



CRESTWOOD  
COMMUNITY SCHOOL

# KS4 Options Booklet 2021 - 2023



# KS4 Options Booklet 2021

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## DEADLINES

Friday 30th April 2021	Completion of Options Form
July 2021	Confirmation of options
September 2021	Commencement of courses

## INTRODUCTION

Crestwood Community School is built on the belief that all learners can succeed through developing their aspirations, creativity and independence. The Options process will be the first opportunity students have to significantly 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 qualifications in English Language, English Literature, Mathematics and Science. In addition, all students follow non-exam courses in PE, ICT and in Ethics and Philosophy.

Students must choose one subject from **Geography, History or Spanish**. Students may opt for more than one of these subjects as one of their open option choices. In addition to the compulsory subjects above, students may opt for 3 optional subjects from the table below:

Humanities and Modern Foreign Languages	<b>Geography (EB), History (EB), Religious Studies, Spanish (EB)</b>
Physical and Creative Arts	Art, Drama, Music, Physical Education
Technology	Design & Technology, Food Preparation and Nutrition, Information Technology, Business Studies
Science	Triple Science

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

## PATHWAYS

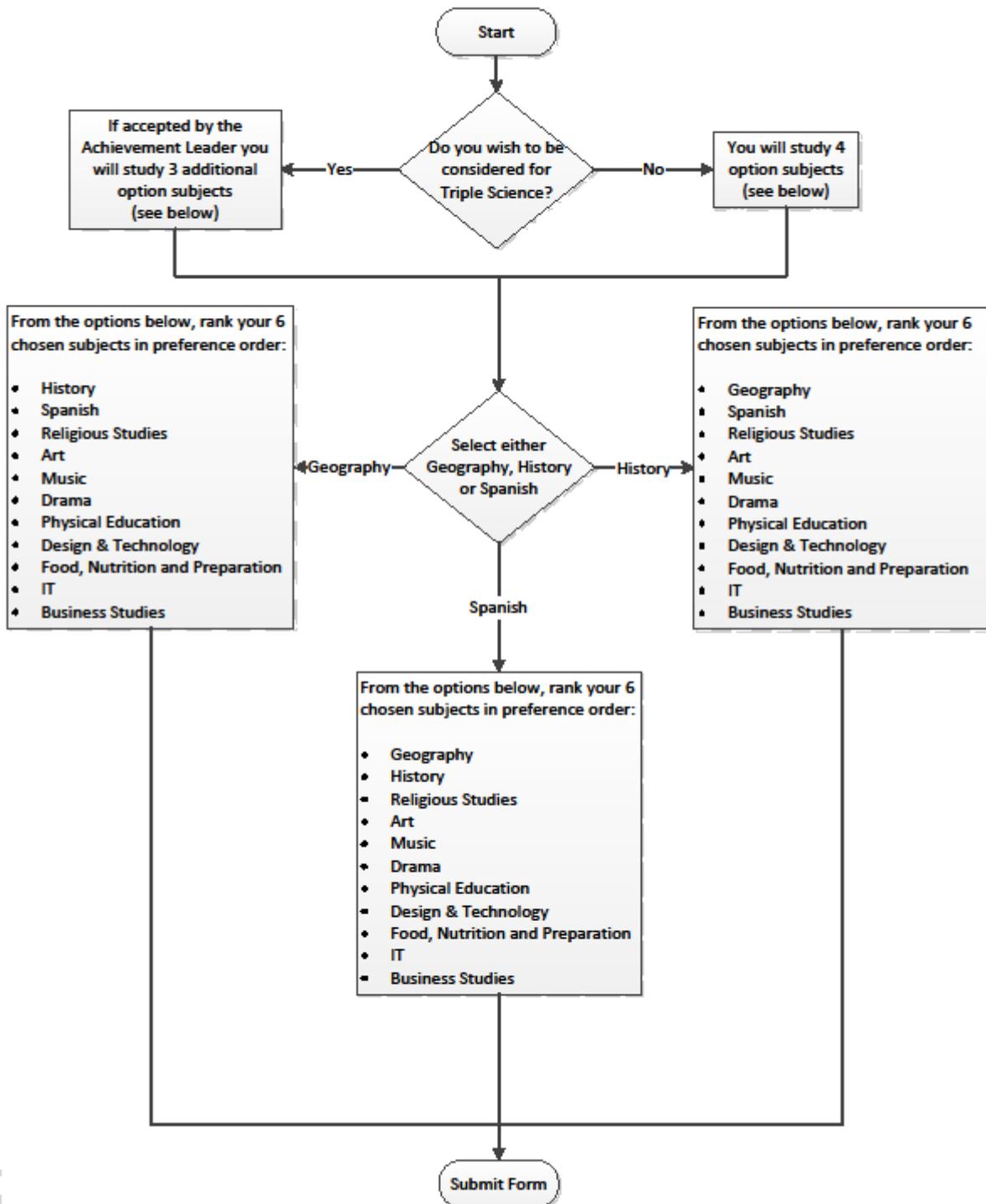
When choosing their options, students should be mindful of their potential future Pathways. Those students who should be aiming to attend university should choose two EB subjects: Spanish and/or Geography and/or History and/or Triple Science. All students are strongly encouraged to choose an appropriate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

## GENERAL GUIDANCE FOR STUDENTS

- 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 important for any future FE 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 tutors.
- DO** consider subjects you think will motivate and inspire you to learn.

- DO NOT** choose a subject because a friend is choosing it.
- DO NOT** choose a subject because it appears to be an easy option.
- DO NOT** choose a subject just because it seems new and interesting; find out about all that the course involves.
- DO NOT** choose a subject because of a particular teacher as they may not be teaching your class.
- DO NOT** worry if you cannot take all the subjects you would like to study; many subjects can be taken up later at college.

# Options Selection Process



GCSE Examination Summary		
Subject	Internally Assessed Components	Examinations <i>Type and Length</i>
English Language	Non-examination separate Spoken Language endorsement (0% weighting of GCSE)	2 x Written exams. Both are worth 50% and are 1 hour 45 minutes.
English Literature		2 x Written exams: 1 x 1 hour 45 minutes (40%) and 1 x 2 hour 15 minutes (60%)
Maths		3 x Written exams all 1 hour 30 minutes. Paper 1 is non-calculator. In papers 2 and 3 a calculator can be used.
Combined Science		6 x Written exam papers. 1 hour 15 minutes each
Triple Science		6 x Written exam papers. 1 hour 45 minutes each
Geography		3 x Written Exams: 2 x 1 hour 30 mins (35% each) and 1 x 1 hour 15 mins (30%)
History		4 x Written exam papers: 2 x 1 hour, 1 x 1 hour and 15 mins, and 1 x 45 mins
Spanish		4 x exams. Listening, Speaking, Reading and Writing Each paper is worth 25% of the overall GCSE.
Religious Studies		3 x Written exams 1 x 2 hour and 2 x 1 hour examinations
Art & Design	Component 1 - Coursework, 60% of overall marks, made up of 2 projects derived from previous exam topics. Creative portfolio of evidence.	Component 2 - Exam, 40% of overall marks, consisting of one project set by the exam board (externally set assignment). Period of time to develop the project ending in a 10 hour exam, over 2 days to complete a personal response.
Music	2 compositions; one free, one to a brief (30%) 2 performances (live or programmed) one solo, one group (30%)	Written exam. 60 minutes of short listening questions, 30 minutes questions on set works.(40%)
Drama	Component 2 - Devised exam - 40% (10% performance 30% coursework) Component 3 - Scripted exam - 20% 2 scripted performances to an external examiner	Component 1 - Written exam - 40% of the GCSE.
GCSE PE	60% - Theory - Written exams 40% - Practical - 3 assessed sports and a coursework component	2 Written exams 2 x 1 hour 15 minutes each.
BTEC Sport	4 units to complete - 1 exam based unit and 3 practical/project based units	1x Online exam - Mandatory Unit 1: 1 hour 15 minutes.
Food Preparation and Nutrition	50% Coursework portfolio and Practical Cookery Session.	1 x Written Exam - 1 Hour 45 Minutes - worth 50% of marks
Design and Technology	50% Coursework Creative Portfolio of work based on a topic given by the exam board, can focus on preferred specialism and completed in lesson time.	1 x Written Exam - 2 Hours - worth 50% of marks
Computer Science		2 x Written Exam Papers. Each 1hour 30 mins
BTEC Creative Media	Component 1: Investigating Media - In-Class coursework project (30% of final grade) Component 2: Planning a Media Product. In-Class coursework project (30% of final grade)	Component 3: Creating a Media Product. Students will have 8 hours of lesson time taken under exam conditions to make an interactive product, which will then be sent to the exam board for marking. (40% of final grade)
Business Studies	Component 1: Exploring Small Businesses. In-Class coursework project (30% of final grade) Component 2: Business Plan for starting your own small business. In-Class coursework project (30% of final grade)	Component 3: Finance and Marketing Exam Paper. 2 hours. (40% of final grade)

## 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.

Students will be exposed to 19th, 20th and 21st Century texts and will study skills in two main topic areas: fiction and non-fiction. Students will learn to analyse the language & structure of texts, evaluate texts, compare and contrast texts and to write for a range of purposes.

### Course assessment

English Language is designed to be studied over multiple years with all assessments taken at the end of the course.

In class assessments over the length of the course will include questions and 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 English Language. The endorsement is assessed through a short speech, presentation or talk from the students that is performed in class. A small number of students will be asked to be filmed as part of the exam board's moderation process; students volunteer to be a part of this selection. This will be awarded separately as a Pass, Merit or Distinction.

The final exam papers are equally weighted and are 1 hour 45 minutes in length. Each has 5 questions. **Paper 1** includes one literature fiction text with four reading questions and one narrative or descriptive writing question. **Paper 2** includes two non-fiction texts with four reading questions and one extended writing question.

### What skills will you develop in GCSE English?

**The key skills that English Language develops in students are:**

- Reading fluently with good understanding
- Reading and evaluating critically
- Making comparisons between texts and contexts
- Writing effectively and coherently
- Using grammar correctly and punctuating and spelling accurately
- Summarising
- Writing for impact
- Presenting information and ideas

### Additional Information

**Here is a link to the current GCSE specification:**  
<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

**If you have any other questions, please email [kimberley.nicholas@crestwood.hants.sch.uk](mailto:kimberley.nicholas@crestwood.hants.sch.uk)**

## 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.

In English Literature, all students will study three key texts, from three areas outlined by the exam board, and a poetry anthology. The texts are: Macbeth (Shakespeare), A Christmas Carol (19th-century novel) and Blood Brothers (modern prose or drama). All students will also receive an anthology of 15 poems set by the exam board; we study the Love and Relationship collection.

### Course assessment

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

At the end of the two year course, students will sit two exams.

**Paper 1** - Students are given 1 hour and 45 minutes to answer two questions. **Section A Shakespeare:** students will answer one question on Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole. **Section B The 19th-century novel:** students will answer one question on A Christmas Carol. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Paper 2** - Students are given 2 hours and 15 minutes to answer four questions. **Section A Modern texts:** students will answer one essay question from a choice of two on the play they have studied, Blood Brothers. **Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from the Love and Relationship anthology cluster. **Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

### What skills will you develop in GCSE English Literature?

The key skills that English Literature develops in students are:

- Text comprehension
- Critical reading and analysis
- Evaluation
- Comparison
- Writing clearly and coherently

### Additional Information

Here is a link to the current GCSE specification:

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

If you have any other questions, please email [kimberley.nicholas@crestwood.hants.sch.uk](mailto:kimberley.nicholas@crestwood.hants.sch.uk)

## 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

### What skills will you develop in GCSE Maths?

**All students build on skills obtained through KS3 with particular emphasis on the ability to solve problems.**

**They will;**

- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
- develop their use of formal mathematical knowledge to interpret and solve problems, including in financial contexts
- make and use connections between different parts of mathematics to solve problems
- model situations mathematically and express the results using a range of formal mathematical representations, reflecting on how their solutions may have been affected by any modelling assumptions
- select appropriate concepts, methods and techniques to apply to unfamiliar and nonroutine problems; interpret their solution in the context of the given problem.

### Additional Information

We follow the Edexcel syllabus and all students are provided with Workbooks and revision guides. Scientific calculators are used and students must have their own.

If you have any other questions please contact [yvonne.scott@crestwood.hants.sch.uk](mailto:yvonne.scott@crestwood.hants.sch.uk)

## Combined Science

### Course content

Students will study AQA Combined Science- Trilogy specification. This course covers Biology, Chemistry and Physics. Offered at both higher and foundation tiers

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 grades. A grade 6-6 or higher is required to study Science at A-Level, along with a grade 6 or 7 in Maths.

### Course assessment

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

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

### What skills will you develop in GCSE Science?

You will develop a deep understanding of the procedural knowledge required to carry out a range of quantitative chemistry calculations, and solve complex physics problems.

You will develop the ability to write detailed scientific reports and practical write ups. You will also be trained to apply your knowledge to explain complex phenomena with detailed responses.

You will develop a deep understanding of how Science is linked to almost every other subject, with obvious subjects like Maths and English, but also with subjects like Art, Food technology and Geography.

### Additional Information

Specification link: <https://www.aqa.org.uk/subjects/science/gcse>

Some advance reading: Bill Bryson- The Short History of Nearly Everything.

Textbook- <https://www.amazon.co.uk/GCSE-Combined-Science-Trilogy-Student/dp/1471883280>

It is also beneficial to have your own laboratory coat and safety goggles for practical work, but not essential as we have some that can be shared.

If you have any questions please contact [kev.neil@crestwood.hants.sch.uk](mailto:kev.neil@crestwood.hants.sch.uk)

### Triple Science

Students who wish to be considered as a candidate for the Triple Science course should make this selection on the Options Form. All candidates will be interviewed by Mr Neil. It should be noted that studying three single sciences requires a significant amount of home study alongside normal class time and homework. Students will study AQA Single Sciences, with distinct qualifications for Biology, Chemistry and Physics.

### Course content

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, 8. Astrophysics.

### Course assessment

These courses are linear and 100% exam based assessment at the end of Year 11. There will be regular mock exams throughout the duration of the course to check progress. Exams test subject knowledge, mathematical ability, and understanding of laboratory skills and data analysis.

### What skills will you develop in Triple Science?

You will develop a deep understanding of the procedural knowledge required to carry out a range of quantitative chemistry calculations, and solve complex physics problems.

You will develop the ability to write detailed scientific reports, essays, and practical write ups. You will also be trained to apply your knowledge to explain complex phenomena with detailed responses.

You will develop a deep understanding of how Science is linked to almost every other subject, with obvious subjects like Maths and English, but also with subjects like Art, Food technology and Geography.

### Additional Information

Specification link: <https://www.aqa.org.uk/subjects/science/gcse>

Some advance reading: Bill Bryson- The Short History of Nearly Everything.

Textbooks-<https://www.amazon.co.uk/AQA-GCSE-Chemistry-Student-Book/dp/1471851346> You will also need the biology and physics version of this book. Links to those are on the same page.

It is also beneficial to have your own laboratory coat and safety goggles for practical work, but not essential as we have some that can be shared.

If you have any questions please contact [kev.neil@crestwood.hants.sch.uk](mailto:kev.neil@crestwood.hants.sch.uk)

## GCSE Geography (EB)

### Course content

GCSE Geography at Crestwood is a very popular and exciting subject. Students get the opportunity to discover in depth the world in which we live and the diverse relationships between the Human and Physical Geography of our planet. We study a range of case studies and examples which provide students with up to date knowledge and understanding of local and global geographical events.

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 final summer of year eleven.

- 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 30 mins (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 includes Google Quizzes, exam questions and knowledge organiser revision.

### 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.

### What skills will I develop in GCSE Geography?

Through the study of real world events, examples and case studies students will have the opportunity to see and experience the processes and features that help to shape our world. Students will have the opportunity to interpret, analyse and evaluate a range of Geographical information including maps, images, data, charts and graphs. Students will then develop their communication skills to justify their conclusions. Literacy and Numeracy skills are an important part of the Geography course and are assessed throughout the 3 exam papers.

### Additional Information

Students must take part in at least two outdoor fieldwork trips as part of the GCSE Geography course. If you have any questions please contact [Steve.topazio@crestwood.hants.sch.uk](mailto:Steve.topazio@crestwood.hants.sch.uk)

## GCSE Spanish (EB)

### Course content

Spanish will cover the following broad themes: Identity and culture; Local, national, international and global areas of interest; Current and future study and employment.

A qualification in Spanish should allow students to:

- Communicate coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy, fluency and confidence.
- Deepen their knowledge about how language works and enrich their vocabulary.
- 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, traditions 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

- Paper 1- Listening (25%): understand and respond to different types of spoken language.
- Paper 2 - Speaking (25%): communicate and interact in speech. Speaking will comprise 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. One theme is chosen by the teacher in advance of the exam and the other theme is allocated by the exam board.
- Paper 3 - Reading (25%): understand and respond to different types of written language including literary texts. A translation from Spanish to English will also be required.
- Paper 4 - Writing (25%): communicate in writing. Translating from English into Spanish.

### Homework / independent study

Homework will be set once per week and will usually comprise learning homework, research, reading / listening comprehension or written work. Knowledge Organisers will be available on the Google Classroom to aid learning and completion of tasks.

### Post-16 progression

- Natural progression from KS4 to an A-Level in Spanish. At KS4 we aim to instil the key grammatical structures needed to access the highest 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 KS4 and further study.

### What skills will I develop in GCSE Spanish?

Learning a language is a great way to keep your brain young and provide excellent mental stimulation. Language learning boosts your memory by prompting you to memorise new vocabulary and grammar rules. In addition, it challenges and improves the cognitive functions of your brain allowing you to become a faster and more effective learner. There are many social benefits, for example your confidence grows as you push yourself out of your comfort zone and challenge yourself to speak in another language to a native speaker. You will become more resilient and as you learn more, you will start to feel a tremendous sense of accomplishment and self-satisfaction. This motivational journey will enable you to be more prepared and have the confidence to tackle other challenges in life. As well as this, learning a language allows you to improve your English by spotting similarities between the two and correcting misconceptions within your own native language.

### Additional Information

Helpful sources of information: Memrise, Quizlet, AQA website and use of past papers, elpais.es (reading practice) RTVE.es (live TV and radio) <http://www.listenlive.eu/spain.html> (live radio stations) If you have any questions please contact [Cristina.Andueza@crestwood.hants.sch.uk](mailto:Cristina.Andueza@crestwood.hants.sch.uk)

## GCSE History (EB)

### Course content

Students will take two studies in depth looking at the social, cultural, economic and political challenges and changes of two historical periods. The non-British study 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 British study 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 undertake a breadth study, exploring the *Development of Germany 1919-1991* to examine how the lives of the German people changed over this time period. We explore changes 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 over the last 1500 years. As part of this we will look at an historic environment which will be the hospital at Scutari during the Crimean War.

### Course assessment

There will be two written examinations consisting of four exam papers. Each of these exams will be two hours long and will be taken at the end of Year 11.

### Homework/independent study

This is a demanding course in terms of the large amount of knowledge to learn from different historical periods. There is a large reading element to the course and students will be required to write extended essays under timed conditions. There will be a requirement to commit to independent study and a substantial part of the homework tasks will be about learning information which students will be regularly tested on. 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 as a subject is favoured by many interested in careers in journalism, politics, teaching and the law.

### What skills will I develop in GCSE History?

History inspires in pupils a curiosity to know more about the past, equipping pupils with knowledge and understanding about the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. An understanding of history enables pupils to shape their own sense of identity and understand the challenges of their time. The reading and writing requirements of the course compliment the skills learned in English Literature and will equip students with the ability to analyse and interpret ideas and events with confidence.

### Additional Information

History follow the Eduqas Exam Syllabus which can be found here - <https://www.eduqas.co.uk/media/vzupipk4/eduqas-gcse-history-spec-from-2016-e-20-12-2019.pdf>

If you have any questions please contact [Leanne.Alden@Crestwood.hants.sch.uk](mailto:Leanne.Alden@Crestwood.hants.sch.uk)

## GCSE Religious Studies

### Course content

Religious Studies develops key skills and topics studied during key stage three. 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, afterlife beliefs, evolution.
- Issues of Good & Evil - including prison, crime, capital punishment, free will.
- Issues of Human Rights - including poverty, discrimination, charity, sexism.
- 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. Non-religious views are mandatory in some sections of the exam.

### Homework/independent study

A key feature 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. Ethics & Philosophy also complements the study of other evaluative subjects, including Critical Thinking, History, Geography and English. Skills developed during the course, such as communication, literacy, empathy and balanced analysis lend themselves well to assisting student progress in further education and the workplace.

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

### What skills will I develop in GCSE RS?

Critical evaluation is a key skill at GCSE - the ability to look at an argument or situation and pick out the flaws or strengths. Literacy and oracy skills in terms of structuring arguments with evidence are also very well developed during GCSE RS.

### Additional Information

The course specification can be found at:

[https://www.eduqas.co.uk/qualifications/religious-studies-gcse/#tab\\_overview](https://www.eduqas.co.uk/qualifications/religious-studies-gcse/#tab_overview)

Textbooks and revision guides for this course can be found at:

<https://www.hoddereducation.co.uk/gcsers/wjeceduqas>

If you have any questions please contact [Jess.Machin@crestwood.hants.sch.uk](mailto:Jess.Machin@crestwood.hants.sch.uk)

## Art and Design

### 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 (Pencil, Pen, Oil pastels, Chalks, Watercolour paints and have opportunities to use Photography, Lino Printing, Silk Screen printing and Sculpture).
- Observational drawing and developing personal ideas
- Completing a personal response

### Course assessment

- The assessment of Art and Design is in two parts; Unit One (coursework) and Unit Two (externally set exam).
- Unit One (Coursework) is everything which is done in school and at home before Christmas of year 11 and is 60% of the final grade.
- Unit Two (the external exam) is a project set by the Exam Board. The preparation completed in lessons and at home is worth another 30% of the final grade; it ends with a ten-hour exam condition assessment worth the final 10%.
- Both the coursework element and the exam project are assessed in 4 areas
  1. AO1 - Developing ideas in response to artist research
  2. AO2 - Exploring and experimenting through use of media, techniques and processes
  3. AO3 - Making observations through observational drawing, photography and visual research
  4. AO4 - Realising intentions through personal responses

### Homework/independent study

- Due to the amount of time it takes to produce artwork of a high quality, students will need to do a great deal of independent work both in school and at home in order to be successful in this Art and Design GCSE

### 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)

### What skills will I develop in GCSE Art and Design

- Students will explore a range of different media and techniques and develop skills in these leading to a better understanding of their strengths - these strengths will be exploited when developing their own independent projects in order to produce a portfolio of high quality work

### Additional Information

- This GCSE course should only be considered by students that can draw to a good standard, are naturally creative and take pride in the presentation of their work

If you have any questions please contact [Ross.Edmond@crestwood.hants.sch.uk](mailto:Ross.Edmond@crestwood.hants.sch.uk)

## 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
- Analysis and evaluation of own work

#### Component 3 – Texts in Practice

- Performance of two extracts from one play
- 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
- 40% of GCSE

#### Component 2

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

#### Component 3

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

### Homework/independent study

GCSE Drama students are strongly encouraged to rehearse their practical exams after school, due to the nature of group work they will be unable to do so at home. There is also an expectation that students will learn lines independently, revise for the written component and complete coursework at home. Without completing these, students will not be able to succeed in GCSE Drama.

### Post-16 progression

A-Level Drama and Theatre and BTEC acting or Musical 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.

We have had students take GCSE Drama because they wanted to be Actors, Directors, Teachers, Make up artists and even lawyers.

### What skills will I develop in GCSE Drama?

Ability to analyse and evaluate, reflective written skills . group skills effective for a career that will involve working with other people, a sound knowledge of how the theatre works and a strong ability to interpret a script to inform character

### Additional Information

It is a requirement of the exam board that students watch a live performance - this normally takes place at The Point theatre in the form of a school trip.

**Exams take place as soon as Year 10 begins.** The first exam (Component 2 - 40%) will be completed before the end of year 10.

**Students will be required to perform in front of their peers and, in the case of the scripted exam, in addition to an external examiner from AQA.**

If you have any questions please contact [Antonia.Brown@Crestwood.hants.sch.uk](mailto:Antonia.Brown@Crestwood.hants.sch.uk)

## 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 Mozart symphony, and 3 songs from the Paul Simon album “Graceland”. 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. These can be live or programmed and must be a combined minimum of 4 minutes.
- Composing (30%) – two pieces composed during the final year of the course. One is a free choice, but for the other there will be a choice of tasks set by AQA.
- Listening/theory (40%) – final exam. 60 minutes of short listening questions and 30 minutes answering questions on the set works. There are only two questions that require writing in full sentences, the rest being single word, multiple choice or bullet point answers.

### 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.

### What skills will I develop in GCSE Music?

Skills developed include:-

Detailed listening skills	Creativity	Problem solving	Memorisation
Fine motor skills	Handling abstract concepts	Composing	
Programming	Team-working	Methodical practising	Appraising and refining

If you have any questions please contact [Tim.Downs@Crestwood.hants.sch.uk](mailto:Tim.Downs@Crestwood.hants.sch.uk)

## Physical Education GCSE PE

### Introduction

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.

A BTEC Sport course is also offered. Please see information on the next page.

Students will be guided on what is the best course for them based on the performance in previous lessons and how they learn best in the classroom.

### Course content

**Paper 1** - The human body and movement in physical activity and sport Applied anatomy and physiology, Movement analysis, Physical training & Use of data.

**Paper 2** - Socio-cultural influences and well-being in physical activity and sport What's assessed - Sports psychology , Socio-cultural influences, Health, fitness and well-being & Use of data.

**Practical performance** in physical activity and sport. Students will take part in a variety of individual and team sports. Students will submit their best 3 sports for assessment alongside a written piece of coursework discussing strengths and weaknesses of performance.

### Course assessment

Applied anatomy and physiology, Movement analysis, Physical training & Use of data. **How it's assessed** - Written exam: 1 hour 15 minutes, 78 marks , 30% of GCSE

Sports psychology , Socio-cultural influences, Health, fitness and well-being & Use of data. **How it's assessed** - Written exam: 1 hour 15 minutes, 78 marks , 30% of GCSE

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity (Coursework).

**How it's assessed** - Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE

### Homework/independent study

It will be expected for students to attend extra-curricular activities after school to enhance practical performance. This will also help when writing the coursework element of the course.

### Post-16 progression

Both courses will allow you to further study sport at College and University level. BTEC Sport Level 2 has a natural progression to BTEC Sport Level 3, however you can also take this route after completing GCSE PE. A Level PE, Fitness Instructing, Specific Sport Coaching (E.G Football Coaching), Sport Leadership, Health and Social Care, to name a few. The PE team has a vast amount of experience and are willing to discuss progressive courses/careers in sport.

### What skills will I develop in GCSE PE?

**Practical Skills:** Ability to perform individual and group skills, Ability to perform skills in isolated and competitive games, Understanding and applying rules. The Ability to analyse and improve your own and others performance (e.g. act as coach/observer).

**Theoretical skills:** Health Fitness and factors affecting performance. Gain an understanding of movement and Diet. Principles of training. Factors affecting individual performance and participation. Social and cultural factors affecting participation.

If you have any questions please contact [Ben.Vass@Crestwood.hants.sch.uk](mailto:Ben.Vass@Crestwood.hants.sch.uk)

## Physical Education BTEC Sport

### Introduction

The BTEC Sport Level 2 course is offered alongside the PE GCSE. Students cover 4 units on the course: Sports Leadership, Fitness Training Programmes and Performance in Sport, these are all coursework based. Unit 1 is the only exam, this is an online exam and is externally assessed. .

Students will be guided on what is the best course for them based on the performance in previous lessons and how they learn best in the classroom.

### Mandatory units:

**Unit 1:** Fitness for Sport and Exercise (External - online exam) In this unit you will: A know about the components of fitness and the principles of training B explore different fitness training methods C investigate fitness testing to determine fitness levels.

**Unit 2:** Practical Performance in Sport, In this unit you will: A understand the rules, regulations and scoring systems for selected sports B practically demonstrate skills, techniques and tactics in selected sports C be able to review sports performance.

**Unit 3:** The mind and sports performance. In this unit you will: A understand personality and its effect on sports performance B explore the influence that motivation and self-confidence have on sports performance C know about arousal and anxiety, and the effects they have on performance.

**Optional units:** The Mind and Sports Performance, The Sports Performer in Action and Leading Sports Activities.

### Course assessment

**Mandatory units:** Unit 1 Fitness for Sport and Exercise. This external assessment length for Unit 1 is one hour and 15 minutes and the total number of marks is 60.

**Mandatory and optional units** (3 in total) Coursework based assignments with elements of leading and performing in sporting activities, worth 25% each and graded from Level 2 Pass to Distinction\*

### Homework/independent study

Although there are practical elements of this course, it is heavily coursework based. Student's will need to independently work on assignments and meet deadlines. Students will need to analyse data, present their knowledge base of sports and review their own and others performances. Research and independent study is vital to success.

### Post-16 progression

You'll learn essential skills such as training for personal fitness, encouraging sports participation, and organising and leading events and activities.

This vocational qualification will further develop knowledge and understanding by applying your learning and skills in a work-related context. It will enable students to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes.

### What skills will I develop in BTEC Sport

**Practical Skills:** Ability to perform individual and group skills, Ability to perform skills in isolated and competitive games, Understanding and applying rules. The Ability to analyse and improve your own and others performance (e.g. act as coach/observer).

**Theoretical skills:** Health Fitness and factors affecting performance. Gain an understanding of movement and Diet. Principles of training. Factors affecting individual performance and participation. Social and cultural factors affecting participation. If you have any questions please contact [Ben.Vass@Crestwood.hants.sch.uk](mailto:Ben.Vass@Crestwood.hants.sch.uk)

## GCSE Food Preparation and Nutrition

### Course content

Food Preparation and Nutrition GCSE consists of coursework (report style), practical lessons (learning a range of skills) and a written exam.

We learn about a variety of skills and topics throughout the two year course and then end the GCSE with a 3 hour cookery exam where the students cook 3 dishes, with sides, in 3 hours.

Topics covered are:

- Food Science, skills and provenance
- Food Choice
- Nutrition

The cookery exam itself is assessed internally.

**Coursework** is made up of two reports, one (**NEA1**) in September of Year 11 and is based on **Food Science**. We focus on the behaviour of ingredients and carry out experiments to investigate its characteristics.

The second coursework (**NEA2**) is in the November of Year 11 and is based on **research into a topic, practical skills and preparing for the 3 hour exam**. After the coursework is completed we focus on **revision for the written exam** which is **2 hours long and worth 50% of the overall grade**.

### Course assessment

- Coursework is worth 50% and is internally assessed
- Written exam is worth 50% of GCSE and is externally assessed

### Homework/independent study

- Preparation for folder based lessons
- Preparation through subject knowledge based revision tasks
- Cooking at home and practising skills to help improve in-lesson practicals
- Adding to reports through a live Google Document
- Preparing ingredients (weighing and measuring) and sourcing an appropriate recipe

### Post-16 progression

- Working in hospitality (customer service, working in hotels/restaurants/holiday resorts)
- Working in the catering sector (planning menus, cooking meals, preparing food, serving food)
- Food scientist
- Taste tester
- Nutritionist
- Sports Science
- Working in food manufacture

### What skills will I develop in GCSE Food, Nutrition and Preparation

You will develop the skill of time management and organisation. You will learn many practical skills so you can make a variety of dishes confidently and competently. You will understand the link of food and science, and be able to identify chemical reactions that happen in recipes and how this can be altered. You will be able to budget and plan meals effectively.

### Additional Information

Food GCSE is **costly**. You will be required to **provide ingredients frequently**.

Those in receipt of FSM will have access to some funding to assist with this.

You will be asked to provide ingredients on a fortnightly basis. You will also have an exam in Year 11 that will need a large volume of ingredients. Organisation is important as you need to plan ahead and weigh and measure ingredients in advance. If you miss a practical lesson then you miss out on a Key Skill.

If you have any questions please contact [Martine.Davey@Crestwood.hants.sch.uk](mailto:Martine.Davey@Crestwood.hants.sch.uk) or [Dionne.Howat@Crestwood.hants.sch.uk](mailto:Dionne.Howat@Crestwood.hants.sch.uk)

## GCSE Design and Technology

### Course content

- Design and Technology is a creative subject where we encourage pupils to develop theory and practical skills whilst using a range of mixed media materials, tools, equipment, and techniques.
- Within Design Technology pupils will cover elements of: **Fabrics, Woods, Plastics, Metals and Papers and Boards**. Pupils **must** learn about elements of all of these materials but will be able to specialise in the materials they feel most confident in and use this within their practical projects and coursework.
- Design Technology is a fantastic opportunity for pupils to develop their skills using creative specialisms which will help them in later life and a pathway of career opportunities.

### Course assessment

- The course is made up of **50% Exam** and **50% coursework** which is completed during lesson time.
- The coursework topic is given at the end of year 10, and allows pupils to pick between three topics the exam board gives them, pupils can then develop a creative folder made up of (**Research, Design, Make and Evaluate**) which is marked out of **100**.
- The folder can be completed in the students own style and gives them the freedom and creativity to develop a product they want to make. This is completed in lesson time and will need some independent work completed either in enhancement time. The coursework folder is designed to show a range of evidence that the pupils build up throughout year 11, developing design ideas and practical work is heavily involved with this.
- The exam pupils sit is a Design and Technology paper which features questions linked to a Core and Specialist knowledge as well as and Designing and Making. Pupils are able to answer the exam and complete their coursework linked to their preferred specialism.

### Homework/independent study

- Students will be expected to attend enhancement after school to develop their theory or practical skills which can help them manage and complete their coursework element of the course.
- Students are able to use machinery, equipment or the laser cutter during this time.
- Students will get a high level of support from staff to guide them throughout KS4, however students will need to work independently to meet their deadlines.

### Post-16 progression

- Design Technology will allow you to move on to a range of creative and innovative courses within college level.
- An important element of Design Technology is that it shows your are capable of working with a range of media and materials which show you have transferable skills which can be used in other courses and day to day life.
- Courses that you could go into after studying Design and Technology are: A-level, Design Technology, Textiles, Graphics, Engineering, Illustration, Photography, Combined Arts, Fashion Studies. Along with a range of similar BTEC courses.
- The Design Technology team has a varied range of experience and are happy to help you.

### What skills will I develop in GCSE Design and Technology?

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| <ul style="list-style-type: none"> <li>● Developing Design Techniques</li> <li>● Drawing Techniques</li> <li>● Focussing on a Brief</li> <li>● Practical Techniques</li> <li>● Laser Cutting</li> <li>● Use of CAD/CAM (Engraving/cutting)</li> <li>● Modelling</li> </ul> | <ul style="list-style-type: none"> <li>● Independence</li> <li>● Team Work</li> <li>● Working with mixed media materials</li> <li>● Safe use of machinery and Equipment</li> <li>● Portfolio Work</li> <li>● Problem Solving</li> <li>● 2D/3D Drawings</li> </ul> |
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If you have any questions please contact [Laura.Dewey@Crestwood.hants.sch.uk](mailto:Laura.Dewey@Crestwood.hants.sch.uk)

**Information Technology (IT)**  
**GCSE Computer Science or BTEC Creative Media**

**Introduction**

We offer two different IT courses - GCSE Computer Science and BTEC Creative Media. We would like students who want to do either one of these to simply choose 'IT' and then we will have separate, individual discussions with students about which is best for them. Computer Science focuses on programming, problem solving and thinking like a computer. Creative Media focuses on creative, graphic design, interactive gaming and websites elements of IT.

<b>GCSE Computer Science</b>	<b>BTEC Creative Media</b>
<b>Course Content and assessment</b>	
<p>Students will be assessed on two written exams, at the end of the course which will include the following topics:</p> <ul style="list-style-type: none"> <li>● Fundamentals of Algorithms</li> <li>● Programming (including Flow charts)</li> <li>● Data Representation</li> <li>● Computer Systems (ie. Hardware)</li> <li>● Networks</li> <li>● Cyber Security</li> <li>● Relational Databases</li> <li>● Ethical, Legal and environmental impacts of digital technology.</li> </ul>	<p>Students will be assessed in 3 different components. Two of these are in-class coursework portfolio work. The final piece is completed at a computer, over a sequence of lessons, but under exam conditions.</p> <p><b>Component 1:</b> Investigating Media Products. Students will look at a wide range of existing products in a wide range of mediums such as TV, Film, Podcasts, Advertising, Video Games, Websites, Mobile Apps.</p> <p><b>Component 2:</b> Planning a Media Product. Students will take one specific area and look at it in more depth, learn new publishing skills in this area and go on to create a final product such as an advertising campaign or a video game.</p> <p><b>Component 3:</b> Creating a Media Product. The exam board will set a brief for students to create a website (or similar). They will work in-lessons, but under exam conditions, to create the final product.</p>

**Homework/ Independent Study**

Each sub-topic will have a corresponding homework worksheet to complete alongside the work done in class. These will be set out and marked like exam questions to ensure students get used to what to expect come the exams.	Students are expected to work on certain aspects of their coursework project portfolios outside of lessons. These will be the research and designing stages and will not require them to have specialist software at home.
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**Post 16 Progression**

Students will be well placed to consider A-Level Computing or Engineering at College, and may choose to consider a career in programming, system architecture or cyber security beyond this.	Students will be well placed to consider any vocational IT, Graphic Design or Media course at College. And beyond this, may be thinking about a career in graphic design, web design, or any sector of the media.
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**What skills will I develop?**

<ul style="list-style-type: none"> <li>- An understanding of how computers work;</li> <li>- Programming Skills;</li> <li>- How to use a range of different softwares;</li> <li>- How to keep yourself and businesses safe online.</li> </ul>	<ul style="list-style-type: none"> <li>- Skills at using a wide range of specialist software</li> <li>- Presentation Skills</li> <li>- Organisational Skills</li> <li>- Non-verbal communication skills</li> </ul>
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If you have any questions please contact [Ross.Birtwhistle@Crestwood.hants.sch.uk](mailto:Ross.Birtwhistle@Crestwood.hants.sch.uk)

## Business Studies

### Course content

The Business course we offer is called the BTEC Tech Award in Enterprise. It is a really 'hands-on', dynamic course where students will learn more about all areas of Business. Students will study a wide range from all areas of business including Marketing, Finance, Managing People, Starting your own Small Business, Legal Issues and the Economic Environment. We have chosen to deliver Business Studies through a vocational course so that students are able to develop a range of important skills that they would need for future careers, including leadership, teamwork, decision making and communication.

### Course assessment

Component 1 (worth 30% of the final grade): Students will study a wide range of existing small local businesses and understand how they have become successful. They will make-up a coursework portfolio of these examples.

Component 2 (worth 30% of the final grade): Students will look to start their own small business. They will write a business plan and pitch it to investors. They will be assessed on this Plan and Pitch.

Component 3 (worth 40% of the final grade): Students will take a 2 hour exam paper on Marketing and Finance within larger businesses.

### Homework/independent study

Students will be able to work on their coursework portfolios for Components 1 and 2 both in and out of lessons. They will be expected to do market research in order to help them complete the tasks and this is often best done outside of the classroom. When students reach Component 3, they will be expected to revise and prepare thoroughly for the exam.

### Post-16 progression

Completion of this course will give students a broad understanding of business concepts which would be useful in any Business, Economics, Finance or Travel & Tourism course at College. Beyond this, the real life skills and knowledge which have been developed throughout the course would prepare students for the workplace, in any career area, or if they were looking to start up their own business.

### What skills will I develop in Business Studies?

The nature of the course is being specifically offered to help develop a wide range of skills including Team Working, Leadership, Communication, Problem Solving, Decision Making. As well as giving students the opportunity to hone their Entrepreneurial Traits.

If you have any questions please contact [Ross.Birtwhistle@Crestwood.hants.sch.uk](mailto:Ross.Birtwhistle@Crestwood.hants.sch.uk)