

KINGSTONE HIGH SCHOOL



Kingstone
ACADEMY TRUST

Option Subject Guide 2024 - 2026

ART & DESIGN
CHILDCARE COMPUTER SCIENCE
DESIGN TECHNOLOGY DRAMA
FOOD & NUTRITION GEOGRAPHY
HISTORY MEDIA STUDIES
MFL FRENCH MFL SPANISH MUSIC
RELIGION & ETHICS
PHYSICAL EDUCATION SPORT SCIENCE
TRAVEL & TOURISM

BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
GEOGRAPHY HISTORY	HISTORY FRENCH	GEOGRAPHY SPANISH	SPANISH FRENCH
ETHICS COMPUTER SCIENCE	ART & DESIGN PE	MUSIC MEDIA STUDIES	DESIGN TECHNOLOGY DRAMA
FOOD & NUTRITION	SPORT SCIENCE	TRAVEL & TOURISM	CHILD DEVELOPMENT

Notes

*Students currently in 9a/Fr1 and 9b/Fr1 will have to take a language from either French or Spanish. Students not in these classes can still select to study a language if they wish.

Subjects in the upper band of the blocks are classed as English Baccalaureate subjects. This is the government's gold standard suite of qualifications (English, Maths, Science, a Humanity subject and a language).

Course Title	GCSE Art & Design
Exam Board	Eduqas
Exam Code	C650QS
Threshold Contribution	1 GCSE
Web Address	www.eduqas.co.uk

Why study Art & Design?

Firstly and most importantly because you enjoy being creative in a visual way. A GCSE qualification can be used as a stepping-stone into many careers; even where you will not necessarily use drawing or making skills, a background in creative thinking and experimentation is invaluable. It can also be a way of enriching your leisure time with a creative skill. In recent years, students have gone on to do 'A' levels at Sixth Form & BTEC National diplomas & Foundation diplomas at Hereford College of Arts.

What will you study?

The Art & Design course allows students to explore, through experimentation and project work, the areas of drawing, painting, printmaking, collage, ceramics and textiles and any combination of those media. You will need to be able to demonstrate your ability to develop ideas using a range of media & techniques across your coursework portfolio & exam. Written work is included & marked as part of a component.

How will you learn?

Coursework (portfolio)

Produce 1 component of work, over approximately 45 hours in total during Year 10 and the first term of Year 11, in which you will:

- Develop ideas & techniques from starting points, themes or briefs, given either by the teacher or from those chosen yourself, in discussion with your teacher.
- Produce work that is personal, informed & meaningful.
- Learn to analyse your work & the work of others in contemporary, historical & cultural contexts.
- Develop your creative skills.
- Refine & develop your ideas.
- Present personal outcomes.
- Ensure written work is legible, grammatically correct & appropriate.
- Focus on exploration, experimentation, research, techniques, skills & outcomes.

Externally Set Assignment (ESA)

- Select one starting point from the exam paper given out in January of Year 11.
- Focus on independent working towards a personal response.
- Relate planning & preparation to the outcome(s).
- Make sustained & focused investigations on the ESA theme.
- Work from direct observation.
- Experiment with a range of media & materials.
- Show links with the artists and/or cultures you have researched.
- Sit a 10 hour practical exam, which will be to produce a final outcome for the work done during the Spring term. This consists of 2 whole school days, under exam conditions.

How the course is assessed

There are four Assessment Objectives, worth 25% each, to mark both your portfolio work & your exam separately.

- AO1 – Critical Understanding (25%)
- AO2 – Creative Making (25%)
- AO3 – Reflective Recording (25%)
- AO4 – Personal Presentation (25%)

There is a 60/40 weighting relating to the portfolio and exam respectively:

- Component One – Coursework portfolio is worth 60% of your final mark
- Component Two – Externally Set Assignment (ESA) is worth 40% of your final mark

What are the career opportunities available?

- Architect
- Fashion designer
- Printmaker
- Fine artist
- Teacher
- Surface pattern designer
- Illustrator
- Graphic designer
- Product Designer
- Furniture maker
- Photographer
- Textiles designer
- Interior designer
- Fine artist
- Designer/maker
- College lecturer
- Games designer
- Animator
- Theatre/costume/props designer
- Jewellery designer/maker etc.

Course Title	BTEC Award in Child Development
Exam Board	Pearson (Edexcel)
Exam Code	603/7058/0
Qualification	Level 1/2 Award
Web Address	http://qualifications.pearson.com

Why study BTEC Development

The Pearson BTEC Level 1/Level 2 Tech Award in Child Development is ideal for you if you are a pre-16 student working at level 1 or level 2 and would like to find out more about child development and the early years sector. This course offers a practical introduction to life and work in the early year's sector.

This course builds on and uses the knowledge and skills you learn in your GCSEs, particularly in GCSE Biology, GCSE Art and Design, and GCSEs in other creative subjects such as drama and music. It can also be complementary learning for the BTEC Tech Award in Sport or the BTEC Tech Award in Health and Social Care. This course is different from studying GCSEs, as, by taking part in different types of activities that focus on development and learning through play, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways.

How will you learn?

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills such as research and written communication skills as you plan different types of play activities to encourage children's learning and development and investigate how to adapt them to meet children's individual circumstances. Everyone taking this qualification will study three components, covering the following content areas:

- In **Component 1**, you will gain knowledge of the principles of growth and development, including expected development milestones, for different age ranges across all five areas of development; physical, intellectual and cognitive, communication and language, social and emotional. You will explore how different factors can positively or negatively impact different areas of a child's expected development.
- In **Component 2**, you will explore different stages and types of play and how play activities can support and promote children's development and learning across the five areas of development between the ages of birth and five years old. You will investigate the different learning needs of children at different ages and stages and learn how to plan and structure play activities to meet those learning needs and encourage and influence learning, while considering the role of adults in promoting children's learning and development through play both at home and in the community.
- In **Component 3**, you will develop an understanding of how children's learning and development can be affected by their individual circumstances. You will investigate the importance of inclusion and the role of an adult in keeping children safe when engaging in play activities and how the environment and play activities can be adapted to support the learning and development of all children.

How will you be assessed?

The qualification, which is 120 Guided Learning Hours (GLH), is the same size and level as a GCSE

Students will be assessed through;

- 1 externally assessed unit (examination) 40%
- 2 internally assessed assignments 60%

1 Children's Growth and Development Level 1/2 Internal

2 Learning Through Play Level 1/2 Internal

3 Supporting Children to Play, Learn and Develop Level 1/2 External Synoptic

The three components focus on the assessment of applied knowledge and practices. Learners need to achieve all components in order to achieve the qualification.

What are the career opportunities available?

After this course, you could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

In the UK, there were approximately 1.7 million Ofsted registered childcare places for children offered by many different types of early years settings in England in 2019, ranging from childminders and nannies to nurseries, crèches and preschools.

Knowledge of child development is important in a variety of occupations outside of childcare and teaching, for example, in healthcare roles such as paediatricians, psychologists, occupational therapists, and speech and language therapists.

COMPUTER SCIENCE

Course Title	GCSE Computer Science
Exam Board	OCR
Exam Code	J277
Threshold Contribution	1 GCSE
Web Address	www.ocr.org.uk

Why study Computer Science?

Computer Science is of enormous importance to the economy, and the role of Computing as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically aware individuals. This is even more so in the gaming, mobile and web related industries and this specification is designed with this in mind.

Learning habits, you will need:

- Independence
- Perseverance
- Capitalising on resources available
- Collaboration

How will you learn?

- Independent coding projects
- Independent theory study and summarising
- Unplugged activities
- Exam style questions

What will you study?

- How processors work
- Computer memory and storage
- Modern network layouts and how they function
- Cyber security
- How types of software are used within computer systems
- How computers and computing affect ethical, legal, cultural and environmental issues
- Fundamental algorithms
- Programming techniques
- How to thoroughly test programs and make them resistant to misuse
- Boolean algebra (AND, OR, NOT)
- How we store data within computers in binary form
- New-found programming skills

Breakdown of the course

The course consists of three mandatory units of work:

Computer systems	50%	Examined	1 hr 30 min
Computational thinking, algorithms and programming	50%	Examined	1 hr 30 min
Programming project	0%	Practical programming project	20 hours

How will this course enable me to progress?

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of computer science means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computing and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels. There is also a UK wide shortage of qualified computer science students.

What are the career opportunities available?

This qualification forms part of a nationwide push to raise the level of skills available to the Computing sector, whether an independent Computing orientated company or the IT department of an organisation involved in areas as diverse as manufacturing, finance, education, the military and medicine. Computing skills are increasingly valued in virtually all areas of business and society.

- Software Engineer
- Engineering
- Game designer
- Web designer
- Doctor
- Teaching
- Physics
- Computer System Analyst
- Computer Programmer
- Research Scientist
- Cryptologist
- Robotics Engineer
- Civil Engineer

Note: These are only a small number of the professions that benefit from a Computing qualification. If you have decided on a career path, you need to check what level of Computing is required.

Course Title	GCSE Design and Technology
Exam Board	AQA
Exam Code	8550
Threshold Contribution	1 GCSE
Web Address	www.aqa.org.uk

Why study Design & Technology?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

What will you study?

The GCSE combines all the subjects that the students have been studying at Key Stage 3. This allows students to study core technical, designing, and making principles, including a broad range of design processes, materials techniques and equipment. With this knowledge, they will design and manufacture product to a set brief. They will also have the opportunity to study specialist technical principles in greater depth, giving the students the opportunity to expand their understanding of systems and control, electronics, mechanisms, product design or graphics.

How the course is assessed

Design & Technology requires the submission of a design folder with a practical outcome.
There is also a 2-hour exam paper.
The design folder and practical outcome accounts for 50% of the course, the other 50% being the written exam.

Students should be familiar with the design process and have good mathematical, scientific, practical and presentation skills. Students will be designing a product of their choice incorporating manufacturing processes, mechanical, electronic or a mixture of both systems. An understanding of Computer Aided Design is essential.

What are the career opportunities available?

- Designer
- Engineer
- Carpenter
- Builder
- Teacher
- Craftsman
- Mechanical/electrical engineer
- Working with CAD Programmes. E.g. AutoCAD, Solid works, Inventor
- Architecture
- Product design
- Manufacture

Course Title	GCSE Drama
Exam Board	Pearson Edexcel
Exam Code	1DRO
Threshold Contribution	1 GCSE
Web Address	Edexcel GCSE Drama (2016) Pearson qualifications

Why study Drama?

This is an exciting opportunity to broaden your understanding of drama and explore a number of contrasting and engaging play texts. It will give you the opportunity to grow, develop and engage with the wider world whilst at the same time laughing and having fun with your teacher and your peers.

In Year 10, you will embark on a devising project, which involves you creating an original performance piece based on a stimulus of your choice.

In Year 11, you will choose a play, from which, you will either perform, or design, two extracts, for assessment by a visiting examiner. You will also see a piece of live theatre, which you will explore, discuss and evaluate. In addition, you will imagine yourself being a director or performer of the brilliant play 'The Crucible' which you will write about in the final exam.

What will you study?

Component 1: Devising drama

This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece. Whether you are a performer or a designer, this course will stretch the limits of your creativity and imagination, while exploring a theme or topic of interest to you and your intended audience.

You will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills. You will consider the impact you can make on an audience, by developing the ideas you want to communicate. In addition to the performance, you will be marked on an accompanying portfolio, which documents evidence of the development process, analysis and evaluation of performance.

Component 2: Performance from text

You will take part in a showcase, demonstrating your chosen skill in a live performance. This component deals with developing knowledge, understanding and skills in exploring and performing from a performance text. It includes interpreting, rehearsing and refining work in preparation for a final performance of two key extracts from a play. You will be required to produce a short accompanying outline explaining your intentions for and approach to each performance piece.

Component 3: Exam Performance and response

You will explore practically how a complete performance text might be interpreted and realised from 'page to stage'. This exploration will give an insight into how texts may be brought to life for an audience and the creative roles within this process. You

will also analyse and evaluate an experience of a live theatre performance as an audience member. You will develop skills to recognise the meaning created in the theatre space in order to communicate ideas to an audience, as you develop a more critical and varied approach to your own work as a theatre maker.

How will you learn?

This is a very practical subject so the majority of your lessons will take place in the Performing Hall. You will use computer rooms to research, be expected to join in class discussions and exploration of stimuli, text and sub-text, express your opinions and justify your thinking.

How the course is assessed

Component 1: Devised Performance
[40% internally marked and moderated externally]
Performance
Written Log

Component 2: Scripted Performance
[20% externally marked by Edexcel examiner]
Performance of 2 Extracts from a Play Studied in Class.

Component 3:
Written Exam [40%, externally marked by Edexcel examiner]
2 sections-
Section A: Study of Set Text – The Crucible
Section B: Live Theatre Review

What are the career opportunities available?

- Actor / performer
- Broadcast presenter.
- Community arts worker.
- Drama therapist.
- Runner, broadcasting/film/video.
- Theatre director.
- Theatre stage manager
- Arts administrator.

Course Title	GCSE Food Preparation and Nutrition
Exam Board	AQA
Exam Code	8585
Threshold Contribution	1 GCSE
Web Address	www.aqa.org.uk

Why study Food Preparation and Nutrition?

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.

Food Preparation and Nutrition will not only provide you with outstanding cookery skills but will also provide you with research, planning & preparation skills highly regarded by employers. As well as this, you will demonstrate the ability to work as part of a team as well as individually in order to successfully achieve your end product – a skill that is vital in the field of work. You will have a clear understanding of nutrition, which is essential in many career choices from sport, to medicine and childcare.

What will you study?

Students will follow a plan of practical sessions ranging from de-boning a chicken and using the whole chicken to create a range of dishes such as Soup, Chicken Kiev and Chicken Tikka, making pasta and puff pastry etc. (Please note that students provide their own ingredients). Practical lessons are conducted once or twice a month and science investigations will alternate between the sessions.

Students will also study the theory of side of food in preparation for their written exam at the end of the year. This includes healthy eating, nutrition & its effect on our bodies, food manufacturing on a large scale and food hygiene.

How the course is assessed

Written exam: 1 hour 45 minutes

- 100 marks
- 50% of GCSE

Task 1: Food investigation (30 marks)

Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. Task tests students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

What are the career opportunities available?

The food sector continues to thrive. There will always be a need and demand for food worldwide, making it an excellent and secure career choice.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Food Preparation and Nutrition will allow you to apply your cooking & nutritional knowledge to a wide variety of careers that focus not only on food, but also on human health & the care of others. These include:

- Catering – Restaurant manager/Events manager/Hotel management
- Food Microbiologist
- Chef
- Environmental Health
- Food Technologist
- Food Manufacturing & Design
- Nursing (medicine)
- Farming
- Childcare
- Sport nutrition & Physiotherapy

Course Title	GCSE Geography
Exam Board	AQA
Exam Code	8035
Threshold Contribution	1 GCSE
Web Address	www.aqa.org.uk

Why study Geography?

The main reason for studying Geography is because you find it interesting and it enables you to find out about people and places around the world. It helps you appreciate how, and more importantly why, people live their lives differently from the way we do. It allows you to develop a wider understanding of the physical and human processes that affect our daily lives and the lives of others worldwide. More importantly, because Geography has so many aspects, it can be used as a qualification in a variety of careers. Research carried out amongst employers shows that people who have studied Geographical skills, especially thinking and decision making skills are highly employable.

What will you study?

Physical Geography:

- The challenge of Natural Hazards Inc. Earthquakes & Volcanoes, Extreme Weather
- The Living World Inc. Tropical Rainforest & Desert Ecosystems
- Physical Landscapes in the UK Inc. coastal and river landscapes
- Geographical Skills

Human Geography:

- Urban Issues and Challenges Inc. Rich & Poor Cities, Transport Issues and Sustainable Urban Living
- The changing Economic World Inc. Development & impact on the Environment
- The Challenge of Resource Management Inc. Food Energy & Water
- Geographical Skills

How will you learn?

You will use similar learning styles to those used at Key Stage 3. You will be expected to join in class discussions, research using the internet, read maps, look at photos and graphs, express your opinion and justify it. You will also have the opportunity to undertake two local fieldwork investigations.

How the course is assessed

You will follow a course run by the AQA Examination Board. Marks are awarded as follows:

Paper 1: Living with the Physical Environment - Terminal Exam
(1hr 30mins) 35%

Paper 2: Challenges in the Human Environment - Terminal Exam
(1hr 30mins) 35%

Paper 3: Geographical Applications - Terminal Exam
(1hr 15mins) 30%

What are the career opportunities available?

Geography is valued by a wide range of employers that need people with good geographical, communication, thinking and decision making skills:

- Advertising
- Aid Work
- Armed Forces
- Cabin Crew
- Civil Engineering
- Education – All levels
- Environmental Agency
- Holiday Rep
- Landscape Gardener
- Law
- Meteorologist
- Pilot
- Police Officer
- Recruitment
- Sales & Marketing
- Social/Health Services
- Software Engineer (GIS, Mapping)
- Town Planning
- Travel Agents
- TV Researcher/Reporter

Course Title	GCSE History
Exam Board	Edexcel
Exam Code	1HI0
Threshold Contribution	1 GCSE
Web Address	www.edexcel.co.uk

Why study History?

- History teaches us lessons about the past, present and future, allowing us to understand the world we live in.
- History teaches truly transferable skills:
- To be able to critically assess the evidence and interpretations presented
- To improve your extended writing skills and your ability to explain in depth and to present arguments and counter arguments in a logical, coherent and intelligent way
- The content of the subject is designed to encompass a variety of cultural, social, economic, political and social understanding, carefully selected to span 1000 years of history from different areas of the world.

What will you Study?

Year 9 PERIOD STUDY (MODERN)

Superpower relations and the Cold War, 1941-91

The topic you are currently studying is part of the GCSE (Paper 2 Period Study). You will study a period of immense recent significance in the development of our modern world. It is a story of mistrust and nervous tension, spying and treachery, tragedy and new hope, destruction and rebuilding. The Cold War is over, but its legacy remains. This period study of twentieth-century international relations will help students to engage with new as well as familiar issues in the twenty-first century.

Year 10 DEPTH STUDY (MEDIEVAL AND MODERN)

Anglo-Saxon and Norman England, c1060-88.

1066 is a landmark event in History. This depth study, focused on the period 1060–1088, allows students to develop a deeper appreciation of this pivotal time; an age of warriors. The battles provide the drama of military history. Post-conquest England acts as a fascinating case study into how a country responds to foreign occupation, with acts of defiance against the Normans. This depth study therefore provides a fascinating glimpse into statecraft.

Weimar and Nazi Germany, 1918-39

This modern depth study offers students a fascinating analysis of how, between the First and Second World Wars, a democratic Germany became a one-party dictatorship under Hitler. Students will examine various political, economic, social and cultural aspects of this change from a democratic to a one-party state, the challenges and successes of each government.

Y11 THEMATIC UNIT

Crime and Punishment in Britain c1000-Present

This unit explore the development and changes in the nature of crime and the use of punishment and policing in Britain c1000–present. It includes a study of a historic environment; Whitechapel c1870–1900 to investigate why it was an area of high crime and an evaluation of 19th C policing in response to the murders of Jack the Ripper and other crimes.

The study of each time period brings with it an opportunity to explore the social and political factors which have helped shape each period of history and the impact of these factors on crime and punishment.

Many of the topics covered still have great relevance and interest for students today, whether it be the debate about the way we should punish or help criminals within society or the role of government and the community to help bring criminals to justice.

How will you learn?

The work you have done in Years 7-9 has set you up for GCSE, providing you with the skills and knowledge that will be useful for GCSE study.

You will:

- use **historical terminology** and **chronological references** competently & with confidence
- **develop the knowledge and skills** to **describe** historical people, events and changes in a detailed way.
- **improve your skills of explanation** & learn to **explain** causes, consequences and significance of changes.
- **Analyse how sources** can be used in an accurate & relevant way, to demonstrate how these add value to an historical enquiry.
- **Your extended writing will improve** as you learn to clearly **express & justify** a variety of different arguments & develop reasoned proposals in a coherent & mature way.
- **learn to develop your critical thinking skills to analyse & evaluate** historical interpretations in order to make informed & intelligent decisions regarding their validity.

Ask your teacher for a GCSE learning journey for more information.

How the course is assessed

- **Paper 1 (30%) 1 hour and 15 minutes**
Thematic Study – Crime and Punishment.
- **Paper 2 (40%) 1 hour and 45 minutes**
Period Study – Superpower Relations
Depth Study – Anglo Saxon and Norman England
- **Paper 3 (30%) 1 hour and 20 minutes**
Modern Depth Study – Weimar and Nazi Germany

*Note: ALL papers demand **extended writing skills** – you will write several essays under timed conditions*

What are the career opportunities available?

The course is an excellent basis for moving on to an A Level study. It could also take you towards a number of careers, including law, teaching, journalism, police, politics or charity. The transferrable skills developed by studying History are actively sought by employers. These include the ability to:

- Understand how societies function
- Understand and show **respect** for diverse views and practices within societies
- Engage in debates considering more than one perspective
- Communicate clearly and effectively in discussion and in extended writing
- Construct well informed and reasoned arguments that can be justified
- Use critical thinking skills to interrogate and question sources of information.

Course Title	GCSE Media Studies
Exam Board	Eduqas
Exam Code	GCSE (9-1)
Threshold Contribution	1 GCSE
Web Address	www.eduqas.co.uk

Why should I study Media?

GCSE Media Studies is an opportunity for students to develop an appreciation of the role of the media in daily life. It is an interesting, engaging and challenging subject that combines aspects of Politics, Sociology, History and Economics. It encourages creativity, teaches analytical skills and introduces students to critical ways of thinking about the world around them.

How will GCSE Media Studies benefit me?

It will:

- Give you an insight into what 'the media' is all about and increase your understanding of media texts (films, TV programmes, magazines etc.)
- Help you to understand how the media works in society to shape our ideas and beliefs
- Give you the skills to analyse media texts so that you can recognise their codes and conventions and appreciate how media producers use those to create meanings or messages for audiences
- Enable you to develop practical media production techniques by making your own print product
- Give you the opportunity to use ICT in production
- Help you to reflect on how the media has changed over time and appreciate how new technologies are changing the ways in which we consume the media.

Students need to have a curiosity about the Media Industry and a desire to find out more about how media products work. An interest in practical work and a willingness to make their own media products is also important. The two exams are analytical and therefore require strong writing and literacy skills.

What will I study?

- Promotion of Popular Music
- Advertising across the Media
- Film Production and Marketing
- Print Media
- Audio and Visual Media
- Radio Broadcasting

How will I learn?

Students work both independently and in small groups exploring, researching and analysing different aspects of the various media industries. Their findings are then applied to practical productions so they can demonstrate their knowledge and understanding of this exciting industry.

How the course is assessed

There are three assessments that contribute to the overall GCSE qualification:

- **Examination 40%**
Paper1- 1 hour 30 minutes– Students analyse seen and unseen materials investigating the four concepts of; media Language, Representation, Institution and Audience.
- **Examination 30%**
Paper 2- 1 hour 30 minutes- Students analyse and respond to texts based on previous studies of television and music products.
- **Written Coursework 30%**
Students create an individual media product/text in response to a given brief from the exam board.

What can I do after GCSE Media Studies?

You can:

- Use the transferable analytical and practical skills gained on the course to enter a wide range of associated subjects where Media Studies is becoming highly valued.
- Take other media related qualifications
- Start work at a 'trainee' level
- Study Media at A Level

Course Titles	GCSE French
Exam Board	AQA
Exam Code	8652
Threshold Contribution	1 GCSE
Web Address	ww.aqa.org.uk

Assessment Overview

Students study all of the following themes on which the assessments are based

- **Theme 1: People and lifestyle**
- **Theme 2: Popular culture**
- **Theme 3: Communication and the world around us**

Students will be tested in **four language skills** at the end of Year 11. Each skill is worth 25% of the total qualification. Students will be entered for Higher or Foundation tier and dictionaries are not allowed in any of the exams.

1. Speaking

The exam will last between 7-12 minutes depending on tier of entry – Higher or Foundation.

The exam consists of a role play and photocard stimulus. A short conversation and a reading aloud task in French. **25% of grade**

2. Listening

A 35-45 minutes listening comprehension exam depending on the tier – Foundation or Higher.

The exam consists of a listening comprehension and a dictation tasks where students transcribe a short passage in French. **25% of grade**

3. Reading

A 1 hour exam for foundation and 1 hour 10 minutes exam for higher tier. Both reading and listening will test vocabulary knowledge from the topics the students have covered throughout the two years.

The reading paper will also contain an extract of literature, which the students will have to answer questions on, and a translation task from the Target Language into English. **25% of grade**

4. Writing

A 1 hour 10 minutes exam for Foundation and a 1 hour 20 minutes exam for Higher Tier.

For both tiers students will be expected to complete two extended writing tasks, there are a choice of questions. Students will also have to answer questions on grammatical structures and complete a translation into French without the aid of a dictionary. **25% of grade**

Course Titles	GCSE Spanish
Exam Board	AQA
Exam Code	8692
Threshold Contribution	1 GCSE
Web Address	www.aqa.org.uk

Assessment Overview

Students study all of the following themes on which the assessments are based.

- **Theme 1: People and lifestyle**
- **Theme 2: Popular culture**
- **Theme 3: Communication and the world around us**

Students will be tested in **four language skills** at the end of Year 11. Each skill is worth 25% of the total qualification. Students will be entered for Higher or Foundation tier and dictionaries are not allowed in any of the exams.

Speaking

The exam will last between 7-12 minutes depending on tier of entry – Higher or Foundation.

The exam consists of a role play and photocard stimulus. A short conversation and a reading aloud task in Spanish. **25% of grade**

Listening

A 35-45 minutes listening comprehension exam depending on the tier – Foundation or Higher.

The exam consists of a listening comprehension and a dictation tasks where students transcribe a short passage in Spanish. **25% of grade**

Reading

A 1 hour exam for foundation and 1 hour 10 minutes exam for higher tier. Both reading and listening will test vocabulary knowledge from the topics the students have covered throughout the two years.

The reading paper will also contain an extract of literature, which the students will have to answer questions on, and a translation task from the Target Language into English. **25% of grade**

Writing

A 1 hour 10 minutes exam for Foundation and a 1 hour 20 minutes exam for Higher Tier.

For both tiers students will be expected to complete two extended writing tasks, there are a choice of questions. Students will also have to answer questions on grammatical structures and complete a translation into Spanish without the aid of a dictionary. **25% of grade**

Course Title	GCSE Music
Exam Board	Eduqas
Exam Code	C660QS
Threshold Contribution	1 GCSE
Web Address	https://www.eduqas.co.uk

Overview

GCSE Music will be on offer to those students that the department believes have the necessary skills in order to succeed in the GCSE. At minimum students will need to:

- Either, be currently enrolled in instrumental lessons, have taken instrumental lessons in the past, or be exceptional independent learners. (Voice is an instrument.)
- Be able to read Music at a competent level
- Perform

Why study Music?

First and foremost, Music is a subject to be enjoyed and shared. As one of the truly universal languages, music brings pleasure to everyone, whether you enjoy listening, performing or writing your own. You have the ability to bring enjoyment to yourself and others, and find ways to express your moods and emotions, and evoke moods and emotions in others, in ways that words cannot describe.

Studying Music also develops skills that employers look for and consider paramount in today's competitive industries. You will develop skills in teamwork, independence, communication, and public speaking/performing. You will also develop critical skills in planning, organisation and time management.

What will you study?

The course is broken down into three components:

1. Performing

Students will perform at least two pieces, of which one must be a solo, and one an ensemble piece. The total duration for all performances must exceed 4 minutes.

2. Composing

Students will submit two compositions with a total playing time of at least 3 minutes. One of the compositions will be a response to a brief set by Eduqas, while the second composition will be a response to a brief set by the candidate, and is therefore a free choice. All compositions must create and then develop musical ideas in relation to the given and chosen briefs. Students will have access computer software for this component, but it is not compulsory to use this software in the compositions.

3. Appraising

Students will learn a thorough knowledge and understanding of musical elements, musical contexts, and musical language from four Areas of Study:

- Area of Study 1: Musical Forms and Devices
- Area of Study 2: Music for Ensemble
- Area of Study 3: Film Music
- Area of Study 4: Popular Music

Candidates will also learn two study pieces in detail. This part of the course is assessed by means of an exam at the end of the course. The exam consists of a set of listening extracts from the Areas of Study and the two study pieces, and a set of questions related to the musical elements and context. In addition, there is one essay question asking you to explain how a certain context in the piece has been achieved using the elements of music

How the course is assessed

30% of final grade – Performing

- All students must have their performances recorded as well as a score/commentary submitted. The solo and ensemble are worth 15% each of the final grade.

30% of final grade – Composing

- Each of the compositions is 15% of the final grade. Final scores are completed under supervised controlled conditions. A score, recording and composition log are required to be submitted.

40% of final grade – Understanding music

- This is assessed through a written examination at the end of the second year. This is based on the students' accumulated knowledge of music theory, musical elements, musical contexts and musical language.

What can I do after GCSE?

If you enjoy GCSE music, and do well, the obvious next step is to progress to A-Level. There are many careers open to a qualified musician:

- Musician / performer
- Music therapist
- Music teacher
- Composer (films, adverts, computer games, musicals) or arranger
- Musical instrument maker
- Theatre/film sound production and engineering
- Music industry promotions or arts management
- D.J.
- Music technician
- Music librarian

However, the skills gained in Music are not unique to the Arts industries. The skills gained are truly lifelong skills that will stand you in good stead whatever you do in the future, as it commonly improves, among other things, your:

- Confidence (not just in music performance)
- Public speaking voice (particularly vocalists)
- Self-reflection skills (constant desire to improve)
- Memory (muscle memory, and memory of music reading)
- Discipline (the ability to practise and learn a discipline such as a musical instrument)

Course Title	GCSE Religion and Ethics (RE)
Exam Board	Eduqas
Exam Code	Route A4 C120P4
Threshold Contribution	1 GCSE
Web Address	www.eduqas.co.uk

Why study Religion and Ethics?

GCSE Religion and Ethics you give you the chance to:

- **Gain an understanding** of the beliefs, teachings and practices of two major world religions (Judaism and Christianity)
- **Explore opinions and convictions** of non-religious believers
- **Explore ultimate questions** such as: "Was the Universe created?" "Does human life have purpose?" "If God exists, why does evil exist?" "Are some actions always wrong?" "Is there a life after death?"
- **Improve your understanding** of the many contemporary ethical and religious issues that arise in societies across the world
- **Improve your philosophical and critical thinking skills** and your ability to think conceptually
- **Improve your extended writing skills** and your ability to explain in depth and to present arguments and counter arguments in a logical, coherent and intelligent way

What will you study?

Y10 (Religion)

Component 3: A Study of a World Faith: JUDAISM

This Component allows an exploration of the world faith of Judaism. You will study the beliefs, teachings and practices of Judaism and the impact they have on the lives of Jewish people.

Component 2: A Study of Christianity

This Component provides you with the opportunity to undertake an in-depth study of Christianity as a world religion. You will look at Christian beliefs, teachings and practices and the impact they have on communities and individual believers.

Y11 (Ethics)

Component 1: Religious, & Ethical Studies in the Modern World

This Component provides you with the opportunity to study four Philosophical themes:

- Issues of Relationships
- Issues Life and Death
- Issues of Good and Evil
- Issues of Human Rights

How will you learn?

You will:

- use **religious terminology** competently & with confidence & understand the meanings of key words & phrases as they are used by believers.
- **increase understanding** of non-religious convictions & views
- **develop the knowledge and skills** to **describe** religious beliefs, teachings, practices, views & opinions in a detailed way.

- **improve your skills of explanation & learn to explain** religious ideas, concepts, practices & attitudes thoroughly
- **make reference to sources of wisdom**, used in an accurate & relevant way, to demonstrate how these support religious beliefs, teachings & practices
- **Your extended writing will improve** as you learn to clearly **express & justify** a variety of different viewpoints & develop reasoned arguments in a coherent & mature way.
- **learn to develop your critical thinking skills to analyse & evaluate** information in order to make informed & intelligent decisions about the issues & challenges that affect religious & non-religious believers

How will you be assessed?

50% AO1: Knowledge and Understanding (A,B,C questions)

50% AO2: Analysis and Evaluation (D questions)

- **Component 1: Religious, & Ethical Studies**
2 hours 60 marks 4 questions (A,B,C,D x 4)
- **Component 2: A Study of Christianity**
1 hour 30 marks 2 questions (A,B,C,D x2)
- **Component 3: A Study of a World Faith (Judaism)**
1 hour 30 marks 2 questions (A,B,C,D x 2)

*Note: ALL papers demand **extended writing skills** – you will write several essays under timed conditions.*

Where can this course take you?

The course is an excellent basis for moving on to an A Level in Religious Studies. It could also take you towards a number of careers, including working in the police, a counsellor, social worker, nurse, youth worker, journalist, politician, teacher or in Non Government Organisations such as the Peace Corps or Amnesty International, or in any career that requires an understanding of people.

The transferrable skills developed by studying Religious Studies are actively sought by employers. These include the ability to:

- Understand how multi-faith, multi-cultural and secular societies function
- Understand and show **respect** for the beliefs and teachings behind the diverse views and practices within societies
- Engage in debates in such a way that recognises the right of others to hold different views, whilst still having the informed conviction to stand by your own
- Communicate clearly and effectively in discussion and in extended writing
- Construct well informed and reasoned arguments that can be justified
- Use critical thinking skills to interrogate and question accepted norms and media output

PHYSICAL EDUCATION

Course Title	GCSE Physical Education
Exam Board	Pearson (Edexcel)
Exam Code	1PE01
Threshold Contribution	1 GCSE
Web Address	http://qualifications.pearson.com

What will you study?

Key subject aims in Physical Education:

- To develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution that physical activity and sport make to health, fitness and well-being
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport

How the course is assessed

The course comprises 2 written external examinations and 2 internally assessed components.

Component 1: Fitness and Body Systems

Written examination (90 marks)

36% of the qualification

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3 Physical training
- Topic 4 Use of data

Component 2: Health and Performance

Written examination (70 marks)

24% of the qualification

Content overview

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

The assessment consists of: multiple-choice, short answer and extended writing questions

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated (105 marks)

30% of the qualification

Content overview

- Skills during individual and team activities
- General performance skills

Assessment overview

The assessment consists of students completing three physical activities from a set list:

- One must be a team activity
- One must be an individual activity
- The final activity can be a free choice

Students must participate in three separate activities

Component 4: Personal Exercise Programme (PEP)

Non-examined assessment: internally marked and externally moderated (20 marks)

10% of the qualification

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment overview

The assessment consists of students producing a Personal Exercise Programme (PEP) and will require students to analyse and evaluate their performance.

What are the career opportunities available?

The sports industry continues to grow and develop at a rapid rate. Many people make use of the goods and services that are offered in our free or leisure time for a number of reasons. To meet this demand, a growing number of people are choosing the sports industry as a career. As more people access the industry, the demand for well qualified people to work within it will grow. The GCSE will be the first point of being qualified and can be a great stepping stone onto A Levels at college and then Sport Degrees at University.

Course Title	Cambridge Nationals Sport Science
Exam Board	OCR
Exam Code	J812
Qualification	Level 1 /2 Award
Web Address	https://www.ocr.org.uk

What will you study?

Key Subject Aims in Sport Science:

- Develop knowledge of dealing with sports injuries and reducing the risk of injuries happening.
- Gain an understanding of the different components of fitness, how they are applied to particular sports, what testing is completed to assess an athlete's level of performance and then how they can train to improve performance using the correct method.
- To know how the body responds to exercise, particularly investigating the changes taking place to the musculo-skeletal system and cardio-respiratory system and the impact that this then can have on an individual's health and fitness.
- Assessing the short and long term effects of exercise on the body.
- Understand the importance of nutrition to lead a healthy and active lifestyle, the impact of nutrition on performance, how to plan a diet plan for an athlete.

How the course is assessed?

The course is assessed across 4 units, each marked out of 60, with an accumulative total mark awarded, with students either achieving a Pass, Merit or Distinction at Level 1 or 2.

Component 1: R041 – Reducing the Risk of Sports Injury Exam – Completed Dec/Jan of Year 1

Component 2: R042 – Applying the Principles of Training Coursework unit – practical tasks involved, students plan, complete and review a 6 week training programme.

Component 3: R043 – Body's Responses to Exercise Coursework unit – investigating physiological changes and adaptations as a result of exercise, both short and long term.

Component 4: R045 – Sports Nutrition Coursework unit – the importance of eating a balanced diet, the key nutrients needed to lead a healthy active lifestyle, analysing the different diets between athletes and their sporting needs. little practical elements included

What are the career opportunities available?

Elite sport has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective that assumed the primacy of natural talent in producing outstanding performance, to one that considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge Nationals in Sport Science offer learners the

opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance, the science of training and application of training principles, and psychology in sport and sports performance.

The qualification gives an insight into the performance and training required for elite performers as well as novice performers. It sets students up that wish to advance into Sport Science or other pathways in sport. Students will also have a foundation of knowledge to build on if they advance on to study Sport at the Post 16 level and then onto University or apprenticeships.

Course Title	BTEC Travel and Tourism
Exam Board	Pearson (Edexcel)
Exam Code	600/6512/6
Qualification	Level 2 Tech Award
Web Address	http://qualifications.pearson.com

Why study BTEC Travel and Tourism?

Travel and Tourism is a BTEC Tech Award qualification, giving students a hands-on learning style that provides the opportunity to develop skills to draw upon throughout their careers:

What it provides students:

- graded across Level 2 with a Level 1 pass fall back
- work through themed units exploring an industry sector
- apply learning through scenario based tasks and tests in a work-related context
- a progression route to further study, to an apprenticeship or into employment

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector. Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:
 - study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3.

Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the travel and tourism sector.

In Travel and Tourism, learners receive a grade for each individual unit (Distinction, Merit, Pass, or Unclassified).

How will you learn?

The qualification provides an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key skills, such as research, report drafting and writing skills and project management.

You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK, and

investigate different types of customer and UK destinations. You will also have the opportunity to study international travel and tourism.

You will study the following three mandatory units, covering the underpinning knowledge and practical skills required to work in the industry:

- 1 Travel and Tourism Organisations and Destinations
- 2 Customer Needs in Travel and Tourism
- 3 Influences on Global Travel and Tourism

How will you be assessed?

This BTEC Tech Award has units that your centre assesses (internal) and a paper-based examination that Pearson sets and marks (external).

This qualification is taught over 120 guided learning hours (GLH). It has mandatory and optional specialist units.

These units include:

- 1 Travel and Tourism Organisations and Destinations 36 GLH**
- 2 Customer Needs in Travel and Tourism 36 GLH**
- 3 Influences on Global Travel and Tourism 48 GLH**

Units 1 and 2 are made up of coursework which is internally assessed and externally verified. The Unit 3 is assessed by an exam which is externally marked.

What are the career opportunities available?

As well as careers as Cabin Crew and Holiday Reps, Travel and Tourism can lead to a wide range of other careers in the areas of event & hospitality management, wedding planning, travel agencies, public relations, travel journalism and tourism marketing.

