



**BURSCOUGH
PRIORY ACADEMY**

Burscough Priory Academy,
Trevor Road,
Burscough,
Lancashire L40 7RZ

Telephone: 01704 893259

Email: enquiries@burscoughprioryacademy.org

Website: www.burscoughprioryacademy.org

Executive Headteacher: Mrs L. A. Gwinnett



WHAT OPTIONS DO I HAVE FOR MY KEY STAGE 4 EDUCATION?

Academic Year 2019/20

Options Information Booklet

Key Stage 4 is the name given for the two years (Years 10 and 11) during which the majority of courses are studied that lead to the final external qualifications that your son or daughter will leave us with.

There are some elements of Key Stage 4 which are compulsory and some elements which are optional. This booklet will outline some of the key details, including which courses will be on offer in the coming two years.

Contents

	Page
The Introduction of reformed GCSEs	2
The English Baccalaureate	3
The Compulsory Element	4
GCSE English Language and Literature	5
GCSE Mathematics	9
GCSE Science (Combined and Separate Sciences)	10
Personal, Social, Health and Careers Education	11
How to choose	14
Important dates for the options process	16
GCSE Art and Design	17
GCSE Computer Science	18
Cambridge Nationals I-media	20
GCSE Design and Technology	21
GCSE Drama	23
GCSE Food Preparation and Nutrition	25
GCSE Geography	27
GCSE History	29
GCSE Music	32
GCSE PE	34
GCSE Religious Studies	36
GCSE Spanish/GCSE French	38

The Introduction of Reformed GCSEs

A Change in the Grading System for GCSEs

In 2013 the Government announced an overhaul of the grading system for the GCSE examination.

For this year group, who sit their GCSE exams in the summer of 2021, these changes mean that they will have all of their GCSE's graded on a system of 9-1 with 9 being the highest grade.

This diagram shows you how the new grading structure works:

The reformed GCSEs:

- are more demanding
- have been designed for a two-year period of study
- will be linear, so students will take all of their exams at the end of the course
- will have non-exam assessment removed or reduced in the majority of GCSEs
- will have a new grading scale from 9 to 1 (with 9 being the highest)

New grading structure	Old grading structure
9	A*
8	
7	
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

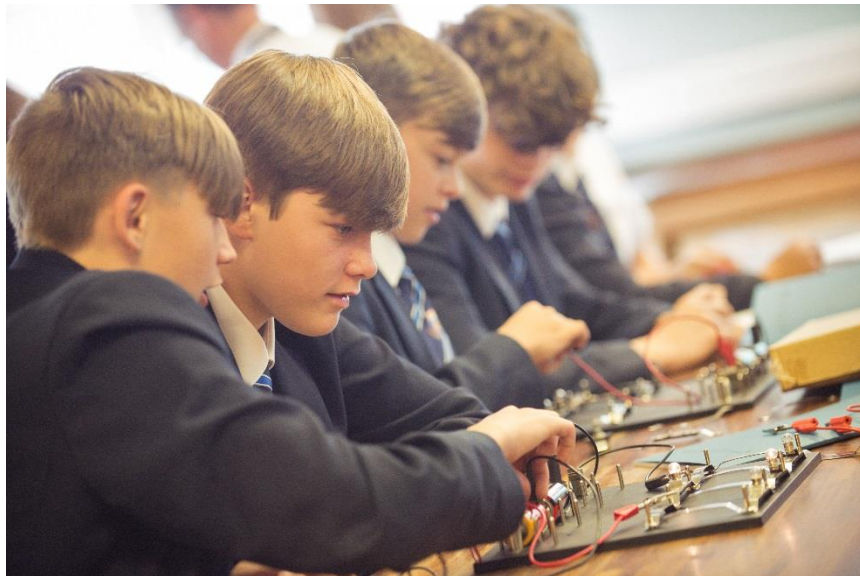
AWARDING
4 and above = bottom of C and above

The English Baccalaureate

The English Baccalaureate is not a qualification in itself; it is the name given to a collection of subjects which include English, Mathematics, two Sciences, a Language and either History or Geography. To achieve the English Baccalaureate students must have secured a grade 5 in each of their subjects within this collection.

The English Baccalaureate (or 'E-Bacc' as it is known) is not compulsory, though there are some who believe that to have the E-Bacc shows a certain level of academic achievement in addition to other subjects.

All students who want to make their applications stand out academically are strongly advised to choose subjects which would lead to the 'E-Bacc' as this may give them an advantage when their applications are considered. This is particularly the case if you hope to go to university or want to make their application to college or a higher level apprenticeship.



The Compulsory Element

The compulsory element is made up of:

- English
- Mathematics
- Science
- Physical Education
- PSHCE - Personal, Social, Health and Careers Education

There are different pathways within some of these subjects and these are explained later in the booklet.



GCSE ENGLISH LANGUAGE AND ENGLISH LITERATURE



All students will study both English Language and English Literature, leading to two separate GCSE qualifications.

Why study English Language?

Although English Language is a compulsory subject, it is important that students appreciate the breadth of skills which are nurtured within English lessons and are applicable across all other subjects. Whilst studying English Language, students will practise reading with efficiency and detail, learn to express themselves clearly both orally and within their academic writing, as well as learning to articulate complex ideas and form convincing, developed arguments. These are valuable, transferable skills in the workplace and beyond.

GCSE ENGLISH LANGUAGE

Exam Board: AQA

The English Language GCSE will be 100% exam assessed in June 2019.

Examinations are in one tier only and students will be awarded the new grading of 9 to 1 (9 being the highest grade awarded).

The content of the course requires learners to:

- identify and interpret explicit and implicit information and ideas
- select and synthesise evidence from different texts
- explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- evaluate texts critically and support this with appropriate textual references
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language, and use spoken Standard English effectively.

Paper 1: Explorations in creative reading and writing

- **Section A (25%)** Students will answer four reading comprehension questions on a fictional prose extract from either the 19th century, 20th Century or 21st century.
- **Section B (25%)** Prose writing – Students will complete a piece of creative writing inspired by a given image or title.

Paper 2: Writer's view points and perspectives

- **Section A (25%)** Students will answer four reading comprehension questions on two non-fiction texts. The texts will be from two different eras (19th century, 20th Century or 21st century) and two of the questions will be comparative.
- **Section B (25%)** Students will complete a piece of transactional writing (for example: a letter, speech, a leaflet, an essay or article).

NEA: Spoken Language (non-examined assessment)

- Students will present a speech to the class upon a relevant topic of interest and will respond to questions relating to this.

GCSE ENGLISH LITERATURE



Exam Board: AQA

Why study English Literature?

It is important to be aware that all of our students study English Literature as a GCSE. As you will see from looking at the specification outlined below, students are exposed to an incredibly diverse repertoire of Literature spanning from the pre 19th Century to more modern texts. As well as fostering creativity and imagination, the English Literature course also aims to broaden students' worldly view through exposure to texts which often challenge current thinking and ideas.

The English Literature GCSE is 100% exam assessed in June 2019.

Examinations are in one tier only and students will be awarded the new grading of 9 to 1 (9 being the highest grade awarded).

The content of the course requires learners to:

- Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response
- Use textual references, including quotations, to support and illustrate interpretations.
- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- Show understanding of the relationships between texts and the contexts in which they were written.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Summary of assessment

Paper 1: Shakespeare and the 19th century novel

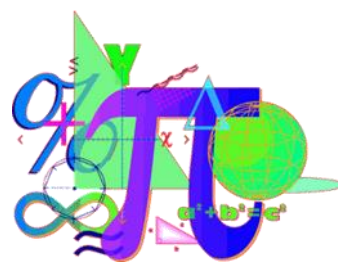
- **Section A (21%)** Shakespeare – answer an essay-style question on an extract from ‘Macbeth’. Students will not have a copy of the text in the exam. Students will not have a copy of the play in the exam.

-
- **Section B (19%)** 19th Century Prose – Students will answer an essay-style question on an extract from ‘Dr Jekyll & Mr Hyde’. Students will not have a copy of the novel in the exam.

Paper 2: Post-1914 Prose/Drama, Poetry anthology and Unseen Poetry

- **Section A (21%)** Post-1914 prose/drama - Students will answer an essay-style question on ‘An Inspector Calls’. Students will not have a copy of the play in the exam.
- **Section B (24%)** Poetry anthology – Students will answer a comparative essay question on two poems they have studied from the ‘power and conflict’ poetry cluster. Students will not have a copy of the anthology in the exam, however, one of the poems from the anthology will be printed with the question.
- **Section C (15%)** Unseen poetry from 20th/21st Century – Students will answer one essay-style question on one poems they have not read. They will answer one shorter question (8 marks) which requires them to compare the first unseen poem to a second poem.

GCSE Mathematics



Exam Board: OCR

All students will study Mathematics.

The course offered leads to G.C.S.E. Mathematics Award.

This course is intended to help students become fluent in the fundamentals of Mathematics, ensure that students can reason mathematically and develop competence in solving sophisticated problems. Students will build on their learning from key stage 3.

Assessment objectives ensure that each paper will assess students' ability to recall, select and apply their knowledge of mathematics, to reason, interpret and communicate mathematically and to solve non-routine problems. The content will cover number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.

The course will be examined in three equally weighted written examination papers in May/June 2019. Paper 1 and Paper 3 are assessments where a calculator is allowed. Paper 2 is a non-calculator assessment. Each paper has a total of 100 marks. Each paper has different types of questions that will be set in both mathematical and non-mathematical contexts.

The examination has two entry tiers which will allow entry for students at a level that best suits their abilities and ensures a Grade 4 and 5 are accessible to all.

FOUNDATION TIER: Grades 1 – 5

HIGHER TIER: Grades 4 – 9

The qualification will be graded and certified on a nine grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.

There is no Controlled Assessment or coursework element.

GCSE: SCIENCE (Combined Award and Separate Sciences)



Exam Board: AQA

How is the course structured?

At the start of Year 9, all students begin study towards AQA's flexible suite of Science GCSEs. This flexibility allows us to personalise the learning of individual students in order that they make the best academic progress and achieve the best possible outcomes. They will be taught Biology, Chemistry and Physics separately by specialist teachers in these subjects.

Throughout year 9, students take internal exams at the end of each unit they study in Biology, Chemistry and Physics. Attainment in this set of exams, along with a further assessment at the end of year 9, will dictate which route is followed:

Separate Sciences

Students that have adapted well to GCSE Science and attained highly in Year 9 will go on to study the AQA Separate Science course, resulting in the award of three separate Science GCSEs in Biology, Chemistry and Physics.

Combined Science

Students who are not studying separate sciences will study the AQA Combined Science: Trilogy course. They will still be taught by specialist teachers, however students will study a less expansive array of Biology, Chemistry and Physics, which allows for a slightly slower pace. Students will receive a “double award” at the end of the course, meaning they receive two Science GCSEs.

Tiered Papers

All of the Science examination have two entry tiers, which will allow entry for students at a level that best suits their abilities and ensures a Grade 4 and 5 are accessible to all. Combined Science students must sit the same tiered exams for all three Science subjects.

FOUNDATION TIER: Grades 1 – 5

HIGHER TIER: Grades 4 – 9

What about coursework?

Coursework and Controlled Assessment are no longer part of the Science GCSE courses. In order that the emphasis on practical work is not reduced, the exam boards will examine students on aspects of some key investigations that they will undertake over the three years in lessons. In the final exams, 15% of the marks will be based around the scientific investigations from the topics listed below.

Biology	Chemistry	Physics
1. Microscopy 2. Osmosis 3. Enzymes 4. Food tests 5. Photosynthesis 6. Reaction time 7. Food investigations 8. Plant responses (separates only) 9. Decay (separates only) 10. Microbiology (separates only)	1. Making salts 2. Temperature changes 3. Rates of reaction 4. Chromatography 5. Water purification 6. Electrolysis 7. Neutralisation (separates only) 8. Identifying ions (separates only)	1. Specific heat capacity 2. Resistance 3. I-V characteristics 4. Density 5. Force and extension 6. Acceleration 7. Waves 8. Radiation and absorption 9. Thermal insulation (separates only) 10. Light (separates only)

PERSONAL, SOCIAL, HEALTH & CAREERS EDUCATION

PSHCE stands for Personal, Social, Health and Careers Education. Within PSHCE, the topics of Sex and Relationships Education, Drugs Education, Citizenship, Personal Finance and Careers Education are taught.

Elements of compulsory RE will also be delivered within PSHCE but will not overlap with the RE GCSE. This is not an examined subject.



Careers



Careers Education at Burscough Priory Academy is delivered to Years 10 and 11 through PSHCE. Activities are varied and engaging in delivering Careers Education.

We have strong connections with external agencies, colleges and sixth forms, who regularly visit lessons and assemblies to deliver expert advice and guidance on careers. Years 10 and 11 have the opportunity to attend Taster Days at Colleges and Sixth Form Centres around Lancashire and we have regular visits from their representatives, who are available for students to talk to during careers drop in sessions at lunch time and at all Key Stage 4 Parents Evenings.

OPTION CHOICES



HOW TO CHOOSE

Students are required to choose 3 option subjects. They will study these subjects for 6 hours a fortnight.

Students **must choose** at least one of either **History, Geography, Computing, French** or **Spanish**.

Students **will only be able to choose** the following subjects if they have studied them in Year 9 – Art, Music, Drama, Design and Technology, French, Creative iMedia, Computing and Food Preparation and Nutrition.

Please read the next section carefully. It describes the content and assessment requirements of every subject.

Ask yourself these questions

- Am I good at the subject?
- Am I interested in the subject?
- How can I get balance in my choices?
- Could dropping a subject disadvantage me in the future? What about subjects that will make up the English Baccalaureate?
- Is the subject necessary for my future career?
- What if my idea of a career changes?

Find out the facts

- What are my strengths?
- What are my weaknesses?
- What subject skills do I need?

Who is available to help me with my decisions?

- Parents – who know you best of all.
- Subject teachers – who know your ability in their subject
- Form Tutor - who sees you every day and is available to talk to about any issues.
- Progress Leaders - who want the best for you as an individual and may follow up on your conversations with your tutor
- Senior Leadership staff – who may follow up with you if there are any issues with your options



Please note

In some practical subjects such as Art and Design and Food Preparation and Nutrition class sizes will be limited due to health and safety requirements.

We shall do our best to provide the choices that you have selected but we cannot guarantee that this will be achieved in every case. A course cannot run if insufficient students have opted for it, whilst other courses may be oversubscribed. As with other parts of the timetable, the provision of any subject is dependent on the resources and staffing available.

It is essential, therefore, that you keep up with your work in all subjects on your present timetable.

Important Dates in the Options Process

- 15th January 2020 – PSHCE day - focused on options and the options booklet will be published
- 13th February 2020 – Options Evening
- 28th February 2020– Students to return options form with their initial preferences to tutors
- March/April 2020 – Students who have any issues or who are still unsure will have an individual options discussions with their Progress Leader or a member of the Senior Leadership Team
- May 2020 – Staff review of decisions / preferences and options decision published to Students and Parents

GCSE ART AND DESIGN

Exam Board: AQA



Why should I study Art & Design?

Studying Art and Design at GCSE is the first step for students to take should they be interested in a career within the creative industries. The UK's creative industries are world leading and the sector is continually growing, covering a huge range of professions and activities, it's always evolving to include new artforms and technologies. It certainly is an exciting sector to work in. The main industry areas include Visual arts, architecture, photography, illustration, fashion, graphic, design, media, TV and advertising. The opportunities within this field are endless.

How is the courses examined?

The Assessment consists of **60% Component 1:** Coursework Portfolio, **40% Component 2:** Externally Set Task (EXAM)

The Coursework Portfolio is made up of two themed projects from which students' select and present work that exemplifies their skills. The externally set task consists of a selection of projects set by the exam board from which students choose one. They make drawings, designs and experiment with a range of materials to prepare for a final piece. The final piece is then completed in 10 hours of supervised time under exam conditions.

What will I study?

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. Candidates can create work using a wide range of art, craft and design materials and processes. This may include drawing, painting, printmaking, sculpture, illustration and mixed media.

What can this course offer me?

Throughout the GCSE course students have the opportunity to develop a wide range of skills. Students will observe and record their ideas and experiences through drawing of all different forms and to research and analyse visually the work of other artist, craftspeople and designers. They learn to experiment with a wide range of materials and to develop their own original ideas. In addition to practical skills, imaginative ideas and creative thinking, students develop self confidence, responsibility and organisation. This course will develop students knowledge, skills and understanding of Art and Design, whilst giving them an excellent foundation should they choose to study Art or any form of design at Post 16 or take an employment route into the creative industries.

GCSE COMPUTER SCIENCE

Exam Board: WJEC Eduqas



What is GCSE Computer Science?

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners.

Computer Science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

The WJEC Eduqas GCSE in Computer Science has been designed to give an understanding of the fundamental concepts of computer science and a broad scope of study opportunities. This specification has been designed to free centres to concentrate on innovative delivery of the course by having a streamlined, uncomplicated, future-proof structure, with realistic technological requirements.

What will I study?

There are three units of study which cover the following areas:

Component 1: Understanding Computer Science

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

Component 2: Computational Thinking and Programming

This component investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication

Component 3: Programming Project

This component requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution.

What are the benefits of GCSE Computer Science?

The WJEC Eduqas GCSE in Computer Science encourages learners to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science

How is the course examined?

The full GCSE is assessed as follows:

* Component 1: Understanding Computer Science

- Written examination: 1 hour 45 minutes - 62.5% of the qualification

* Component 2: Computational thinking and Programming.

- On-Screen examination: 2 hours - 37.5% of the qualification

* Component 3: Software Development

Programming project: 20 hours – Unweighted. This component does not contribute to the final mark or qualification grade.

Creative I-media

Exam board: OCR Cambridge nationals



What will I study?

Planning is an essential part of working in the creative and digital media sector. This course will enable students to understand pre-production skills and techniques used in the sector, as well as gain the knowledge and skills to create digital media products and explore their application. They will also be able to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing resources.

It will also develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

How is the course examined?

Units	Assessment method
Pre-production skills	Written paper 1hr 15mins
Creating digital graphics	Centre assessed task
Creating a multimedia website	Centre assessed task
Creating a digital animation	Centre assessed task

What jobs could Creative iMedia lead to?

- Web designer
- Animator
- Photo editor
- Media
- And many more

GCSE DESIGN & TECHNOLOGY

Exam Board: AQA



Why should I study Design & Technology?

Studying Design & Technology at GCSE is the first step for students to take should they be interested in a career within the creative industries. The UK's creative industries are world leading and the sector is continually growing, covering a huge range of professions and activities, it's always evolving to include new technologies. It certainly is an exciting sector to work in. The main industry areas include Engineering, Architecture, Graphic Design, and the Construction Industry. The opportunities within this field are endless.

How is the course examined?

The Assessment consists of:

50% Component 1: Non-Exam Assessment.

The non-exam assessment (NEA) for this specification is made up of a single design and make task.

50% Component 2: Exam.

The subject content for the exam has been split into three sections as follows:

- Core technical principles.
- Specialist technical principles.
- Designing and making principles.

The exam and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate:
 - design decisions and outcomes, including for prototypes made by themselves and others
 - wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of:
 - technical principles
 - designing and making principles.

What will I study?

The course encourages students to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice.
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values.
- use imagination, experimentation and combine ideas when designing.
- develop the skills to critique and refine their own ideas whilst designing and making.
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work.
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.
- consider the costs, commercial viability and marketing of products.
- demonstrate safe working practices in design and technology.
- use key design and technology terminology including those related to: designing, innovation. and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

What can this course offer me?

Throughout the GCSE course students have the opportunity to develop a wide range of skills. Students will observe and record their ideas and experiences through drawings of all different forms and to research and analyse products. They learn to experiment with a wide range of materials and to develop their own original ideas. In addition to practical skills, imaginative ideas and creative thinking, students develop self-confidence, responsibility and organisation. This course will develop student's knowledge, skills and understanding of Design & Technology, whilst giving them an excellent foundation should they choose to study any form of design at Post 16 or take an employment route into the creative industries.

GCSE DRAMA

Exam Board: AQA



Why should I study Drama?

Drama is a subject that is becoming increasingly valued by employers, who feel that our young people lack confidence at interviews, or the ability to present. Within drama you will not only study the craft of acting and theatre, you will also learn extremely valuable transferable skills for example – collaboration, empathy, analysis, evaluation, deconstruction of a given subject and construction of performance pieces. You are able to perform but also work on production skills such as lighting, costume, sound, set/props.

What will I study?

During the course students cover a variety of key performance and theatrical skills including:

- ❖ Use of voice, body and movement to communicate meaning
- ❖ Evaluation of live theatre productions
- ❖ Study of scripted work
- ❖ Collaborative work through devising from a given stimulus

What can this course offer me?

The course will allow students the opportunity to appreciate Drama as an art form and also demonstrate on their CV an aptitude for creativity, good presentation and language skills, confidence and team working skills. It also helps to develop research and analytical skills through exploration of character and play-texts. It is also designed to be fun.

What will this course prepare me for?

The course is aimed to strengthen all important life-skills including self-confidence, time-management and communication skills. From a possible future employment perspective, the subject compliments areas such as: law, public relations, journalism, diplomacy, politics, social work, hospitality, tourism and leisure and of course any form of acting or jobs in the theatre.

How is the course examined?

We study the AQA GCSE Drama qualification. The specification is outlined below:

Playwright	Written Exam Set Text Option
Willy Russell	Blood Brothers
Arthur Miller	The Crucible
Patrick Barlow	39 Steps
Dominic Cooke	Noughts and Crosses
William Shakespeare	A Midsummer Night's Dream
Carl Grose	Hansel and Gretel

Component 1: Understanding drama

What's assessed

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

How it's assessed

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks
- 40% of GCSE

Breakdown of the style of exam questions

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

Component 2: Devising drama (practical)

What's assessed

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

How it's assessed

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

This component is marked by teachers and moderated by AQA.

Component 3: Texts in practice (practical)

What's assessed

- Performance of two extracts from one play (students may contribute as performer or designer) Free choice of play but it must contrast with the set play chosen for Component 1

How it's assessed

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE This component is marked by AQA.

GCSE FOOD PREPARATION AND NUTRITION

Exam Board: WJEC

Why should I study Food Preparation and Nutrition?

The 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.

What will I study?

Food Preparation Skills.

Students will be required to use general practical skills and knife skills to prepare and produce a wide range of food products. This will include preparing fruit and vegetables, meat, fish and a variety of carbohydrate foods. Students will have to show that they can use all food technology equipment proficiently while using all cooking methods to prepare, combine and shape food. Students will learn many skills including, sauce making, making and shaping dough with the use of raising agents and how to set mixtures using a variety of different ingredients and processes.



Food, Nutrition and Health.

In this unit of work, students will learn about macro and micro nutrients. They will learn the function in the body, the main sources and the effects of deficiency or excess. Students will learn about how to make informed choices of food for a varied and balanced diet whilst learning about technological developments associated with better health.

Food Science

Students will research why food is cooked. They will explore different cooking methods such as the use of an oven for baking, roasting, braising or the use of a hob for poaching, shallow frying, boiling. This unit of work also examines the functional and chemical properties of food. Food science experiments, will feature in this unit of work. This will be to understand the scientific terms used, such as, gelatinisation, coagulation, and denaturation.

Food Safety.

Students will research food spoilage and contamination whilst discussing the positive use of microorganisms in food production. Students will explore how food should be stored and apply their knowledge of food safety when preparing and cooking food.

Food Provenance.

Students will discuss the factors affecting food choices related to religion, culture, ethical and medical conditions. They will study traditional British food and International cuisine. In this term students will learn sensory testing methods and how to test the sensory qualities of a wide range of foods. Students must learn the fast changing laws of food labelling and how it can affect consumer choice. They will research the meaning of current food labelling in accordance with the Food Standards Agency.

Pattern of Assessment:

- End of Year 11 Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Year 11

Non-Exam Assessment: Food Investigation - Task 1

(Task issued from exam board in September)

Understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this Non Examination Assessment task.

Non-Exam Assessment: Food preparation assessment - Task 2 (Task issued from exam board in November)

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

Controlled Assessment Deadline:

- Task 1: December of Year 11
- Task 2: April of Year 11

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 a wide range of food and health related industries.

GCSE GEOGRAPHY



Exam Board: AQA

Why should I study Geography?

Geography is all about understanding why the world is the way it is. The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why this is and helps to prepare you for those changes.

What will I study?

Unit 1 – Living with the physical environment

Topic A – The Challenge of natural hazards – Tectonic Hazards, Weather Hazards and Climate Change.

Topic B – The Living world - The tropical rainforest, and a choice of either deserts or cold environments.

Topic C – Physical landscapes in the UK – Coasts and a choice of either rivers or glaciation.

Unit 2 – Challenges in the human environment

Topic A – Urban issues and challenges.

Topic B – The changing economic world.

Topic C – The challenge of resource management – A choice of water, food or energy.

Unit 3 – Geographical applications

Topic A – Issue evaluation - Includes pre released sources 12 weeks before the exam.

Topic B – Fieldwork – 2 fieldwork activities that investigate both human and physical environments. Both field trips will take place out of the school grounds.

Topic C – Geographical skills – This will be assessed throughout the course and will be assessed across all units. These skills include OS map reading, graphical skills, numerical skills, statistical skills, the use of qualitative and quantitative data, and of course literacy skills.

How is the course examined?

Students will sit three exams at the end of Year 11 that will make up 100% of their final grade. The controlled assessment element no longer exists; however, students will still be examined on skills they have learnt in the field after completing trips covering both the physical and human aspects of the course content that is shown above.

- ❖ **Paper 1** – Living with the physical environment. An exam lasting 1 hour 30 minutes that makes up 35% of the final grade.
- ❖ **Paper 2** – Challenges in the human environment. An exam lasting 1 hour 30 minutes that makes up 35% of the final grade.
- ❖ **Paper 3** – Geographical applications. An exam lasting 1 hour 15 minutes that makes up 30% of the final grade.

Types of questions: multiple choice, short answer, level of response, and extended prose.

What can this course offer me?

Students follow a syllabus where the work that the students will do covers a range of transferable skills which will equip students for working life. These include being spatially aware, socially and environmentally aware, problem solvers, good team players, computer literate and flexible thinkers.

What will this course prepare me for?

Statistics show that, compared to other subjects, Geography graduates are among the most employable. This is because they possess the skills that employers look for. In part this is because the subject is a combination of the facts of science and the understanding of the arts.



GCSE HISTORY

Exam Board: OCR

Why should I study History?

Where did Bluetooth ⚔ come from? How did returning soldiers from WW1 kill so many civilians? Did the Vikings beat Columbus to America? How did a rock star unite people against a disease and prejudice? When was England last successfully invaded? Are the English actually English?

Only through the study of History can people truly understand the world in which we live today. Our aim is to provide students with the opportunity to study history but to also develop a life-long passion and interest in the past.

History is a unique discipline as it provides an essential opportunity for students to become successful learners. Our aim is to assist and develop students, through the study of history, who are literate, numerate, enquiring and creative, who can communicate clearly, and who can work both independently and collaboratively. History relies on careful and rigorous enquiry, on weighing and evaluating evidence, and use this to draw conclusions. It involves a balance between logic and imagination and a development of moral sensitivity and reasoning.

Building on the skills learned at Key Stage 3, GCSE History encourages debate, discussion and questioning helping to develop these vital skills for later life.

What will I study?

The course we follow is OCR History B

- **Component 1: British History** – (both sections examined in one exam paper 1hr 45 minutes)

Thematic Study: The Peoples Health c.1250 to present (20% of final examination): Studying and evaluating the change and continuity of public health from the medieval era and responses to diseases such as Black Death through to the Spanish Flu pandemic and current issues such as HIV in the 21st century. We will consider causes and consequence for changes in peoples living conditions and how the development of technology is actually causing us to be less healthy! We will track government response from ‘leaving it in God’s hands’ to care for the people to the concerns for the NHS and the creation of the ‘Nanny state’.

British Depth Study: The Norman Conquest 1065-1087 (20% of final examination): A depth study on the change from Anglo Saxon England to the establishment of Norman rule. Through the year of 1066 with 3 Kings and 3 battles that led to the creation of Norman England. Along with rebellions and merciless responses recorded as ‘brutal slaughter’ by William to secure his crown up to the development of castles, feudalism and the Domesday survey.

- **Component 2: History Around Us: (20% of final examination)** This component is based around the study of a site in its historical environment. Our site is **Beaumaris Castle on the Isle of Anglesey in Wales**. Students will study the reasons for the creation of the site through the campaign of Edward I and his eventual conquest of Wales. Students will get to visit the site to build their understanding of the past and the significance of the features and functions of Beaumaris. In addition, they will develop an understanding of people’s lives and the changes in use of the site through time. Through this, students will have the opportunity to address the challenges and benefits of studying our historical environment and engage with a site physically that is a UNESCO World Heritage site. (this component is examined in a 1hour paper)
- **Component 3: World History** (both sections examined in one exam paper 1hr 45 minutes)

Period Study: Viking Expansion, c.750–c.1050 (20% of final Examination). This unit covers Viking society, culture and beliefs through to the Vikings far reaching trade routes from Sweden to Bagdad and the creation of Viking settlements through Russia from Moscow in the north to Kiev in the south. From the east we turn to the Vikings in the West and the conquest and establishment of Viking settlements from Normandy, York, The Shetlands and Orkneys to Dublin, Iceland, Greenland and America! We evaluate questions that challenge the stereotypes of fierce warriors attacking monasteries through raiding to the vast invasion and victories of ‘The Great Heathen Army’. So, shield walls ready, for Odin and Valhalla awaits!

World Depth Study: Aztecs and the Spanish Conquest, 1519–1535 (20% of final Examination). Traditionally when we think of Empire we consider the British Empire or Hitler’s attempts to build the Third Reich but the Spanish conquest of Mexico opened up the Americas for conquest from Europe and the power of the Catholic Church. We will study the Aztec culture before conquest; from human sacrifice to Jaguar warriors and the complexed society of the Aztec Empire. With the arrival of Cortes and his desire for wealth and gold we see conquest, destruction, exploitation and the emergence of Spanish Mexico and the end of the Aztec culture and the destruction of the amazing old city of Mexico.

The course will be assessed through three external exam papers at the end of the course in Year 11.

Focus of assessments include:

- knowledge and understanding;
- explaining and analysing events and periods
- using sources
- understanding interpretations

What will this course prepare me for?

History is a respected GCSE and is useful for many different careers such as law, journalism, architecture, teaching, politics, business and tourism. But the fact is that a History qualification opens far more doors than it closes!

<u>Careers that history is recognised for</u>	<u>History related careers</u>	<u>Employment skills</u>
architecture, financial and banking, law and legal services, civil service, journalism and the media, market research, sales and marketing, personnel management and training, police force, social services, retail and hospitality management.	museum and archive work and research, archaeology, conservation and teaching.	Independent Thinkers Open-minded Disciplined Problem solving skills Independent learners Analytical skills

GCSE MUSIC

Exam Board: WJEC EDUQAS

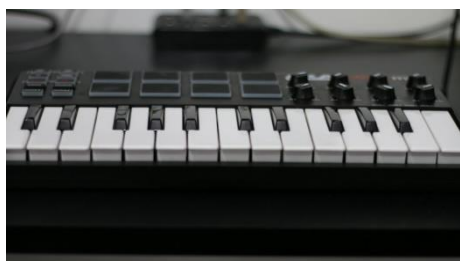


Why should I study Music?

If you have a passion for Music, enjoy playing a musical instrument and/or singing and creating your own music, this subject is a wise choice for you. You will find yourself in a group of other 'like-minded' students who are motivated to succeed and keen to further their ability in music. There is just one examination at the end of the course, with an emphasis on coursework. Choosing this subject may provide the necessary balance in your option choices, which will mainly be assessed by written examinations. Increasingly employers and universities see creative subjects as assets and are looking for young people who have skills learned through creative subjects: creative thinking, emotional intelligence, adaptability, communication and tenacity to name just a few. These will all be developed if you choose to study this subject.

What will I study?

Component 1: Performing Music - 30% of the total qualification



Controlled Assessment: Internally assessed and externally moderated.

Students offer at least two performances (traditional or technology based), between 4-6 minutes in total. These can be ensemble performances, or a mixture of solo and ensemble. The performances are recorded during the second year of the course.

The course is available to all but is best suited to those students who have reached a reasonable level of keyboard, voice or instrumental skill and a willingness to further their skills during the course.

Component 2: Composing Music

30% of the total qualification

Controlled Assessment: Internally assessed and externally moderated.

Students compose two compositions of at least three minutes combined.

- One composition to a brief set by the exam board in Year 11.
- One 'free' composition chosen by the student.



An interest in creating their own music and exploring a range of other musical styles is essential.

The department is equipped with Apple Mac computers, running Logic & Sibelius music software to allow students to record and refine their ideas in various ways.

Component 3: Listening and Appraising Music 40% of the total qualification

Written listening exam: externally assessed

Students study four areas of study throughout the course:

AOS 1 – Musical Forms and Devices

AOS 2 – Music for Ensemble

AOS 3 – Film Music

AOS 4 – Popular Music



Students answer eight questions in total: two on each area of study.

Two set works are also studied, 'Since You've Been Gone' and a movement from 'Eine Kleine Nachtmusik'. There is one question on each set work.

Students will develop their understanding of music theory during the course. Those who have studied this previously, will find the course easier.

What can this course offer me?

In addition to helping students acquire subject knowledge, this course:

- provides students with the opportunity to gain self-confidence and self-esteem through performing
- develops team-working skills through performing with others
- extends students' creative, self-expression and thinking skills through composing music
- encourages the understanding of the importance of continuous evaluation and refinement in any process
- develops independent learning: having to be disciplined about practising on an instrument or voice
- develops presentation skills which are useful for any job career

What will this course prepare me for?

This course will provide you with a solid foundation for progression to music related courses, including A-level music, BTEC music and music technology, as well as a career in music professions.

G.C.S.E. Music is highly regarded as an academic subject and so could complement other studies leading to a professional career.

GCSE PE

Exam Board: OCR

Studying GCSE Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, you will also develop wide ranging knowledge into the how and why of Physical activity and sport. The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study learn how to improve your performance through application of the theory. Physical Education is learned about through a range of different contexts and the impact it has on both our own and other's everyday lives. You will learn the reasons why we do things, why some people outperform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.



Why should I study Physical Education?

GCSE Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain and develop their performance and analytical skills of physical activities. You will gain understanding of the complexities of maintaining a healthy, active lifestyle and methods of training which can improve fitness, performance health and wellbeing, alongside an in depth knowledge of the human body and its relevance to sports performance and physical activity.

What will I study?

- A variety of physical activities and sport and gain a knowledge, understanding to improve performance and developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- How the physiological and psychological state affects performance in physical activity and sport
- Analysis of performance and evaluate in order to improve performance
- Understand how physical activity and sport make to health, fitness and well-being
- The key socio-cultural influences that can affect people's involvement in physical activity and sport

What will the course prepare me for?

GCSE Physical education will lay the foundation for further study in a variety of areas, the obvious being A-Level Physical Education or Btec Sport Level 2 or Level 3, leading onto higher education. However the content of the course facilitates and promotes knowledge and understanding of areas such as, sociology, psychology, biology, human anatomy and physiology, diet and nutrition.

Assessment Process

Component 01: Physical factors affecting performance (60 Marks: 1 hour: 30%)

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

There are two topics:

- Applied anatomy and physiology
- Physical training.

Component 02: Socio-cultural issues and sports psychology (60 Marks: 1 hour: 30%)

Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

There are three topics:

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being.

Component 03: Performance in physical education

(80 Marks = 40%. This includes the performance of 3 sports: 20 marks each totaling 60 marks and AEP coursework : 20 marks)

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement.

GCSE RELIGIOUS STUDIES



Exam Board: WJEC EDUQAS

Why should I study Philosophy, Religion and Culture?

The aim of the course is to inspire, challenge and develop students' understanding of the world we live in. They will do this through exploring religious, philosophical and ethical dilemmas. Through a variety of learning approaches, students will explore current issues through the use of ICT, media, lead learner tasks, group work and student led debate. Students will develop their understanding of religious and non-religious beliefs. This course also challenges learners to reflect upon their own values and belief system.

What will I study?

The course investigates social and moral issues from both a secular and religious viewpoint which involves the study of Christianity and one or two other principal religions.

Component 1: Religious, Philosophical and Ethical dilemmas in the modern World 50%

Topic 1: Issues of relationships e.g. gender discrimination, prejudice, equality, sexual relationships, family and marriage.

Topic 2: Issues of life and death e.g. Is there life after death? Do humans have value? Who created the world? Ideas about stewardship

Topic 3: Issues of Good and Evil e.g. What makes something wrong? Should capital punishment be lawful in the UK? Would a God allow suffering?

Topic 4: Issues of Human Rights e.g. Social justice should all wealth be shared? Does a prisoner have rights? Should you follow the law or your religious belief?

Component 2: Study of Christianity 25%

This topic will look at a variety of beliefs, teachings and practices:

- The nature of God
- Creation
- Jesus

Component 3: Study of a world faith 25%

This topic will look at a variety of beliefs and teachings within a world faith such as:

- Islam
- Buddhism
- Sikhism
- Judaism
- Hinduism

How is the course examined?

There are three exam papers. Component 1 is a two hour paper and component 2 and 3 are both a 1 hour paper.

What can this course offer me?

This two year study would result in a GCSE in Religious Studies. It provides opportunities to develop skills to debate, analyse, interpret, evaluate and arrive at conclusions, all of which help to equip students with life skills. By the end of this course students will be able to write balanced and well informed arguments that would benefit them at any further education establishment.

What will this course prepare me for?

An increasing number of students choose to continue their studies post 16 with courses in Law, Medicine, Journalism, Philosophy and Ethics, Sociology, Politics and Religious Studies and Theology.

Religious Studies is a useful background for those considering careers in media, teaching, law, medicine, social work, the armed forces and many more. The main focus of the course is people: What they think and how this impacts on their behavior and choices. This means that Religious Studies is relevant to any future that involves working with people.

GCSE Spanish

GCSE French*



Exam Board: EDEXCEL

Why should I study GCSE Spanish or French?

A second language not only gives you the means to communicate with people from different countries and cultures - it also develops a wide variety of skills that are transferable and useful in every area of life. Learning a language encourages learners to be creative and take risks; it develops vital communication skills and, importantly, improves literacy in your own language; in addition, it promotes understanding and tolerance of other cultures and traditions. Having even a basic knowledge of a foreign language will not only improve your employment prospects in any field of work but also widen your opportunities for further education post-GCSE. There is no doubt that employers and providers of further education recognise the tremendous importance and far-reaching value of language qualifications. We encourage everyone to build on the foundations they have set during KS3 and to take up the option of studying a foreign language at GCSE.

What will I study?

Spanish GCSE course consolidates work on topics covered throughout KS3 and, as a means to learning essential grammar and everyday vocabulary, includes the following important areas of study and includes all four language skills – speaking, reading, listening and writing:

- Identity and culture (including family life and free-time activities)
- Local, national and global areas of interest (including town and travel)
- Current and future study and employment (including school and career plans)

How is the course examined?

Writing: 25% of the final GCSE mark is obtained from the written skill which is judged by 3 short pieces completed in a final exam.

Speaking: Pupils prepare and rehearse various sample conversation questions in advance of the final recorded speaking assessment which also comprises a role-play scenario. This exam counts towards a further 25% of the final GCSE mark. As with the writing component, pupils who prepare thoroughly in advance can score well in this component.

Reading and Understanding/Listening and Understanding: Each of these components is tested by exam and together they account for 50% of the overall mark.

Entry Level: Pupils are entered at the tier most suitable to their level of competence, be that Foundation (grades 1-5) or Higher tier (grades 4-9), depending on their aspirational target, performance in practice exams and regular classroom assessment.

Pupils who have a good, working understanding of the grammar covered so far at KS3 and who already have a good stock of topic vocabulary can be confident that they have the capacity to achieve well at GCSE. Much of the important grammar has already been mastered during early year study and perfectly complements GCSE consolidation.

What can this course offer me?

The course offers in-depth study of the language(s) you have chosen, through various methods, including interactive, individual and group work. It will provide you with the ability to communicate clearly, be confident about speaking in public, problem-solving strategies and many other skills which are useful in a wide range of future careers. A language adds an international dimension to your choice of subjects which is something many employers look for.

What will this course prepare me for?

The course prepares you for a lifelong journey of learning, and a love of languages. It prepares you for life as part of a “global community”. Now, more than ever, it is vital to study a language.

The course also prepares you for Sixth Form College, where many of our former students have gone on to study A Levels in languages.

*Please note that only pupils who are currently studying French in Year 9 may opt for French in Years 10 and 11.