



Hawkeye Hall High School

Options 2016

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Introduction

Compulsory Subjects

In key stage 4 all students study:

Subject	Qualification
English Language and Literature	GCSE (2 certificates)
Science Double or Triple Award	GCSE (2 or 3 certificates)
Mathematics	GCSE (1 certificate)
Religious Education	Full Course – GCSE (1 certificate)
Physical Education	None

These subjects take up approximately $\frac{3}{5}$ of the periods in the week. The remainder are given over to the option subjects.

Option Subjects

The option subjects are listed in the table below, with students free to choose any combination of subjects (two from Box A and one from Box B). Please note; in addition some vocational options will be available to students for whom these courses are deemed appropriate. Students will spend approximately $\frac{2}{5}$ of the periods in the week studying your chosen subjects.

Box A - Choose any 2		Box B - Choose 1
Art	Geography ²	Computer Science
Boys PE	Girls PE	Geography ²
Computer Science	History ²	History ²
Drama	Music	Physics (Triple Science)
Dance	Photography	Spanish ¹
Engineering	Product Design – Fashion	
Film studies	Product Design – Hard Materials	
Food and Nutrition	Spanish ¹	

¹ = Counts as a language for the English Baccalaureate

² = Counts as a humanity for the English Baccalaureate

Options Interview

Every student is offered an options interview with parent(s) / guardian(s) and a senior member of staff. The process for choosing subjects will be explored and the appropriateness of each subject choice discussed in detail. The whole options process is about finding the right balance of subjects to get the best possible value in terms of qualifications for each student, while still ensuring a balance to the curriculum.

Advice to Students

These choices are very important because your grades at GCSE are your “passport” to future education or employment. Make sure you:-

1. **Choose the subjects you are likely to do best in.** Use your current levels and the feedback you have had from your teachers to guide you.
2. **Don't make a choice just because you like the teacher.** That teacher may well not be taking the group you end up in.
3. **Be realistic** about your strengths and weaknesses and accept realistic advice about the type of course you choose.
4. **Above all, don't choose a subject because your friend is doing it.** There is no guarantee you will be in the same class.

The majority of students will study the 3 subjects they choose, however there are always some students whose choices cannot be accommodated. In these cases, students will be re-interviewed and asked to re-select one of their choices.

A note about the English Baccalaureate (EBacc)

This is not a new qualification, but a certificate awarded to students who gain “good passes” in all of the subjects listed below. Good passes means gaining grade 5 or higher.

- English Language
- Mathematics
- 2 Science GCSEs
- A foreign language GCSE and
- Either History or Geography GCSE

Only those 5 GCSEs will count towards the new certificate. The percentage of students gaining this certificate is published in the school league tables for comparison. We have spoken to local Further Education providers and Universities who both say that at present there are no plans to use the EBacc as a discriminator when considering applications. There is no guarantee however that it will not be used in the future. The Russell group of Universities have produced a useful guide called “Informed Choices” which can be accessed from the following website:

<http://www.russellgroup.ac.uk/informed-choices/>

Introduction

The Russell Group is made up of the following Universities:

University of Birmingham	University of Bristol	University of Cambridge	Cardiff University	Durham University
University of Edinburgh	University of Exeter	University of Glasgow	Imperial College London	King's College London
University of Leeds	University of Liverpool	London School of Economics & Political Science	University of Manchester	Newcastle University
University of Nottingham	University of Oxford	Queen Mary, University of London	Queen's University Belfast	University of Sheffield
University of Southampton	University College London	University of Warwick	University of York	

New GCSE Grading System

The Government introduced a new GCSE grading system in September 2015 and this system has been phased in for different subjects since then. This new system removed the A*-G grading system and replaced it with a system based on numbers 1-9, where 1 is the lowest grade and 9 the highest.

The old lettered grades do not completely correspond with the new numbered system as shown in the table below:

New Numbers	1	2	3	4	5	6	7	8	9
Old Grades	G/F-	F/E	E+/D	C	C+/B-	B/B+	A	A*	A**

As this system is still being phased in, different subjects will have different grading systems. This means that, depending on their option choices, your child could get a mix of numbered and letters on their GCSE results certificates.

Numbered Grading System		Lettered Grading System
English	Geography	Engineering
Maths	History	Film Studies
Science	Music	Product Design
Art and Design	PE	
Computer Science	Photography	
Dance	Religious Studies	
Drama	Spanish	

English Language and Literature at KS4

Compulsory: English language and English literature (2 GCSEs, Grades 1-9)

English Language GCSE

The English language course develops the vital skills of reading, writing, and speaking and listening which are fundamental in the daily world. They are essential skills that underpin the success of many other subjects and enhance life both academically and socially.

How is the course assessed?

The course is divided into three components:

Component 1 - 20th Century Literature Reading and Creative Prose

This is an external examination where students are assessed on their reading and writing skills. Section A is a critical reading and comprehension exam using challenging texts from the 20th century. The subject criterion requires that students understand a range of texts and these are explored throughout the course. Section B tests their creative writing skills, offering opportunities to narrate and describe.

Component 2 - 19th and 21st Century Non-Fiction Reading Study and Transactional /Persuasive Writing

This is another external examination where students are also assessed on their reading and writing skills. In section A, students are assessed on extracts taken from high quality non-fiction writing from the 19th and the 21st century. In section B, students are assessed on their written skills based on transactional and persuasive writing.

Component 3 - Spoken Language

This is internally assessed and students use their speaking and listening skills to plan and deliver a presentation. Spoken Language is reported separately to the English language GCSE.

English Language and Literature at KS4

Compulsory: English language and English literature (2 GCSEs, grades 1-9)

English Literature GCSE

The English literature course allows students to explore human experiences and imagination in the written form. It encourages students to develop skills in reading, writing and critical thinking. They are given opportunities, through a range of high quality literary texts, to develop their own personal response to challenging themes that are engaging and relevant in the world today. It encourages students to read a variety of genres for pleasure, understanding how literature is both rich and influential. The importance of accurate writing is emphasised as marks are awarded for spelling, punctuation and grammar.

How is the course assessed?

The course is divided into two components

Component 1- Shakespeare and Poetry

This is an external exam where students are assessed on their reading, writing and critical thinking skills. In section A, the subject criterion requires that students become critical readers of a Shakespearean play. The texts currently studied are 'Macbeth' or 'Romeo and Juliet'. In section B, students study a range of poetry from a prescribed anthology, involving a comparison of the texts.

Component 2- Post 1914 Century Prose/ Drama and Unseen Poetry

This is an external exam where students are again assessed on their reading, writing and critical thinking skills. In section A, the subject criterion requires that students become critical readers of a post 19th century British novel or play. In section B students study a classic 19th century literature text, from authors such as Charles Dickens or Jane Austen. Finally in section C students are assessed on unseen poetry from the 20th and 21st century. As in component 1, the poetry section requires students to make comparisons between the texts.

Mathematics GCSE

Course Outline

Students begin studying the GCSE mathematics course at the start of Year 9 and over the three years will cover the following areas:

- ✓ Number
- ✓ Algebra
- ✓ Ratio, Proportion and Rates of Change
- ✓ Geometry and Measures
- ✓ Probability
- ✓ Statistics

This course will enable students to appreciate the uses of mathematics in society, whilst enabling them to acquire skills essential for advancement in their chosen path after leaving school. Functional skills will be embedded throughout the course to develop students understanding of how mathematics is relevant in the “real” world. Elements of mathematics are used in all careers. Some fields require daily and skilled use of mathematical concepts, such as science, business and accountancy.

The mathematics GCSE is a required qualification for further study in many areas. For those wishing to study mathematical, scientific and economics based subjects, a good GCSE grade is essential. At university most degree level courses require applicants to have a minimum grade C qualification in mathematics, regardless of the subject being studied.

Method of Assessment

The mathematics GCSE is assessed using three separate examinations, two with the use of a calculator and one without. Each exam lasts 1 hour 30 minutes.

There are two tiers of assessment: Foundation (grades 1-5) and Higher (grades 4 -9). Students are entered at the tier appropriate to their attainment and the school will recommend the level of entry.

Double Award Science

Compulsory: 2 GCSEs (3 if Physics is chosen, Grades 1-9)

Science - Double award

This course is completed over two years with the content being examined at the end of Year 11. It contains two papers for each component of the Sciences (biology, chemistry and physics) with a total of 6 examinations. This course will be studied by all GCSE classes apart from those choosing Physics (Triple Science).

Assessment:

The course contains 6 individual exams each lasting 1 hour 15 minutes. This counts as 16.7% of the course. There are 70 marks available and this contains multiple choice, structured, closed short answer and open response questions.

The papers are both at foundation and higher level and lead to two qualifications.

Overview of Content

Biology:

- Unit 1: Information studied is about the body and the environment including cell structures and functions. Organ systems such as the digestive and circulatory, Diseases and how we fight them, photosynthesis and respiration.
- Unit 2: Information studied includes how the body controls itself, hormones and reproduction, inheritance and cloning as well as adaptations, evolution and biodiversity.

Chemistry:

- Unit 1 is about atomic structure and the periodic table, bonding, structure and properties of various substances, conservation of mass and reactivity. Also includes energy changes and rates of reactions.
- Unit 2 is about rate of chemical change, crude oils, alkene, alkane and alcohols. Also, methods of chemical analysis, chemistry of the atmosphere and using resources.

Physics:

- Unit 1 is about energy and electricity, magnetism, particle and atomic theory.
- Unit 2 is about Forces, moments, speed and stopping distances, Newton's Laws, momentum, space, the life cycle of a star, waves and radiation.

For further information, please contact Mrs A Goulbourne

Religious Studies GCSE

The religious studies GCSE will be completed in Y11. There is **NO CONTROLLED ASSESSMENT** to do. The course provides a chance for students to consider their views on many important aspects of life. The exams are based on interesting, real life topics such as:

- **Relationships** – sex, marriage, love, divorce, family life
- **Racism and Sexism**
- **Death** – life after death, suicide, euthanasia
- **Violence** – domestic, war, fighting
- **Medicine** – abortion, transplants, genetic engineering
- **Law** – capital punishment, crime
- **Evil and Suffering** – why does suffering exist?
- **Environmental Studies** – creation and environmental issues
- **Philosophy** – What is the meaning of life? What is your role in this world?

It is an interesting and thought provoking course that will challenge you personally. The topics will provide an opportunity to reflect on personal issues relating to life and to fully consider your own views about the moral issues we study. These topics will be studied from the perspective of religious believers in society and challenges they may face.

Assessment:

- NO CONTROLLED ASSESSMENT
- All topics studied will be examined in the summer of 2018

For further information, please contact Miss Sorry, Mr White or Miss Callan.

Physical Education (Core) at KS4

Compulsory: No Qualification

Physical Education (Core)

Physical Education is a compulsory part of the National Curriculum throughout key stage 4.

The key stage 4 core programme is designed to give students a wide variety of sports to participate in as well as giving them the option to choose and select their own curriculum. The focus is to promote physical activity and life time sports as part of a healthy balanced lifestyle. Students will be given access to a range of sports through the options system. In this system students will choose different pathways containing four activities that they will take part in up until Easter. They will then select further activities to complete in the summer term. These activities include football, fitness, handball, table tennis and badminton as well as the variety of sports they have already experienced during key stage 3.

The emphasis at key stage 4 widens to include leadership, officiating, planning and evaluating as well as continuing to refine and develop existing practical skills. The programme is designed, to not only improve performance but, also to allow students to enjoy actively participating in physical activity so that they may carry on throughout their life time.

KS4 Boys Activities	KS4 Girls Activities
Football	Dance
Table Tennis	Netball
Fitness	Fitness – Circuit/Aerobics
Badminton	Badminton
Handball	Handball
Softball	Rounders
Volleyball	Volleyball
Basketball	Basketball

GCSE ART and Design

This course may be for those students who have enjoyed working in a variety of ways and using a wide range of materials, as they have in years 7, 8 and 9.

Scheme of Assessment

Coursework	60%
Examination	40%

The course and examination are all one tier of entry and all grades from 1 - 9 are available.

The Art and Design General course is a wide experience of different materials and techniques. Over the two year course students will have experience in at least five of following: Ceramics, Drawing, Painting, Photography, Printmaking, Sculpture and Textiles.

Coursework

All projects over the two years are submitted as coursework, which makes up 60% of the final GCSE grade.

Examination

The examination is an unaided practical test. Students choose one question from the examination paper and have a number of weeks to make preparatory work. Students then have to make a final examination piece or pieces in ten hours. The examination accounts for the remaining 40% of the GCSE grade.

There is no written examination or written component for the GCSE Art and Design General course.

As part of the course students will visit galleries and exhibitions. A weekly evening art club from 3.00 to 7pm is provided where students are welcome to attend and add further work to their portfolio.

Final Assessment

At the end of the course students exhibit their coursework and examination pieces for marking. An evening is held where students, families and friends are invited to view the exhibition.

For further information, please contact Mr. J. Whitehead

Art - Photography, Animation and Video

1 Option Choice, GCSE qualification (1 GCSE, Grades 1-9)

GCSE Photography, Animation and Video

This course may be for those students who have an interest in still photography and the moving image such as animation and video.

Scheme of Assessment

Coursework	60%
Examination	40%

The course and examination are all one tier of entry and all grades from 1 - 9 are available.

During the course students will study digital photography, video and different kinds of animation. Students will keep a sketchbook for research, contact sheets, storyboards and other supporting work.

Coursework

All projects over the two years are submitted as Coursework which makes up 60% of the final GCSE grade.

Examination

The examination is an unaided practical test. Students choose one question from the examination paper and have a number of weeks to make preparatory work. Students then have to make a final examination piece or pieces in ten hours. The examination accounts for the remaining 40% of the final GCSE grade.

There is no written examination or written component for the GCSE Photography course.

As part of the course students will visit galleries, museums and exhibitions. A weekly evening art club from 3.00 to 7pm is provided where students are welcome to attend and add further work to their portfolio.

Final Assessment

At the end of the course students exhibit their coursework and examination pieces for marking. An evening is held where students, families and friends are invited to view the exhibition.

For further information, please contact Mr J. Whitehead

GCSE Computing

The world is changing and with that there is an increased dependency on computers. GCSE computing is a great choice for students who want a challenge. This GCSE in computing encompasses programming skills and theory about how a computer operates.

Aims of the course:

Computing should encourage candidates to be inspired, moved and challenged by following a coherent, satisfying and worthwhile course of study. They should help candidates to gain an insight into related sectors such as the programming industry. It is here skills will be ignited that with further study could open up excellent career opportunities with some of the world's leading technology companies such as Google and Apple.

Paper 1: Computational thinking & problem solving – 40% of the GCSE qualification

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science in topics ranging fundamentals of algorithms, programming, fundamentals of data representation and computer systems.

Paper 2: Written assessment – 40% of the GCSE qualification

This is an exam where your theoretical understanding is assessed and you will answer a mix of multiple choice, short-answer, longer-answer and extended response questions assessing a student's theoretical knowledge. This assessment will be 1 hour 30 minutes long.

Non-exam assessment- 20% of the GCSE

The non-exam assessment (NEA) assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. Students will be expected to follow a systematic approach to problem solving using consistent skills. You will be asked to develop a computer program along with the computer programming code itself, which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.

What do we study?

1. Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.
2. Develop computer programs to solve problems and build solutions
3. Develop the skills to work collaboratively to write codes
4. Understand the mechanics of a computer and how they operate
5. Evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society

For more information, please contact Mr Robinson

Dance

1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)

GCSE Dance

Following the AQA syllabus, GCSE Dance is an essentially practical course in which students enhance their skills in dance composition, performance and appreciation. Students will work alone and in groups in exploring a variety of dance styles and techniques, thus broadening their understanding of the art form. They will also learn to analyse and evaluate their own performance as well as many professional works.

Component 1: Performance and Choreography

Performance

- 30% of overall grade
- 2 practical lessons per week
- Set phrases through a solo performance (1minute)
- Duo/Trio performance (3.5 minutes)

Choreography

- 30% of overall grade
- Solo or group choreography

Component 2: Dance Appreciation

- 40% of overall grade
- 1 x written exams (1hr 30 mins)
- 1 theory lesson per week

For further information, please contact Mrs. Wilson

1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)

GCSE Drama

Key features of GCSE Drama

The course provides students with the opportunity to develop previous learning whilst exploring drama and developing a love for the theatre. Learners are able to demonstrate their skills as performers or through technical options.

GCSE Drama aims to give students the opportunities to develop:

- Creative and imaginative powers and the practical skills for communicating and expressing ideas, feelings and meanings in drama
- Knowledge and understanding of drama within a social, cultural and historical context
- Understanding of how plays and ideas in drama relate to their social, historical and cultural context
- Inter-personal and group working skills
- Creative and performance skills
- Improvisation skills
- Communication and evaluative skills
- A wider understanding of the performing arts, including the technical aspects of sound, lighting, makeup, costume and set design

Structure of the course:

The course consists of units of work especially created to enhance and develop performance and technical skills and prepare the learners for practical examinations. Over the course, learners will take part in two performances, either as an actor or by developing a technical skill. Unit 1 is a devised performance and internally assessed (30%). Unit 2 is the performance of two extracts of a script for an outside examiner (30%). Unit 3 is a written exam (40%).

Units of work that the learners will study include:

- Exploring play texts
- Theatre in education
- Actors workshops
- Devising workshops
- Exploration of key practitioners

Students are expected to attend at least two live theatre performances throughout the two year course as they have to write a theatre review and it will also develop their skills as a practitioner.

For further information, please contact Mrs Owen

Engineering

1 Option Choice, GCSE Qualification (1 GCSE, Grades A-G)*

GCSE Engineering

Why Engineering?

Intended as an introduction to engineering, this qualification allows you to develop skills and understanding which will be of use generally and as part of a progressive career path leading to further technical or academic engineering qualifications, such as paid apprenticeships or going on to university.

If you opt to study GCSE engineering you will attend 3 hours of lessons per week. This will give you ample time to develop your skills, knowledge and understanding of the subject area using a range of different technologies, tools and engineering equipment. Pupils will develop skills in other areas including science and mathematics as some principles of engineering are linked with these subject areas.

Engineering Option Process

In Y10, you will learn all of the underpinning skills and knowledge necessary to help you through your Y11 project. You will undertake a range of different projects using a variety of tools and equipment throughout the year and will make a number of different products to help you build the skills necessary to succeed in your final year.

In Y11 you get to decide what project and product you will make for your GCSE submission, you focus on your strengths from Y10 to help you in this choice. In Y11 you will also have the opportunity to apply for an engineering scholarship through the Arkwright Scholarship Trust where you could be eligible for a full scholarship when you leave school, providing a great career pathway.

The Course structure consists of two units:

Unit 1 - External Assessment

Written paper: 1 hour, 75 marks (40% of the total marks)

Unit 1 will consist of two sections:

- Product Study – How an item is manufactured in industry
- Manufacturing and Materials – Selecting materials and processes for cutting, shaping and joining using traditional and innovative technologies

Unit 2 - Internal Assessment

Designing, Communicating and Manufacturing (Controlled assessment)

Approximately 40 hours, 90 marks (60% of the total marks)

Pupils are to produce an in-depth portfolio and are required to make a quality, usable product of their choice using a range of different technologies, including new and innovative pieces of equipment such as the laser cutter and 3D printer

Underpinning skills and knowledge to be developed:-

- The ability to work safely and independently
- The ability to communicate with others through a range of techniques and media, including Isometric and Orthographic drawings
- The ability to present ideas clearly and attractively
- The ability to analyse problems and propose solutions
- The ability to plan and act sequentially in order to reach a goal
- The ability to think laterally
- The ability to work on engineering machines/equipment and use new innovative technologies including a 3D printer
- The ability to use CAD/CAM
- The ability to read engineering drawings and understand the meanings
- The ability to use mathematical and scientific principles

The folder of work requires significant written and design work, reflecting care, commitment and enthusiasm both in and out of lessons. Pupils will need to understand mathematical and scientific principles.

For more information, please contact Mr D Barton or Mr K Yearsley

Film Studies

1 option choice, GCSE qualification (1 GCSE, Grades A-G)*

GCSE Film Studies

This GCSE offers you the chance to study how films are made and to explore how films give messages to audiences.

**Do you like watching films? Do you fancy trying a new exciting course?
Do you like using your imagination?
If so, maybe GCSE film studies is for you!**

This exciting and up-to-date GCSE offers you the chance to:

- Watch films
- Create your own film ideas
- Study super hero movies
- Design posters to advertise films
- Write articles
- Learn the techniques used in film production and film language
- Create websites, blogs and magazines
- Develop your understanding of film and the big screen

You will even get a chance to create your own short film. You get to use state of the art camcorders and digital 'Green Screen' technology. If you are shy and don't want to be in front of the camera, you can create storyboards, screenplays, posters or produce a film review instead of the film creation. There is something for every type of learner here.

For this GCSE, you will need to do the following things:

1. Sit two examinations:

- (A) Paper 1: You will watch a film clip and be asked questions about it and then have to answer questions about Superhero films
- (B) Paper 2: You will answer questions on your chosen film from outside Hollywood that you will have studied throughout the course

2. Controlled Assessment: There are six pieces of controlled assessment to complete:

- (A) Information about your favourite film
- (B) Write about the best part of your favourite film
- (C) Create a new film pitch idea
- (D) Create an item to advertise your film idea (posters, merchandise, screenplays)
- (E) Design a new product to attract the audience to watch your movie
- (F) Write a reflective article about your film idea

All in all, this is a challenging and exciting course to choose.

For further information, please contact Mr White, Miss Sorry or Miss Callan.

Food Preparation & Nutrition

1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)

GCSE Food Preparation and Nutrition

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

The course follows the AQA specification in Food Preparation & Nutrition.

Scheme of Assessment

- 50% examination – 1 hour 45 minutes
- Section A – (20 marks, multiple choice)
Section B – (80 marks, longer written answers)
- 50% Practical Investigations set by AQA in year 11
 - Task 1 – 8 hours of scientific practical investigation into the working properties of foods. Written or electronic report with photographic evidence of work carried out (1,500-2,000 words).
 - Task 2 – 9 hours to research, plan, trial and evaluate a menu of three dishes. 3 hour practical to produce the planned dishes. Written or electronic report with photographic evidence of work carried out.

Course Content

The Food preparation and Nutrition syllabus is divided into 5 main sections:

- Food nutrition & health
- Food science
- Food safety
- Food choice
- Food provenance

The range of food and ingredients studied will focus on the recommended guidelines for a healthy diet based on the main food commodity groups.

Aims of the course

The course will enable students to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health

Food Preparation & Nutrition

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- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

Practical Work

Throughout this course students will be involved in lots of practical cookery and will be required to bring ingredients from home for these lessons.

The food industry is one of the biggest employers in the UK and studying GCSE Food Preparation and Nutrition can open doors to many exciting careers in lots of different working environments, for example:

- Medical and scientific - dietician, sports nutritionist, environmental health
- Commerce and industry - product and recipe development, food retail management
- TV, journalism and advertising - food styling, home economist, food magazine editor
- Education- teaching and training
- Hotel and leisure- hotel/catering manager, chef, events management

For further information, please contact Mrs J Elson

GCSE Geography

Are you interested in the world around you? Do you want to be able to make informed decisions about where to work, where to live and where to go on holiday? Are you concerned about the environment? Do you want to develop skills you will find useful long after you have left school?

There has never been a better time to study Geography. It leads to a qualification that links with many other subjects and is **highly valued** by employers.

We will be following a new syllabus from 2016, entitled '**WJEC Eduqas GCSE Geography B**'. It has been designed to extend students' knowledge of locations, places, processes and environments at a variety of different scales. The syllabus adopts a distinctive problem-solving approach to the study of interactions between people and the environment, enabling learners to develop skills of interpretation, analysis and evaluation. Strong emphasis is also placed on learners becoming informed and reflective citizens, as they consider the points of view of groups in society affected by geographical change.

You will study:

Theme 1: Changing Places, Changing Economies

We study the growth and character of world cities, including London and Mexico City. We analyse the problems they face, such as poverty and deprivation, and providing adequate housing, transport and shopping facilities for their inhabitants. We investigate how UK cities, such as Manchester and Liverpool, have improved their environments. Furthermore, we study why some countries enjoy high levels of development, whilst others struggle.

Theme 2: Changing Environments

We examine weather patterns and events around the world such as hurricanes, tornadoes and drought, and we investigate the increasingly worrying phenomenon of climate change. We look at how the UK's beautiful coastline has been shaped and how the threats to its stability are being managed. Furthermore, we investigate rivers in The UK and look at recent examples of flooding.

Theme 3: Environmental Challenges

Planet Earth has so many fascinating environments, such as the tropical rainforests, the deserts and Antarctica. We investigate how these ecosystems work, how they are used by people and how they should be protected. Water is essential to life on Earth but the supply across the globe is uneven. We look at how water is managed globally and study issues such as land turning into desert.

Assessment:

Component 1: **Investigating Geographical Issues**

Three structured data response questions based on Themes 1, 2 and 3.
1 hour 45 minute examination, worth 40% of total grade.

Component 2: **Problem Solving Geography**

A cross-theme paper on a geographical issue, in which students answer a variety of structured data response questions and propose solutions.
1 hour 30 minute examination, worth 30% of total grade.

Component 3: **Applied Fieldwork Enquiry**

A three-part question paper, assessing fieldwork knowledge and application skills.

1 hour 30 minute examination, worth 30% of total grade.

To prepare for this component, students will undertake two fieldwork enquiries outside the classroom in contrasting environments.

Skills you will develop and learn

- Data-collection
- Internet use
- DVD and film analysis
- Atlas work
- Research
- Sketch maps
- Map work
- ICT
- Literacy
- Numeracy
- Decision-making
- Photograph interpretation
- Working as a group
- Working independently
- Problem-solving
- Interpreting satellite images
- Graph construction
- Producing your own questionnaires
- Interviewing the public
- Presentations

Our new syllabus has much more emphasis on developing and reinforcing students' mathematical skills, through regular use of data, statistics, graphs, cartography and much more.

For further information, please contact Mrs Gleeson, Miss O'Brien, Mrs Couser or Miss Waltham.

GCSE History

Why study History?

History is a popular GCSE subject which many students do very well in. It is also a subject which is highly respected and valued by colleges and universities. You will study history through the eyes of people who lived at the time and express your own opinions. You will cover history from different time periods and from different parts of the world.

At the end of Year 11 you will sit three relatively exams.

You will enjoy history if you are interested in:

- Finding out how people's lives have changed and how people in the past may have thought differently from us
- Understanding how different people can have different opinions on the same event
- Forming opinions of my own on important historical issues
- Developing your own understanding of the world around you

If you want to develop further:

- Your ability to think independently so that you can interpret the past, present and future critically
- Your ability to describe and explain the causes, results and effects of people and events
- Your research skills and information handling skills appropriate for further study and the world of work. Studying history can lead to many different careers
- Your presentation skills. You would be expected to verbalise your ideas as well as communicate them in different ways, often using ICT and multi-media facilities

What course would I be following in GCSE history?

EDEXCEL HISTORY SYLLABUS

PAPER 1 (30% OF FINAL MARK)

1) PAPER 1 (PART A) – STUDY OF A HISTORIC ENVIRONMENT (10% OF FINAL MARK)

- A study of the trenches in WW1
- Typical questions:
 - Describe two features of the trench system. (4 marks)
 - How useful are Sources A & B for an enquiry into problems involved in performing operations on the western front. (8 marks)

PAPER 1 (PART B) – THEMATIC STUDY (20% OF FINAL MARK)

- Medicine (1000-the present day)
- Content includes:
 - The Black Death
 - The development of vaccination
 - The work of Florence Nightingale
- Typical questions:
 - Explain one way in which people's reactions to the Plague were similar in the fourteenth and seventeenth centuries. (4 marks)
 - Explain why there was rapid change in the treatment of illness in Britain during the twentieth century. (12 marks)

PAPER 2 – 40% OF FINAL MARK

1) PAPER 2 (PART A) – PERIOD STUDY (20% OF FINAL MARK)

- The American West 1835-1895
- Content includes:
 - The Plains Indians' way of life
 - The Gold Rush & the railroads
 - The Indian wars
- Typical questions:
 - Write a narrative account analysing the ways in which the cattle industry grew in the years 1865-1874. (8 marks)
 - Explain TWO consequences of the Fort Laramie Treaty. (8 marks)

PAPER 2 (PART B) – BRITISH DEPTH STUDY (20% OF FINAL MARK)

- Early Elizabethan England (1558-1588)
- Content includes:
 - Religious divisions
 - The Spanish Armada
 - Explorers and adventurers
- Typical questions:
 - 'The threat of invasion was Elizabeth's main problem when she became queen in 1588'. How far do you agree? (16 marks)
 - Explain why the Throckmorton Plot was a threat to Queen Elizabeth. (12 marks)

PAPER 3 – 30% OF FINAL MARK

1) PAPER 3 – MODERN DEPTH STUDY (30% OF FINAL MARK)

- Weimar and Nazi Germany (1918-1939)
- Content includes:
 - Weimar & The Nazi Rise to Power
 - The Police State in Nazi Germany
 - Persecution of the Jews
- Typical questions:
 - Study Sources B & C. How useful are these sources for an enquiry into the attitudes of young people towards the Hitler Youth Movement? Explain your answer. (8 marks)
 - Give TWO things you can infer from Source A about Hitler's leadership of the Nazi Party. (4 marks)

HOW WILL YOU BE ASSESSED?

Unit	Type of Assessment	Time of assessment	Total % of final exam
Paper 1 Thematic Study (Medicine) and study of an Historic Environment (WW1 trenches)	1 hour 15 minute exam	Summer 2018	30%
Paper 2 Period Study (The American West) and British Depth Study (Early Elizabethan England)	1 hour 45 minute exam	Summer 2018	40%
Paper 3 Modern Depth Study (Weimar and Nazi Germany)	1 hour 20 minute exam	Summer 2018	30%

For further details, please contact Mr B Cassidy.

Music

1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)

GCSE Music

If you have a genuine interest in music, and developing performing and composing skills, then you should consider opting for **GCSE music**. The GCSE music course focuses on practical music making and offers students the opportunity to study an enjoyable and rewarding course.

GCSE music focuses on three areas:

Performing (30%) – Coursework

- ❖ Students may either sing **or** select an instrument of their choice on which to develop their performance skills. It is NOT essential that you already play an instrument as the course caters for performers of varying ability. Also, it is NOT essential that you can sing.
- ❖ Students will prepare and record several performances throughout the course, and then select one solo and one ensemble performance (of between 4 and 7 minutes combined duration) from their recorded portfolio for assessment and submission.

Composing (30%) – Coursework

- ❖ All students will develop their composing skills in a variety of musical styles and make use of music technology to record and develop their work.
- ❖ Students must submit two contrasting compositions (of between 3 and 4½ minutes combined duration) for assessment, each completed under controlled classroom supervision. Compositions could be as diverse as a piece for solo flute, a full-on rock song or a piece of film music. One composition is a 'free-choice', and the other is prescribed by the exam board.
- ❖ Students will be expected to appraise and evaluate their compositions.

Understanding Music (40%) – Examination (90 minutes)

- ❖ Students learn to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language in relation to the following **4 'Areas of Study'**:
 - 1. Western classical tradition 1650–1910**
 - 2. Popular music**
 - 3. Traditional music**
 - 4. Western classical tradition since 1910**
- ❖ Students must be able to listen attentively to unfamiliar music from all four areas of study to identify and accurately describe musical elements and use musical language (including staff notation).

The flexibility of the course allows students to submit work throughout the course so that they can continuously improve assessment marks and potential grades.

GCSE music is a demanding and intensive course which develops self-discipline, confidence, independent learning and promotes creative skills, whilst providing a balance to other subjects.

If you require more information or have any questions, please see Mr Pell

GCSE PE

Following the Edexcel syllabus, GCSE PE offers you the chance to develop your practical skill in a wide range of sporting activities. In theory lessons you will study how to promote and maintain an active, healthy lifestyle and explore the principles behind exceptional sporting performance.

Practical

- 30% of overall grade
- 1 or 2 practical lessons per week
- Assessed in 3 activities from permitted list – 1 team, 1 individual, 1 free choice

Theory

- 60% of overall grade
- 2 x written exams (1hr 15 mins & 1hr 45mins)
- 1 or 2 theory lessons per week
- Topics covered are body systems, health and fitness, sports psychology and socio-cultural influences

Analysis of Performance

- 10% of overall grade
- Short presentation or written analysis on one of your chosen activities
- Design your own Personal Exercise Programme

For further information, please contact any of the PE staff

Physics (Triple Science)

1 Option Choice, GCSE qualification (1 GCSE, Grades 1-9)

Physics - Triple Science

This course is studied across Years 10 and 11 and is split into 3 discrete GCSEs consisting of biology, chemistry and physics. This leads to **3 different GCSEs with 3 separate grades**. The course studies in-depth concepts of biology, chemistry and physics to develop a fuller understanding of the sciences.

Triple Science allows you to study 3 GCSE's in physics, chemistry and biology over two years to a greater depth than the double award pathway. All the courses are examined at the end of Year 11. This course is aimed at those who are looking to study science to a higher level and also those who enjoy all of the sciences. The triple course consists of the same information as the double award pathway but there is extra information in each module specific to the triple pathway. Each GCSE consists of two exams worth 50% each.

Assessment

This consists of two externally examined papers with extended answer questions, practical skill questions, data interpretation and information recall questions.

Each exam lasts 1 hour 45 minutes and has multiple choice, structured, closed short answer and open response questions. There are 100 marks available and each unit counts for 50% of the overall grade.

There are two exams per GCSE leading to a total of 6 exams. There is no controlled assessment.

Overview of content:

The core content of these courses are the same as the double award pathway with additional study sections, which include:

Biology: Culturing micro-organisms, plant diseases and hormones, the brain and the eye, DNA structure and cloning. Also includes the theory of evolution and the impact of environmental change.

Chemistry: Properties of transition metals, Nanoparticles, calculations of yield and concentrations of solutions. Also included are fuel cells, reactions of alkenes and alcohols, polymers and the Haber process.

Physics: Moments, levers and gears, pressure, changes of momentum and sound waves, reflection, waves uses in everyday life and lenses, Also included is static electricity, loudspeakers, radioactivity and it's uses as well as nuclear fission and fusion.

For further information, please contact Mrs A Goulbourne

GCSE Product Design

Do you like solving problems? Product Designers do! This course has been designed to encourage students to be able to design and make products with creativity and originality, using a range of materials and techniques. You don't have to be great at drawing but you will be challenged to come up with great ideas.

What is a product? *Everything we see, touch and consume has been designed. From the phone in your pocket and the shoes on your feet to emergency shelters and sustainable furniture.*

What is it that makes you buy different products? Have you ever bought or used something which doesn't work so well and thought, "I could have designed this better"? Product design is not just about making pretty things but how we interact with the products we use every day and how we can design to include people of all abilities and cultures.

In product design you will learn about:

- **Past and present designers;** exploring ideas and resources that are needed to create the latest technology. You can research designers such as Sir Jonathan Ive (who designed the iPod, iPhone and Macbook etc) and Sir James Dyson (Engineer of the Dyson vacuum cleaners), both knighted for their contribution to UK Design, many different fashion designers and fashion movements (both past and present) and jewellery designers.
- **Designing Skills;**
 - Be creative and innovative when designing
 - Design products to meet the needs of clients and consumers
 - Consider environmental and sustainability issues in designing products
- **Making Skills;**
 - Solving technical problems
 - Using an extensive range of tools and equipment
 - CAD/CAM – Using ICT programs such as Google Sketchup and 2D Design to make products using the Laser cutter and our 3D printers
 - Understand the advantages of working as part of a team when designing and making products

Product Design

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How is it taught?

Option a) Product Design – Hard Materials

Much of the work on hard materials will be taught through a number of projects and is mainly taught through workshop experiences using a wide range of materials such as woods, metals, plastics, paper and card. Projects range from furniture, electronics, lighting, tools, toys and general everyday objects. A range of projects will include CAD/CAM work on the laser cutter and also some use of the 3D printers. Projects will also involve model making, prototyping and packaging.

Option b) Product Design – Fashion and Jewellery

Much of the work on fashion will be taught through a number of projects and is mainly taught in a textiles classroom. The pupils will learn a variety of fashion and textile techniques while working with a variety of different materials and equipment. The jewellery element will allow the pupils to investigate, design and create unique and bespoke pieces of jewellery in a workshop environment using CAD/CAM. Projects will also involve model making and packaging.

Where can it take you? *Product design sets pupils up for careers in:*

- Engineering/Industrial
- Product Design
- Jewellery Design
- Furniture Design
- Fashion Design
- 3D Design
- Interior Design
- Gaming Design
- Set design for films
- Architect
- Teaching
- Construction Industry

There are two assessment units: (Which are the same in each option)

- Unit 1 exam – 40% of total marks
- Unit 2 internally controlled assessment Design and Make project – 60% of total marks

For further information about either option, please contact Mr D Barton

1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)

GCSE Spanish

Spanish is one of the world's most widely spoken languages spoken by over 400 million people in over 20 countries and in large parts of the United States of America with over 40 million native speakers in the USA alone. The new exciting GCSE Spanish covers many of the necessary skills for the global workplace and equips students to become confident speakers of the language.

Apart from being an important part of the Ebacc qualification, the demand from employers for Spanish is massive with over 70% of businesses in the UK requiring people with language skills. Therefore companies and businesses are increasingly looking for people with qualifications in a foreign language. Choosing a foreign language will equip you with many of the vital skills employers are looking for such as communication skills, presentation skills and speaking skills, as well as listening and reading skills. Being able to speak another language will give you a big advantage in the job market in future as people with foreign language skills are highly sought after.

The specification covers distinct themes with a range of topics within those themes. These are as follows.

Theme 1: Identity and culture:

- Topic 1: Me, my family and friends – relationships with family and friends, marriage/partnership
- Topic 2: Technology in everyday life – social media, mobile technology
- Topic 3: Free-time activities – music, cinema and TV, food and eating out, sport
- Topic 4: Customs and festivals in Spanish-speaking countries/communities

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

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues – charity/voluntary work, healthy/unhealthy living
- Topic 3: Global issues – the environment, poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment:

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

Spanish

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GCSE Spanish consists of four units all of which are skills based and are equally weighted in terms of examinations.

1)	Listening 25%	understanding what other people are saying in Spanish
2)	Reading 25%	understanding what other people have written in Spanish
3)	Speaking 25%	communicating with other people in Spanish through conversation, discussion and role-play
4)	Writing 25%	communicating in writing to other people in Spanish through essays and translation into Spanish

For further information please contact Mr K O'Rourke

