alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

The qualification supports entry into a range of fields, for example: Interactive Media, Business Computing, Engineering, Information Management for Business, Accounting and Finance and Information Management for Business.

Music

Music - Reformed qualification: Edexcel Music specification 1MU0

Why should I study Music?

Musicians can follow directions, solve technical and stylistic challenges, analyse and solve problems logically, work hard for excellence in performance, listen with heightened sensitivity, work in team situations, negotiate, co-operate, appraise and communicate, and cope well under pressure. GCSE Music is an exceptionally rewarding and enjoyable course which promotes the development of a huge range of skills.

What will I be studying on the course?

Component 1: Performing: You will perform **one solo piece** and **one ensemble/group piece** during the course. This can be singing, instrumental, technological or an arrangement of an existing piece of music. You will be expected to be receiving individual music lessons to help you reach the top grades, and there will be individual support in lessons in performance technique. Both of your performances must be longer than four minutes in total.

Component 2: Composing: You will create **two compositions** over **two years**. One will be a response to set brief by the exam board, and one will be a free choice composition. You will receive composition lessons, where techniques will be taught to enable you to compose with confidence, maturity and increased musicality. Both of your compositions must be longer than three minutes each.

Component 3: Appraising: You will be required to study and analyse the following pieces of music:

Area of Study	Set Works
Instrumental Music 1700–1820	• J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major • L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	• H Purcell: Music for a While • Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	• S Schwartz: Defying Gravity (from the album of the cast recording of Wicked) • J Williams: Main title/rebel blockade runner (from Star Wars Episode IV: A New Hope)
Fusions	• Afro Celt Sound System: Release (from the album 'Volume 2: Release') • Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

What do I need to know, or be able to do, before taking this course?

To be successful in the study of music, you need to:

1. Understand basic theory, notation and how to read and write music
2. Listen to a wide variety of music, and have a genuine interest in listening critically
3. Be able to play an instrument or sing well enough to perform on your own in public
4. Be self-sufficient, organised and motivated

What will I be doing in lessons?

Lesson one will consist of developing your composing and performing skills for the coursework aspect of the course (components one and two). This will include solo and group performing practise, and developing the technical skills necessary to create your own music. *You will also be expected to take advantage of some of the many extra-curricular performance opportunities at the school to help refine and develop your musicianship*.

Lesson two will consist of studying and analysing a group the set pieces of music from a range of different genres and understanding the historical and cultural context of those works. You will also develop your theoretical and listening skills, and learn how to apply this knowledge to unfamiliar pieces of music.

How will the course be assessed?

Component 1: Performing (*Paper code: 1MU0/01)
• Students perform for at least four minutes' combined duration • Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces • Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces • Each performance will be out of **30 marks.**
Component 2: Composing (*Paper code: 1MU0/02)
• Students compose two compositions, of at least three minutes' duration • One composition to a brief set by Pearson, of at least three minutes in duration. • One free composition set by the student, of at least three minutes in duration. • Each composition will be out of **30 marks**.
Component 3: Appraising (*Paper code: 1MU0/03)
Section A – Areas of study, dictation, and unfamiliar pieces (68 Marks) • Six questions related to six of the eight set works • One short melody/rhythm completion exercise • One question on an unfamiliar piece Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks) • One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music**.**

Where could this subject lead?

AS/A2 Music is available in the Sixth Form and GCSE Music provides excellent preparation for that. A good musical education is held in high regard by both universities and employers, as it is an indicator of a huge range of desirable skills and attributes, both technical and creative. Career opportunities are limited only by your imagination, but could include the following: journalist, producer, promoter, publisher, broadcaster, teacher, lecturer, music therapist, counselling, social work, DJ, events management, programme director, session musician, conductor, merchandising, record industry practitioner, music business, recording engineer, sound engineer, speech pathologist, booking agent, radio presenter, rock star!

Physical Education

Physical Education - Reformed qualification: AQA Physical Education specification

This is a subject area at GCSE which is very broad ranging in the areas it encompasses, and therefore suits a diverse range of students and will complement a variety of subject choices. Students will have two GCSE PE lessons per week in addition to their core PE allocation. One of these will be a theoretical, classroom-based lesson and one will be a practical lesson.

What will I be studying on the course?

In the theoretical component topics studied include; applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences and health, fitness and well-being.

In practical lessons a wide variety of activity areas will be both taught and assessed enabling a high degree of personalisation in the final selection of activity areas. Students will be assessed practically as a player / performer in three different physical activities. Of these three different physical activities one has to be a team activity, one an individual activity and the third in either a team or an individual activity.

Students should be currently involved and competing in at least two sporting activities either in or outside of school. Sports participated in outside of school and not currently taught in school may count towards final marks, e.g. swimming, golf or dance.

Students should discuss their suitability for the course with their PE teacher prior to selection on the options form.

How will the course be assessed?

Theory *– 2 written exam papers containing a mixture of multiple choice, short answer and extended answer questions.*

Paper 1: The human body and movement in physical activity and sport
78 marks - 30% of GCSE
1 hour 15 minutes
Paper 2: Socio-cultural influences and well-being in physical activity and sport
78 marks - 30% of GCSE
1 hour 15 minutes

Practical *– Assessed throughout the course in lessons or assessed by video evidence if the activity is undertaken outside of school.*

Three activities as a player/performer (one team, one individual and a third in either a team or individual)
Written analysis and evaluation, highlighting strengths and weaknesses in a performance, to bring about improvement in one activity
100 marks - 40% of GCSE

Where could this subject lead?

GCSE PE is not merely a sports-related course. Due to the wealth of cross curricular links e.g. to science, technology, sociology, psychology, GCSE PE sits in support of many subjects. It also offers a pathway forward at 'A' level both in the subject itself and in many others. GCSE PE constitutes an excellent course for individuals who are interested in sport both as a participant and in the wider world of sport.