



Options Booklet

2017

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INTRODUCTION

AIMS

Crestwood College is built on the belief that all learners can succeed through developing their aspirations, creativity and independence. We aim to develop a curriculum that fosters a growth mind set, high aspirations and limitless ambition. We also aim to equip all learners with the skills needed to maximise academic progress and excellence. The Options process will be the first genuine opportunity students have to influence their own education. With such an important decision, we want to ensure students are able to make the right choices, having been given as much support and guidance as possible.

KS4 CURRICULUM

Throughout Key Stage Four, all students study for GCSEs (or equivalent) in English Language, English Literature, Mathematics, Combined or Triple Science and ICT. In addition, all students follow non-exam courses in PE and in Ethics and Philosophy. Students are able to choose four optional GCSE subjects.

Modern Foreign Languages	French (EB), Italian (EB), Spanish (EB)
Humanities	Geography (EB), History (EB) Business Studies, Economics, Religious Studies
Arts/PE	Art, Dance, Drama, Music, Physical Education
Technology	Design & Technology: Resistant Materials or Textiles, Food Preparation & Nutrition, Computer Science

English Baccalaureate (**EB**) subjects are those which the government, further education providers and higher education providers consider to be traditionally academic GCSEs.

PATHWAYS

When choosing their options, students should be mindful of their potential future Pathways. Those students who should be aiming to attend university should choose two EB subjects, one Modern Foreign Language and one of either Geography or History. All students are strongly encouraged to choose an appropriate mix of subjects. Consequently, all students are required to choose at least one English Baccalaureate subject. Please see the diagram on Page 4 for more information.

NATIONAL CONTEXT

The DfE and Ofqual have instigated national changes to GCSEs which are being phased in over the next three years. The information contained in this booklet is the most up-to-date available at time of writing (March 2017) and is presented in good faith.

KS4 PATHWAYS - CURRICULUM DIAGRAM

KS2 Test Levels	Periods (Total = 40)										Aspirational New GCSE Target	Post-16 Destination	Post-18 Destination		
	7	6	6	2	2	1	4	4	4	4					
Level 5		GCSE Science x 3 <i>(For the most able scientists only)</i>	GCSE Science x 2		GCSE Option 1 French Italian or Spanish		GCSE Option 2 Geography or History		GCSE Option 3 Open Choice*		GCSE Option 4 Open Choice*		Grades 9-7 (A*/A)	Russell Group University	
														Sixth Form College	
Level 4/5	GCSE English Language and GCSE English Literature	GCSE Mathematics <i>(Additional Mathematics qualification available for the most able mathematicians)</i>	GCSE Science x 2		Ethics and Philosophy <i>(Study, not exam)</i>		Core PE <i>(Not exam)</i>		GCSE Option 1 French Italian Spanish Geography or History		GCSE Option 2 Open Choice*		Grades 9-6 (A*-B)	University	
Level 3/4													Grades 9-5(4) (A*-C)	Continuing education at College and/or Work-based training	Work or Continuing Education

*An appropriate balance of subjects is strongly recommended

**The Russell Group comprises the twenty-four most prestigious UK universities: Birmingham, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Exeter, Glasgow, UCL, KCL, Leeds, Liverpool, LSE, Manchester, Newcastle, Nottingham, Oxford, QMUL, Queen's Belfast, Sheffield, Southampton, UCL, Warwick and York

TIMELINE

Date	Event
March 2017	Introduction assemblies
Friday 24 March 2017	Expression of interest form deadline
March/April 2017	Subject taster sessions and assemblies
Thursday 27 April 2017	Options Evening (Options Booklet + Form distributed)
Friday 5 May 2017	Option Form deadline
End of Summer Term	Confirmation of options
September 2017	Commence GCSE courses

GENERAL GUIDANCE FOR STUDENTS

Detailed information on each subject is given later in this booklet. Please examine the subject statements carefully before making any decisions.

The actual choice of subject preferences is an individual one, but these general rules apply:

- DO** find out as much as possible about what you will learn in all courses.
- DO** consider how much progress you have made in this subject previously.
- DO** take into account how interesting and enjoyable the subject has been to you.
- DO** consider whether the subject is necessary for any proposed further education course or career.
- DO** take advice from teachers about the suitability of the course.
- DO** seek advice from a variety of sources: parents, older students and form tutors. If you do not know something, ask.
- DO** consider subjects you think will motivate and inspire you to learn.

Poor reasons for choosing a subject inevitably lead to problems later on:

- DO NOT** choose a subject because a friend is choosing it, you may not end up in the same group.
- DO NOT** choose a subject because it appears to be an easy option.
- DO NOT** choose a subject because it seems new and interesting, before obtaining full details about all that the course involves.
- DO NOT** choose a subject because of a particular teacher, he/she may not be teaching the subject at KS4.
- DO NOT** worry if you cannot take all the subjects you would like to study; many subjects can be taken up later at college.

Core Exam Subjects

GCSE English Language

Course content

All students will be taught and encouraged to read fluently and write effectively. They will be able to demonstrate a confident control of Standard English and be able to write grammatically correct sentences, deploy figurative language as well as analyse a wide range of texts. In addition, students will acquire and apply a wide vocabulary, alongside a knowledge and understanding of terminology for reading, writing and spoken language. Students will be encouraged to listen to and understand spoken language and use spoken Standard English effectively.

Course assessment

GCSE English Language is designed to be studied over two or three years with all assessments taken at the end of the course.

In class assessments over the two or three years will include questions or tasks which allow students to:

- Provide extended responses
- Draw together different areas of knowledge, skills and understanding from across a wide range of texts
- Write for a designated audience, purpose and form

The spoken language endorsement will be reported on as part of the qualification but will NOT form part of the final mark and grade for GCSE English Language.

Homework/independent study

Homework is a vital part of learning as it allows students to develop independent learning habits and consolidate important skills. Homework will be set regularly and students will be expected to undertake research tasks or activities which require them to practice both reading and writing skills. In addition, to help support students they will be given a recommended reading list to encourage independent reading.

Post-16 progression

A GCSE in English Language is essential for students to progress to further study, training and skilled employment.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Development of reading for meaning, analysis of language, structure and comparison of texts	Using graphs, tables and Venn diagrams	Group discussion. Moral and social issues arising from a variety of texts

GCSE English Literature

Course content

All students will be taught and encouraged to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge and appreciate the depth and power of the English literary heritage. Students will read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas. Students will be taught and encouraged to write accurately, effectively and analytically about their reading, using Standard English.

Course assessment

GCSE English Literature is designed to be studied over two years with all assessments taken at the end of the course.

In class assessments over the two years will include questions or tasks which allow students to:

- Provide extended responses
- Draw together different areas of knowledge, skills and understanding from across a wide range of texts

Homework/independent study

Homework is a vital part of learning as it allows students to develop independent learning habits and consolidate important skills. Homework will be set regularly and students will be expected to undertake research tasks or activities which require them to practice both reading and writing skills. In addition, to help support students they will be given a recommended reading list to encourage independent reading.

Post-16 progression

A GCSE in English Literature should encourage students to read widely for pleasure and is an excellent preparation for studying literature at a higher level.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Development of reading for meaning, analysis of language, structure and comparison of texts	Using graphs, tables and Venn diagrams	Group discussion. Moral and social issues arising from a variety of texts

GCSE Mathematics

Course content

- Number and calculation
- Fractions, percentages and decimals
- Measures and accuracy
- Algebra notation, vocabulary and manipulation
- Graphs
- Solving equations and inequalities
- Sequences
- Ratio, proportion and rates of change
- Geometrical properties and constructions
- Vectors
- Mensuration and calculation
- Probability
- Statistics

Course assessment

Students will be assessed on their ability to:-

- Use and apply standard techniques
- Reason, interpret and communicate mathematically
- Solve problems within mathematics and in other contexts

Homework/independent study

Students will be set homework on a weekly basis. This however is expected to be the minimum amount of study that students will complete outside of lessons. There are many assessment opportunities throughout the three years that will be based on exam material. Students will be guided with regard to specific topic areas with the expectation they will use revision material and websites to prepare thoroughly for these assessments.

Post-16 progression

'A' Level Maths
'A' Level Further Maths

Cross-curricular skills		
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Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
The meaning and interpretation of subject specific vocabulary and terminology.	The Maths curriculum has a significant element of numeracy.	<p>Spiritually - We explore the idea of number and size, thus enabling us to refer to the idea of space, infinity and the infinitesimal.</p> <p>Morally - We consider the use of probability and statistics in the world around us.</p> <p>Culturally – We explore the origins of mathematics.</p> <p>Socially – We use maths to model real life.</p>

GCSE Combined Science

Course content

Students will study AQA Combined Science- Trilogy specification. This is a three year course covering Biology, Chemistry and Physics.

Biology topics covered are: 1. Cell biology, 2. Organisation, 3. Infection and response, 4. Bioenergetics, 5. Homeostasis and response, 6. Inheritance, variation and evolution, 7. Ecology

Chemistry topics covered are: 1. Atomic structure and the periodic table, 2. Bonding, structure, and the properties of matter, 3. Quantitative chemistry, 4. Chemical changes, 5. Energy changes, 6. The rate and extent of chemical change, 7. Organic chemistry, 8. Chemical analysis, 9. Chemistry of the atmosphere, 10. Using resources.

Physics topics covered are: 1. Energy, 2. Electricity, 3. Particle model of matter, 4. Atomic structure, 5. Forces, 6. Waves, 7. Magnetism and electromagnetism.

Upon successful completion of the Combined Science course, students will receive two GCSE grades

Course assessment

The course is linear and 100% exam based assessment at the end of Year 11. There will be regular mock exams across the three years to check progress.

Exams test subject knowledge, mathematical ability, and understanding of laboratory skills and data analysis.

Homework/independent study

- In Year 9 homework mainly takes the form of required reading and chapter reviews of the book: *A Short History of Nearly Everything* by Bill Bryson. Students have to complete a detailed review of the chapter, which is submitted online.
- In Years 10 & 11 homework will take various forms depending on the topic taught.

Post-16 progression

Combined Science allows for progression onto a variety of A-level courses. A grade of 5 to 6 or higher will allow access to A-level Science courses and for other subjects. GCSE Combined Science will provide the academic skills needed for further and higher educational study.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Combined Science demands a high level of reading and writing skills, which are developed over the three-year course.	Mathematics is at the heart of Science. Science makes mathematics useful. Students will be taught and expected to remember a wide variety of mathematical skills, which will ultimately account for 15% of their final grade.	Science has a huge role in society and influences almost every aspect of our lives. Students will explore the ethics and moral issues in modern day science and also look closely at how our modern scientific understanding of the world clashes with religious views.

GCSE Separate Science

Course content

Students will study AQA Combined Science- Trilogy specification. This is a three year course covering Biology, Chemistry and Physics.

Biology topics covered are: 1. Cell biology, 2. Organisation, 3. Infection and response, 4. Bioenergetics, 5. Homeostasis and response, 6. Inheritance, variation and evolution, 7. Ecology, 8. Key ideas.

Chemistry topics covered are: 1. Atomic structure and the periodic table, 2. Bonding, structure, and the properties of matter, 3. Quantitative chemistry, 4. Chemical changes, 5. Energy changes, 6. The rate and extent of chemical change, 7. Organic chemistry, 8. Chemical analysis, 9. Chemistry of the atmosphere, 10. Using resources.

Physics topics covered are: 1. Energy, 2. Electricity, 3. Particle model of matter, 4. Atomic structure, 5. Forces, 6. Waves, 7. Magnetism and electromagnetism, 8. Astrophysics.

Depending on success at KS3, students could be offered two or all three of these to take at GCSE, which would result in either two or three GCSE grades

Course assessment

These courses are linear and 100% exam based assessment at the end of Year 11. There will be regular mock exams across the three years to check progress.

Exams test subject knowledge, mathematical ability, and understanding of laboratory skills and data analysis.

Homework/independent study

- In Year 9 homework mainly takes the form of required reading and chapter reviews of the book: *A Short History of Nearly Everything* by Bill Bryson. Students have to complete a detailed review of the chapter, which is submitted online.
- In Years 10 & 11 homework will take various forms depending on the topic taught.

Post-16 progression

- Separate Science courses are designed for students who wish to progress onto A-level study of Biology, Chemistry and Physics.
- The course is designed to give students the confidence, knowledge and skills for further study of these three disciplines at A-level and higher education.
- On average over 70% of Crestwood's triple science students' progress onto an A-level Science.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Separate Science demands a high level of reading and writing skills, which are developed over the three-year course.	Mathematics is at the heart of Science. Science makes mathematics useful. Students will be taught and expected to remember a wide variety of mathematical skills, which will ultimately account for 15% of their final grade.	Science has a huge role in society and influences almost every aspect of our lives. Students will explore the ethics and moral issues in modern day science and also look closely at how our modern scientific understanding of the world clashes with religious views.

ICT - CiDA (Certificate in Digital Applications)

Course content

Edexcel CiDA (2012) has been developed from the popular Edexcel DiDA qualifications, with a change of focus to emphasise creative computing. It aims to empower learners to play an active role in the digital sector rather than being simply consumers of digital content. Tailor made to meet the needs of today's creative industries, the qualification covers imaging, creative multimedia, website development and computer game production.

This course is worth one GCSE.

Course assessment

- Unit 1: Web Design – All students learn how to create a website using web authoring software. They have to learn to manipulate images, text and special features to meet the needs of a specific audience. As well as using HTML coding to edit some of the content. This unit is assessed by a two and half hour practical exam, where students will be given a scenario and have to create a multi-page website based on a fictitious client brief.
- Unit 2: Game Making - Students will create an original game based on one of three stories. They start by planning and designing the game. The main software used for this is Gamemaker. They must also produce a promotional product (promo) for the game. This is assessed via a piece of coursework which will be submitted in January of Year 11.

Homework/independent study

Homework will be set to consolidate and reinforce knowledge, understanding and skills developed in the classroom. It is an opportunity to reflect on what has been learnt in a particular topic. Homework helps develop research skills, in particular making use of ICT; it helps young people prepare adequately for tests and examinations. In ICT there will be a variety of tasks set as homework, often in the planning and review stages of a project, but also in practising elements of programming and specific skills learned in lessons.

Post-16 progression

Depending on which ICT course is chosen there are many possible post 16 options using the skills developed at Crestwood including A-Levels in computing, computer science, ICT, multimedia, Level 3 vocational courses in programming, network security and creative media (game design) & media. These courses can lead on to university degree level courses or into apprenticeships or straight into industry.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Writing for specific audiences and purposes, evaluating your own work and that of others, planning longer projects, writing to inform, writing to persuade.	Spreadsheets and Modelling, Databases, Programming Skills, Sequencing, Use of Number, Co-ordinates, Binary and Hexadecimal Numbers.	Safety on the internet, social and moral implications of ICT in society, Cyber-bullying, Advantages and disadvantages of using ICT in society.

Option Subjects

GCSE French / Italian / Spanish (EB)

Course content

The Modern Foreign Languages GCSE will cover the following broad themes: Identity and culture, local area, holiday and travel, school, future aspirations, study and work international and global dimension.

A GCSE in Modern Foreign Languages (MFL) should allow students to:

- Communicate coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.
- Respond to a rich range of authentic spoken and written material, including literary texts.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Develop language learning skills to prepare them for further language study and use in school, higher education or employment.

Course assessment

- AO1 Listening (25%): understand and respond to different types of spoken language.
- AO2 Speaking (25%): communicate and interact in speech. Speaking will comprise of three tasks. Task 1 - a role-play based on one topic allocated by the exam board. Task 2 - a task containing a picture and questions drawn from one topic allocated by the exam board. Task 3 - a conversation based on two themes. The teacher selects one theme from a choice provided by the exam board and the student chooses the other theme in advance.
- AO3 Reading (25%): understand and respond to different types of written language including literary texts. A translation from French/Spanish/Italian to English will also be required.
- AO4 Writing (25%): communicate in writing. A translation from English into French/Spanish/Italian will also be required.

Homework/independent study

Homework will be set once per week and will comprise one learning-homework and one activity-homework, which could be research, reading/listening comprehension or written work.

Post-16 progression

- Natural progression from GCSE is an A-Level in MFL. At GCSE we try to instil the key grammatical structures needed to access the highest GCSE grades, which will help students who continue their language studies at A-Level.
- Students are encouraged to develop research skills, which will stand them in good stead in Further Education.
- The importance of giving their opinion and presenting opposing facts is taught from KS3 but becomes more significant at GCSE and further study.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Literacy skills are fundamental in the learning of any language.	Opportunities to develop numeracy skills are addressed at various points of the course.	Understanding of the culture and identity of the countries and communities where the language is spoken.

GCSE Geography (EB)

Course content

Students will study topics under two main units and complete two pieces of fieldwork.

- Topic 1: Living with the physical environment: This unit focuses on physical geography including the study of Natural Hazards, Ecosystems, Extreme Environments, Rivers and Coasts.
- Topic 2: Challenges in the human environment: This unit focuses on human geography including the study of population growth, world development, sustainable management and resource management.
- Fieldwork: Students will take part in a minimum of two fieldwork days in which they will collect primary data in a 'physical environment' and a 'human environment'. Fieldwork is now assessed through a terminal exam.

Course assessment

This course is assessed through three terminal exams to be sat in the summer of 2019.

- Paper 1: Living with the physical environment: 1 hour 30 mins (35% of GCSE, including 3 marks for spelling, punctuation, grammar and specialist terminology [SPGST]). This paper includes multiple choice, short answer and extended answer questions based on the topics learnt in Unit 1.
- Paper 2: Challenge in the human environment. 1 hour 30mins (35% of GCSE including 3 marks for [SPGST]). This paper includes multiple choice, short answer and extended answer questions based on the topics learnt in Unit 2.
- Paper 3: Geographical Applications: 1 hour 15 mins (30% of GCSE, including 6 marks for [SPGST]). This paper is split into two sections. In the first section students will be asked a series of questions based on the two pieces of fieldwork study that they have completed. In the second section students will be required to complete an issue evaluation which will be based on a pre-release resource booklet. Students will need to demonstrate critical thinking and problem solving skills.

Homework/independent study

Students will be set homework weekly which may include case study tasks, practice questions and other activities designed to extend the learning of your child.

Post-16 progression

Geography is up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. Choosing geography at school can open the doors to a university degree, either specifically in geography or by combining geography with other A Levels to gain a place on a degree programme in another subject. An A-Level in geography is recognised for its academic 'robustness' and, most importantly, it also helps students into the world of work.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Extended, comparative and descriptive report writing Reading Place specific detail Key terminology	Drawing and interpreting graphs and data ICT skills Correct use of maps/GIS	Decision making Problem solving Providing solutions Sustainability Interpretation

GCSE History (EB)

Course content

Students will take two studies in depth looking at the social, cultural, economic and political challenges and changes of four historical periods. One is The USA: A Nation of Contrasts, 1910-1929, considering issues like immigration, gangsters, the KKK, silent movies and the changing lifestyle of women. The other is The Elizabethan Age, 1558-1603 where we will consider the government, the lifestyle of the rich and poor, popular entertainment, the problems caused by religion and the Spanish Armada. Students will also take two studies in breadth. These are the Development of Germany 1919-1991 that looks at how the lives of the German people changed from the Weimar Period, through the Third Reich and the Second World War, during the Allied military occupation and the division into West Germany and East Germany to reunification. We also take a thematic study, covering the period 500 AD to the present day on the topic of Changes in Health and Medicine. We will look at the causes of illness and disease, advances of medical knowledge, developments of patient treatment and care and developments in public health. As part of this we will look at an historic environment which will be the village of Eyam, at the time of the plague in 1666.

Course assessment

There will be two written examinations of two hours each that will be taken at the end of Year 11. There is no coursework.

Homework/independent study

This is a demanding course in terms of the large amount of knowledge to learn from different historic periods. There will be a requirement to commit to independent study and a substantial part of the homework tasks will be about learning information. There will also be many opportunities to research and complete written tasks.

Post-16 progression

Some students will take A-Level History at college. It is a subject valued by universities. History GCSE is favoured by many taking careers in journalism, teaching and the law etc.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
<p>Good literacy skills are desired for and developed by studying History GCSE. The qualification allows students to improve their communication skills, verbally and in writing, and aids their ability to support their views with evidence and to make reasoned judgements.</p>	<p>Basic numeracy skills would be useful for the analysis of sources like graphs and a grasp of dates.</p>	<p>Students will learn about and reflect on the feelings and values of the past, recognise historical examples of right and wrong, and understand the way communities and societies function. Students have the opportunity to appreciate how a wide range of cultural influences have shaped our heritage and cultural diversity.</p>

GCSE Business Studies

Course content

GCSE Business Studies provides students with the opportunity to learn about the main principles of Business Studies, focusing on local, national, international and global businesses; this approach enables students to fully develop a well-rounded understanding of the modern business world. The course also hopes to develop students' lifelong skills such as problem solving, creative thinking, decision making, time management and team working. These skills are essential for students to progress to further education or the workplace and generally for life!

Areas of Business studied in the course include Enterprise, Managing People, Marketing, Operations, Finance and External Influences.

Course assessment

Two Units.

Unit One : Operations Management and Human Resources

Unit Two: Finance and Marketing

Each exam is 50% of final grade. Each exam is 1 hour and 45 minutes.

Homework/independent study

All students have a homework book, in which they will need to complete a set of activities which are linked to the most recent topic.

Students are expected to keep up to date with the current Business news.

Post-16 progression

This course prepares students excellently for both academic and vocational progression routes. Students finishing this course to a high standard could expect to progress to A-Level Business or BTEC Business Level 2 or Level 3. In terms of vocational progression students could progress onto an Apprenticeship in; Administration, Finance or Marketing.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Large amounts of writing required for this subject. Ability to write long answers is extremely important.	The Finance topics centre around numerical information and students will need to be able to; add, subtract, divide and work out percentages.	Business Ethics feature heavily. Also, all students are encouraged to think of business on a global scale.

GCSE Economics

Course content

Economics is the study of Money. It is the study of how companies make money, how customers spend money and how money transfers around the globe. Throughout the course you will look at a range of different business related topics. These include:

- Looking at Supply and Demand;
- Considering how companies set their prices;
- Interest Rates, Inflation and Unemployment;
- How the government decide what to spend money on;
- Researching global issues, such as the EU and Exchange Rates.

Course assessment

2 exam Units

- Unit 1 : How markets work - looks at businesses within the economy;
- Unit 2 : How the economy works - looks at the economy in both the UK and abroad.

Exams are 1 hour 45 mins long each and consist of both short and long answer questions

Homework/independent study

All students have a homework book, in which they will need to complete a set of activities which are linked to the most recent topic.

Students are expected to keep up to date with the current Business and Economics news.

Post-16 progression

Students who are successful at GCSE Economics can continue onto A-Level Economics, which contains similar content but in more detail. Students with an interest in Economics also tend to study Maths, Physics, Business or Accounting at a higher level.

Cross-curricular skills		
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Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Students are expected to write extended answers in the exams for this subject, therefore a good use of language is important.	The course content links very closely to money and finance. As part of the course students will construct graphs.	Understanding the ethical decisions that companies and governments face on a daily basis is central to this course.

GCSE Religious Studies (Ethics & Philosophy)

Course content

GCSE Religious Studies develops key skills and topics studied during KS3 Ethics & Philosophy. The course has six units - 4 which are ethics based and 2 which are theology based, as follows:

- Issues of Relationships - including marriage, divorce, families.
- Issues of Life & Death - including medical ethics, creation theories, evolution.
- Issues of Good & Evil - including prison, crime, capital punishment, free will.
- Issues of Human Rights - including poverty, discrimination, charity.
- Beliefs, teachings and practices in Islam.
- Beliefs teachings and practices in Christianity.

Students will learn how to constructively critique views and opinions, all the while forming their own understanding of the world around them, their own identity and how to contribute as a tolerant and respectful citizen within society. They will attempt to answer challenging philosophical questions such as "Why are we here?" and consequently develop higher-order thinking skills that will benefit their attainment across the curriculum, as well as through later life. Both religious and non-religious views will be explored and encouraged in relation to beliefs, teachings, stories and practices.

Course assessment

Exam papers assess students' ability to recall factual information, show an understanding of Christian and Muslim beliefs and practices, and evaluate concepts using different views - religious, secular and their own. Students will need to relate traditional teachings to modern and current world events, such as poverty and discrimination.

Homework/independent study

A key feature of GCSE RS is the ability to link classwork to what is happening outside in the real world. Students will need to engage with news stories, organisations and politics to fully support their understanding of where this subject fits within their development as considerate and competent young people. Students will also have homework that either requires research and analysis of world events or the completion or redrafting of practice exam questions.

Post-16 progression

AS and A-Level RS and Ethics & Philosophy is offered at all local Sixth Form Colleges where students could develop their understanding and critical evaluation skills at a more cognitively demanding level. GCSE RS also complements the study of other evaluative subjects, including Critical Thinking, History, Geography and English. Skills developed during the GCSE RS course, such as communication, literacy, empathy and balanced analysis lend themselves well to assisting student progress in further education and the workplace.

GCSE RS lends itself to career progression in a range of areas, including the Police force, Military, Teaching, Social Work and Healthcare.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Students are marked on their use of spelling, punctuation and grammar so this is prioritised in all written work. New key words and the development of written arguments are also main features of the course.	Students will be required to work with percentages and census material and interpret numerical data. Understanding and learning key facts and figures will support and develop their written responses.	Students consider their place within society and the impact of their actions and beliefs. They learn to look at the world with compassion and empathy, aiming to explore their own views while respecting and valuing others' views.

GCSE Art and Design/Photography

Course content

During the course students will develop skills in the following areas:

- Studying the work of other artists/cultures
- Using a range of media and techniques
- Observational drawing, collecting ideas and resources
- Completing a personal response

Course assessment

- The assessment of Art and Design is in two parts; coursework and externally set exam.
- Coursework is everything which is done in school and at home before the exam and is 60% of the final grade.
- The external exam is a project set by the Exam Board that ends with a ten-hour assessment worth 40% of the final grade.

Homework/independent study

- To be successful in Art and Design students will need to do a great deal of independent work both in school and at home.

Post-16 progression

Success in GCSE Art and Design can lead on to many courses post-16

- A level Art, Photography or Textiles (at Barton Peveril College)
- Level 1 to 3 courses in Child Care, Hairdressing or Design (Eastleigh College)

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Students are taught how and where to use a specialist vocabulary which develops into extended writing about artists as well as personal evaluations.	Enlargement and reduction in designing and planning. Tessellation and repetition in creating pattern. Measuring scale with and without a ruler. Use of symmetry in designing. Drawing proportions and scale. Construction, 2D into 3D, relief within sculpture and 3D design.	Students develop their art work by using the artist/craft/culture as a source of inspiration. Students are encouraged to express their ideas and opinions as well as respect those of others. Students enjoy using their imagination and creativity to learn about the world around them.

GCSE Dance

Course content

The GCSE Dance course will enable students to develop knowledge and understanding of a variety of dance styles, specifically focusing on contemporary dance. Students will also learn expressive skills, choreography skills and analytical written skills in relation to professional dance works. The course is heavily weighted on physical dance ability, especially technical ability; therefore it is vital students have had previous experience performing technical dance movements. There will be a requirement from students to perform solo pieces as well as group dances. When choreographing dance, students must do this alone and will receive support from their class teacher. Students will be continuously assessed throughout the course by their teacher, and externally assessed during a moderation day at the end of the course.

Course assessment

Non-examination assessment (60%)

- Performance (Technical skills) (30%) Students will learn two technical set phrases through a solo performance (one minute in duration). Students will have to perform in a technical duet/trio choreography dance piece (three- five minutes in duration).
- Choreography (30%) Students must choreograph a two minute solo dance or a three minute group dance based on a topic set by the examination board.

Examination assessment (Written exam, 1 hour 30 minutes) (40%)

- Knowledge and understanding (15%). Demonstrate knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation (25%). Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.

Homework/independent study

Students will need to create time for rehearsal each week after school. This therefore requires students to be committed throughout the course as this could be two or three times a week depending on their assignments. Students may also be required to give up their time during half terms to come into school and rehearse. Written homework is set regularly throughout the course and is important as it supports learning.

Post-16 progression

Opportunity to study A-Level or BTEC Dance at a variety of colleges around Eastleigh and Southampton. For example, BTEC Dance at Eastleigh College or Richard Taunton or A-Level Dance at Barton Peveril.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Students will learn new key words and spellings associated with topics and choreographic devices. Students will be encouraged to keep written evidence of their choreography which encourages their Literacy skills.	Shape and pattern focused on through choreographic devices. Musical rhythms and keeping the beat (counting).	Knowledge and understanding of different cultures, religions and morals of others to their own when exploring a variety of dance works and topics.

GCSE Drama

Course content

Component 1 – Understanding Drama

- 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

Component 2 – Devising Drama

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

Component 3 – Texts in Practice

- 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

Course assessment

Component 1

- Written exam - 1 hour and 45 minutes
- Open book
- 80 marks
- (Scaled to) 40% of GCSE

Component 2

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

Component 3

- Performance of Extract 1 (20 marks)
- Performance of Extract 2 (20 marks)
- 40 marks in total
- (Scaled to) 20% of GCSE

Homework/independent study

Drama is a practical subject however homework and independent study is vital to a successful student of drama. Whether it be in the form of learning lines, practising for the written exam or updating their devising logbook, the latter example being perhaps the most important, pupils will not be successful if this core fundamental aspect of GCSE Drama is not followed.

Post-16 progression

A-Level Drama and Theatre courses, including those at Barton Peveril. Opportunities to join youth theatre organisations such as The Point and The National Youth Theatre. Transferable social skills.

Cross-curricular skills		
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Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Pupils will study an assortment of different plays for performance and for written exam. Pupils will also keep a logbook during the devising process.	Pupils will have to manage their time efficiently across all periods of rehearsal. Pupils will need to consider space, shapes and angles when designing or writing about set, costumes and lighting.	GCSE Drama covers all aspects of SMSC. We look into the social context scenes and the moral, spiritual or cultural compasses of a diversity of characters. These often provoke a discussion in class.

GCSE Music

Course content

There will be four areas of study

- Western classical music 1650 – 1910
- Popular music
- Traditional music
- Western classical music since 1910.

Set works include part of a Haydn symphony, songs by the Beatles and Carlos Santana and parts of an American ballet. Pupils will develop their understanding and use of the key elements of melody, harmony, tonality, tempo, rhythm, metre, texture, dynamics, structure and timbre through composing, listening and performing.

Course assessment

Pupils are assessed on three core areas

- Performing (30%) – solo and ensemble recordings made during final year of the course.
- Composing (30%) – two pieces composed during final year of the course.
- Listening/theory (40%) – final exam(s).

Homework/independent study

Homework towards performance takes the form of daily practice on your instrument/voice. Pupils ought also to be rehearsing as part of a group on a regular basis between lessons. For the listening exam there are a series of structured listening workbooks for pupils to work through, with some exercises due in each lesson. To support composing work pupils need to build in some composing into their regular practice routine. It is advisable that pupils have specialist tuition on their instrument/voice.

Post-16 progression

Success at GCSE Music develops many valuable transferable skills and competences, such as creativity, attention to detail, planning, confidence, fine motor skills, listening and teamwork for example. It is therefore of benefit in many other areas of work and study. Some pupils may wish to study music further and this can lead to A-level and BTEC courses in Music, Music tech and Music production. There are also popular music performance-based courses that pupils move on to.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
<ul style="list-style-type: none"> ● Essay-writing. ● Large quantity of key vocabulary. 	<ul style="list-style-type: none"> ● Numeracy is involved in dealing with rhythm, metre, intervals, as well as chord construction and relationships. 	<ul style="list-style-type: none"> ● Teamwork. ● Cultural significance of music as an art form. ● Music from other cultures. ● Self-expression.

GCSE Physical Education

Course content

GCSE Physical Education should equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Students will cover a variety of team and individual sports through their practical lessons and the following topics through regular theory lessons.

Course assessment

Students who choose GCSE PE will be assessed through 60% examination and 40% practical ability. For the practical element of the course, which is worth 40% of the overall grade, students must be assessed in three different activities in the role of player/performer. One of these activities must be a team sport/activity and one must be an individual sport/activity. The third activity may come from either list.

Homework/independent study

Students will complete homework tasks throughout the course based on the topic they are covering within theory lessons. Students will also be expected to attend after-school clubs to enhance the practical element of the course. This is a course for students with a strong commitment to regular practical activity to a high standard.

Post-16 progression

Students will have the option to study at a variety of colleges within the local area which offer courses such as A-Level PE (Barton Peveril) and BTEC Sport Studies (Eastleigh College).

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Students will learn new key words and spellings associated with topics and sports which they are covering. Students will be encouraged within their theory lessons to keep written evidence of their work to use for their exams.	Through both practical and theory element of the course students will have to use a variety of mathematical elements to assist them within their learning and development. This could be using equations to calculate their overall grade or keeping score within a practical session.	Students will develop socially within PE through working with others and experiencing opinions different to their own. Through theoretical elements of the course students will learn about a variety of socio-cultural influences.

GCSE Food Preparation and Nutrition

Course content

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 skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Year 9 - Students will be slowly introduced to the course by concentrating on our annual 'Chriskindlemarkt'. Students will work in groups to produce gifts and products to sell at this event. Also, throughout the year students will learn basic and medium cookery skills they can then apply to their Non-Exam Assessment tasks.

Year 10 and 11 – students focus on the tasks associated with the final assessments.

Course assessment

Exam Paper (1): Food preparation and nutrition (100 marks – 50% of GCSE)

- Theoretical knowledge assessed through a written exam of 1h 45min.

Non-exam assessment (NEA)

- Task 1: Food investigation (30 marks – 15% of GCSE)
 - Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'
- Task 2: Food preparation assessment (70 marks – 30% of GCSE)
 - Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Homework/independent study

- Bringing in ingredients for practical lessons
- Preparation for Non- Exam Assessment tasks
- Exam preparation through subject knowledge based revision tasks

Post-16 progression

Upon completion, 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.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Spelling, punctuation and grammar features in the assessment of this course.	Weighing, measuring and portion size. Scientific calculations from experiments.	The course covers a large section of social, moral and cultural design and manufacture.

GCSE Design and Technology: Resistant Materials

Course content

GCSE Design and Technology is a new course. It 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.

The course allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

GCSE Design and Technology: Resistant Materials helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques.

Year 9 – During the Autumn Term students will take part in the annual ‘Chriskindlemarkt’ project, for which they form small businesses to then design and make high quality products to sell at the annual event in December. The Spring Term will then be based on building up a broad based subject knowledge through focused practical tasks, before completing a Furniture Design Project.

Year 10 – Mechanical toy project followed by a Lighting project and skills modules preparing for the Controlled Assessment task in Y11.

Year 11 – Students undertake a single design and make activity which is selected from a range of exam board-set tasks. They submit a three-dimensional outcome and a concise design folder and/or appropriate ICT evidence.

Course assessment

Unit 1: Written Paper - 2 hours – 100 marks – 50%.

- Section A : Core technical principles
- Section B : Specialist technical principles
- Section C : Designing and making principles

Unit 2: (Non-Examined Assessment)

- Approximately 30-35 hours – 100 marks – 50%
- Substantial design and make task - Investigating - Designing - Making - Analysing and Evaluating. Contextual challenges to be released annually on 1st June. Students will produce a working prototype and a portfolio of evidence (max 20 pages)

Homework/independent study

- Preparation for controlled assessment lessons
- Exam preparation through subject knowledge based revision tasks
- Further reading of Design related news articles

Post-16 progression

- A-level Design and Technology/Product Design

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Spelling, punctuation and grammar feature in the assessment of GCSE D&T.	<ul style="list-style-type: none"> ● CAD/CAM work ● Measurement ● Graphs ● Costings 	The course covers the impact that SMSC factors have had on the design of products and their manufacture.

GCSE Design and Technology: Textiles

Course content

GCSE Design and Technology is a new course. It 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.

The course allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

GCSE Design and Technology: Textiles helps students foster their creativity through developing their skills in designing and making textile products.

Year 9 – During the Autumn Term students will take part in the annual ‘Christkindlmarkt’ project, for which they form small businesses to then design and make high quality products to sell at the annual event in December. The Spring and Summer Term will then be based on building up subject knowledge through a project based on household accessories. This will include a folder of researching, testing and designing.

Year 10 – Sample project where students explore various constructive and decorative techniques. Children’s project where students will research, design and make a product of their choice for a child.

Year 11 – Students undertake a single design and make activity which is selected from a range of board-set tasks. They submit a three-dimensional outcome and a concise design folder and/or appropriate ICT evidence.

Course assessment

Unit 1: Written Paper - 2 hours – 100 marks – 50%.

- Section A : Core technical principles
- Section B : Specialist technical principles
- Section C : Designing and making principles

Unit 2: (Non-Examined Assessment)

- Approximately 30-35 hours – 100 marks – 50%
- Substantial design and make task - Investigating - Designing - Making - Analysing and Evaluating. Contextual challenges to be released annually on 1 June. Students will produce a working prototype and a portfolio of evidence (max 20 pages)

Homework/independent study

- Preparation for controlled assessment lessons
- Exam preparation through subject knowledge based revision tasks

Post-16 progression

- A-level Design and Technology, A-level Textiles, BTEC Fashion Studies

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Spelling, punctuation and grammar feature in the assessment of GCSE D&T.	<ul style="list-style-type: none"> ● CAD/CAM work ● Measurement ● Graphs ● Costings 	The course covers the impact that SMSC factors have had on the design of products and their manufacture.

GCSE Computer Science

Course content

Computer Science is a course designed for those with a deep interest in computing and new technologies. Students will develop a range of programming skills and knowledge of algorithms. Students will use a range of different softwares to help them manage data. In addition to this, they will go inside the computer to understand the different parts which make up a computer system. Wider world issues such a cyber security, ethical and legal impacts of technology will also be studied.

Course assessment

Unit 1 - Written exam, practical programming skills, 40%
 Unit 2 - Written exam, theoretical subject knowledge, 40%
 Unit 3 - Non-Exam Assessment, project on developing a Computer Program

Homework/independent study

Students should be developing their own programming skills in their own time. There is a vast array of online materials which we ask students to use to help support their learning in the classroom.

Post-16 progression

Students who are successful in this course can go on to A-Level Computer Science. Beyond this they can develop careers in programming, AI, game development, website development, engineering, hardware maintenance and a wide range of Computing and IT related areas.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Students will get assessed on spelling, punctuation and grammar as part of this course.	Students require a strong mathematical understanding to undertake the course. Programming and the development of algorithms rely heavily on numerical skills and problem solving.	Students will investigate the ethical and legal issues involved in new technologies as well as the impact of the internet on society.

OPTIONS FORM 2017

Name	
Campus	
Tutor Group	

Students are able to study **four optional subjects** during Key Stage Four. As it is not possible to guarantee all students will get all four of their first-choice options, we ask that they rank their six preferences from the following subjects. Obviously, every effort will be made to give students as many of their first four choices as possible.

Modern Foreign Languages	Arts/PE
French (EB) Italian (EB) Spanish (EB)	Art Dance Drama Music Physical Education
Humanities	Technology
Geography (EB) History (EB) Business Studies Economics Religious Studies	D&T: Resistant Materials D&T: Textiles Food Preparation and Nutrition Computer Science
<ul style="list-style-type: none"> • All students must choose at least one English Baccalaureate (EB) subject • Those students who should be aiming to attend university should choose two EB subjects, one Modern Foreign Language and one of either Geography or History • All students are strongly encouraged to choose an appropriate mix of subjects 	

Please rank your top six subject preferences	
Preference 1	
Preference 2	
Preference 3	
Preference 4	
Preference 5	
Preference 6	

Student signature	
Parent(s) signature	

**OPTIONS EVENING 2017
SPORTS HALL LAYOUT**



