

KEY STAGE FOUR CURRICULUM

2017-2019

**Information and Guidance
for Year 9 Students and Parents**

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CHOICE FORM to be returned to form tutors by **Friday 3rd March 2017**

INTRODUCTION

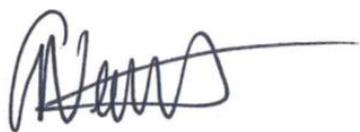
Dear Student /Parent

During the coming weeks your child will be making important decisions about the next two years and the courses they are going to follow. As they become a member of the Upper School in Year 10, they will start to take greater responsibility for their own learning. One of the ways this happens is that they are able to choose some of the courses that they wish to follow for the next two years, leading to examinations in these subjects.

They will have the opportunity to study up to eleven courses, so it is important that they make the right choices. For this reason we have provided you with this booklet. Students will also have talks from subject teachers and there will be a chance to meet all staff involved with options on **Tuesday 7th February 2017**. The choices your child will make will usually have a strong bearing on their future studies in the Sixth Form and beyond and their eventual career choice. This, together with the fact they will have to live with their chosen subjects for nearly two years, underlines the need to get the choice right. If a student is motivated and enjoys what they are doing, they are far more likely to do well.

As you go through the process of subject choices, your child should discuss their ideas with as many people as possible for example brothers, sisters, teachers, careers adviser and older students can all give much guidance and support. We feel we have a wide range of interesting and exciting courses to offer, whilst still ensuring students follow a broad and balanced course in line with National Curriculum requirements. It is our intention to run all the courses outlined in this booklet, however, if group numbers are too small we may be unable to run a course. We would contact you if your child has chosen an option which we are unable to run.

If you have any questions about the options process, please do not hesitate to contact me.



F Nearney
Deputy Head

CURRICULUM OUTLINE

The Post-14 curriculum at The Priory School provides continuity and progression from the breadth of subjects studied at the foundation of Key Stage 3. It prepares all students for the opportunities, responsibilities and experiences of adult life, including Work Related Learning and Careers. The curriculum ensures an individualized learning culture where there is equality of opportunity for all to succeed.

Students will follow one of four Learning Routes:

Learning Route 1:

This is a specialized programme to include the core subjects of English Language & Literature, Mathematics, including financial awareness, Double Science and History and/or Geography. Students can choose our level 1 Media course together with 2 other GCSE or Vocational options. Suitable courses may be RSL Music practitioners, Health & Social Care, ECDL IT, Business BTEC or Enterprise and Marketing. Students with end of Key Stage 3 target levels of 3s or 4s would be appropriate for this learning route.

Learning Route 2: (no language)

Students study core GCSEs in English Language & Literature, Mathematics, Science, History and/or geography. All students will study double or triple science. Students will have 3 additional options. Students with end of Key Stage 3 target levels of 5s or 6s would be appropriate for this learning route.

Learning Route 3: The English Baccalaureate

This route offers a minimum of 9 GCSEs including English Language & Literature, Mathematics, Science, History and/or Geography. All students will study double or triple science. Students taking learning route 3 need to choose one language (French or Spanish), and two other options, which will allow them to achieve the English Baccalaureate. Students with end of Key Stage 3 target levels of 6s or 7s would be appropriate for this learning route.

If your child is unsure of their end of Key Stage 3 target level, they can be found on their most recent progress check. Their form tutor will also be able to advise them. The following pages provide further information about the courses on offer to you. Please read them carefully and choose what you believe you will enjoy studying in Years 10 and 11. Please be aware that some courses may be withdrawn, according to the number of students who opt for them.

Your Son/Daughter will receive a letter after the Christmas holiday, advising which Learning route and which choices are available to take allowing for an informed discussion both in school and at home.

Please complete the option choice form, which will be attached to the learning routes letter and return it to form tutors by **Friday 3rd March 2017**.

IMPORTANT DATES & WEBSITES

IMPORTANT DATES IN THE OPTIONS PROCESS

Friday 6 th January 2017	Year 9 Options Assembly
Monday 9 th January 2017	Options Taster Week
Tuesday 7 th February 2017	Year 9 Raising Aspirations Options Evening - all Year 9 Students and Parents invited
Wednesday 22 nd February 2017	Year 9 Parents' Evening
Monday 20 th Feb - Friday 3 rd March 2017	Year 9 form tutors meet with students and ensure appropriate choices are finalised
Friday 3 rd March 2017	Deadline for Options forms to Form Tutor

WEBSITES FOR MORE INFORMATION ON COURSES

Please find the examination board for each course at the top of the information sheet.

The Priory School website www.priory.herts.sch.uk

The Department For Education www.dfes.gov.uk

Careers Advice and Support www.connexions.gov.uk

Examination Boards www.edexcel.org.uk

www.aqa.org.uk

www.ocr.org.uk

www.wjec.co.uk

HOW DO WE CHOOSE? ADVICE FOR STUDENTS

Consider the following:

- Which subjects do they enjoy studying?
- Which subjects do they achieve highly in?
- Which subjects do they need for my chosen career?

For students....

Do....

- Read this booklet carefully and ask for help if you have a question.
- Listen carefully in assembly, especially to the talks about new subjects.
- Talk about your choices with your parents, form tutor and teachers.
- Do some research in the careers section of the LRC, and on the websites given in this booklet.
- Attend the Raising Aspirations Options Evening with your parents on **Tuesday 7th February 2017**.
- Attend the Year 9 Parents' Evening on **Wednesday 22nd February 2017**.

Don't....

- Choose a subject just because you like the teacher – it is the subject that is important.
- Choose a subject just because your best friend has chosen it – your best friend may be good at it, but you might prefer a different choice.
- Be put off choosing a subject because one of your friends does not like it.

Remember...

Complete and hand in the Option Choice Form to your form tutor by Friday 3rd March 2017

ENGLISH LANGUAGE AND ENGLISH LITERATURE

The Course

Students will sit two GCSEs in English and English Literature. All students will study both qualifications and leave Key Stage 4 with two separate English qualifications.

Students will study a variety of literary texts, including Shakespeare, modern drama, poetry, fiction, non-fiction and literary non-fiction.

The end qualification for Language will be decided on two equal weighted exams that will assess both reading and writing. In addition, all students will complete a non-examined spoken language assessment which will be marked internally and will be endorsed separately- i.e. it will not count towards the final GCSE level awarded; instead it will be graded on a Pass, Merit, Distinction scale.

The end qualification for Literature will be decided on two examinations- paper 1 worth 40% and paper 2 worth 60%.

The Teaching

The course is taught in an integrated way, so that students prepare for both exams carefully. We will develop skills in reading, writing, speaking and listening, so students need to be prepared to discuss issues, work positively with different people and be well organised with homework and deadlines. They will experience a wide variety of texts from a range of time periods (19th Century through to the 21st Century) including plays, short stories, autobiography, newspaper articles, websites, novels, poetry and DVD. They will be taught to analyse and question the texts they experience in their daily life so that they are well-equipped to express themselves and use language in powerful, positive ways. The study of literature in particular will help them to understand others and reflect on their own experiences.

English is an essential subject for success. All training courses, college places and career opportunities require a good English qualification. They need to give the subject their full commitment as a key to success in other areas.

The Assessment

GCSE English	GCSE Literature
Paper 1 Explorations in Creative Reading and Writing 50% <ul style="list-style-type: none">• Section A Reading• Section B Writing	Paper 1 Shakespeare & 19th Century Novel 40% <ul style="list-style-type: none">• Section A Shakespeare• Section B The 19th Century Novel
Paper 2 Writers' Viewpoints and Perspectives 50% <ul style="list-style-type: none">• Section A Reading• Section B Writing	Paper 2 Modern Texts and Poetry 60% <ul style="list-style-type: none">• Section A Modern Texts• Section B Poetry• Section C Unseen Poetry
Non-examination Assessment Spoken Language <ul style="list-style-type: none">• Presenting• Responding to questions and feedback• use of Standard English	

What could I do next with GCSE English?

The skills learnt through the study of English allow students to choose from many different employment sectors and occupations. Many successful English students follow careers in management or administration, either for a company or for the Government. Teaching and other education work are the next most common career destinations. A large number of English students choose to work in a creative field, such as writing, publishing, PR or acting. However, there is huge variety in English-related career choices: legal, financial and sales positions are also popular.

MATHEMATICS

The Course

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills, grouped into six areas:

- Number
- Algebra
- Ratio, proportion & rates of change
- Geometry & measure
- Probability
- Statistics

While studying Mathematics students will be expected to:

- use mathematical skills and knowledge to solve problems;
- use logic and reason to solve problems;
- breakdown problems into small steps in order to solve them;
- use the mathematics that they learn to solve problems that might happen in real life;
- learn how to use a calculator to solve problems quickly and effectively.

The Teaching

Mathematics is taught across the whole year group and students are placed in sets according to ability. There are currently seven one-hour periods per fortnight in both Year's 10 and 11. A wide range of resources are used to teach and reinforce the course content - textbooks, worksheets, computer software as well as discussion based learning. It is **essential** students have a scientific calculator. Homework is an integral part of the learning process and students are expected to do the homework, one hour per week, which may be in the form of written work or self-study.

The Assessment

There are two overlapping tiers of entry, which allow a full and balanced opportunity for candidates at all levels of attainment to show what students know, understand and can do:

<u>Tier</u>	<u>Grades available</u>
Foundation	1 to 5
Higher	4 to 9

Under the newly revised structure students will have to take three examination papers to complete their course that are each marked out of a total of 80 marks and are each one hour and thirty minutes in duration. Two of the examinations will allow use of a calculator whilst the other is non-calculator. Coursework is no longer required for Mathematics.

What could I do next with GCSE Mathematics?

Mathematics is a very useful subject and many employers will expect students to have a mathematics qualification. Careers which will be suitable for mathematicians include accountancy, medicine and engineer.

SCIENCE

The Courses

AQA GCSE Combined Science (Double Science)

AQA GCSE Biology

AQA GCSE Chemistry

AQA GCSE Physics

There are two pathways available for students to take in Science at Key Stage 4:

- **GCSE Double Science**
Students study a combination of the three sciences during Year 10 and 11 and gain a double award GCSE which is equivalent to two GCSEs.
- **GCSE Triple Science**
Students study the three sciences as separate subjects during years 10 and 11. They cover all the subject matter in the Combined Science pathway, along with some extra content in each of the units studied. The Physics GCSE includes an extra unit, Space Physics that is not covered in the combined Science GCSE.

The Science Department will select the most appropriate pathway for students to study and you will be notified of this decision. This will be based upon several factors including; the ability of the student and the opportunities available on successful completion of the course. Should you wish to discuss these courses at the time we make that decision, you are of course welcome to get in touch.

What could I do next with GCSE Science?

Science can lead to a wide range of career opportunities including Engineer, Forensic Scientist, Doctor, Teacher, Physiotherapist, Research Scientist and Science Technician. It also develops analytical and practical skills that are useful in a huge range of other careers.

DOUBLE SCIENCE

The Course

The following units are studied:

Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes 13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources	18. Forces 19. Energy 20. Waves 21. Electricity 22. Magnetism and electromagnetism 23. Particle model of matter 24. Atomic structure

The Teaching

The time allocated to Science is 10 hours over two weeks with lessons including theoretical and practical work. Homework is set once a week and focuses on the consolidation of work covered in class, as well as activities that allow research into areas of interest. Individual, group and whole class teaching approaches are used in lessons and students are expected to engage fully to develop their scientific skills. The subject is taught in sets according to ability across the year and each set is taught by two Science teachers.

The Assessment

The GCSE Combined Science course covers Biology, Chemistry and Physics and there are 6 written papers which are taken at the end of Year 11. Each of the papers will assess knowledge and understanding from distinct topic areas.

Method of Assessment	Weighting	Duration
Biology 1 (Topics 1-4)	16.7%	75 minutes
Biology 2 (Topics 5-7)	16.7%	75 minutes
Chemistry 1 (Topics 8-12)	16.7%	75 minutes
Chemistry 2 (Topics 13-17)	16.7%	75 minutes
Physics 1 (Topics 19,21,23,24)	16.7%	75 minutes
Physics 2 (Topics 18,20,22)	16.7%	75 minutes

Each unit exam will be in two tiers

- Foundation (Grades 1-5)
- Higher (Grades 4-9)

Tier entry will be decided and discussed with students. Teachers will assess your child's progress in each subject to develop the most appropriate tier entry for them.

The question papers are written with the foundation tier paper involving more structured questions and the higher tier paper posing more open questions. Students taking the higher tier are expected to structure their answers independently. Quality of written communication is assessed in all coursework and exams.

TRIPLE SCIENCES

The Courses

The following units are studied:

Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	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	1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space physics

The Teaching

The time allocated to Science is 10 hours over two weeks with lessons including theoretical and practical work. Homework is set once a week and focuses on the consolidation of work covered in class, as well as activities that allow research into areas of interest. Individual, group and whole class teaching approaches are used in lessons and students are expected to engage fully to develop their scientific skills. The subject is taught in sets according to ability across the year and each set is taught by two Science teachers.

The Assessment

The GCSE Triple Science pathway involves three completely separate GCSE courses (Biology, Chemistry and Physics). There are two written papers for each course which are taken at the end of Year 11. Each of the papers will assess knowledge and understanding from distinct topic areas.

Method of Assessment	Weighting	Duration
Biology 1 (Topics 1-4)	50%	1 hour 45 minutes
Biology 2 (Topics 5-7)	50%	1 hour 45 minutes
Chemistry 1 (Topics 1-5)	50%	1 hour 45 minutes
Chemistry 2 (Topics 6-10)	50%	1 hour 45 minutes
Physics 1 (Topics 2,4,6,7)	50%	1 hour 45 minutes
Physics 2 (Topics 1,3,5,8)	50%	1 hour 45 minutes

Each unit exam will be in two tiers

- Foundation (Grades 1-5)
- Higher (Grades 4-9)

Tier entry will be decided and discussed with students. Teachers will assess your child's progress in each subject to develop the most appropriate tier entry for them.

The question papers are written with the foundation tier paper involving more structured questions and the higher tier paper posing more open questions. Students taking the higher tier are expected to structure their answers independently. Quality of written communication is assessed in all coursework and exams.

PHYSICAL EDUCATION

CORE PE (not an option subject)

The Course

It is compulsory for all students to complete two hours of Physical Education each week. There is a wide-ranging programme of activities for students to choose from. The aims of the sessions are for students to be physically active for an hour and to take part in sports/ activities that they enjoy and might want to carry on once they leave school.

To increase participation and motivation there are 3 groups on offer:

- Competitive boys
- Competitive mixed
- Social mixed

Students choose which group they would like to be in and as a group they decide which sporting activities they would like to participate in.

Kit

In Years 10 and 11 students are allowed to wear their own clothes for PE. We ask that the clothes they bring in are sports clothing for example plain leggings, football/ rugby shirts, hooded jumpers, tracksuit bottoms, long sleeved t-shirts. We do not allow patterned leggings, stripy tops, vest tops or tops with no sleeves, tops with a low neck line or woolly jumpers or cardigans. Students are not allowed to wear coats for PE lessons. If students are not sure if their kit is suitable they should see a member of staff before their lesson to check.

The Teaching

Students are encouraged to:

- Develop effective communication skills
- Develop teamwork skills
- To appreciate strengths and weaknesses in both their own performances and those of others
- To develop a sense of fair play

Students are encouraged to take part in the roles of coach, official and teacher, alongside that of performer.

Extra-curricular practices and matches are also available for students, during lunchtimes and after school, in a wide range of sports.

The Assessment

There is no formal assessment for core PE but behaviour, effort and kit are closely monitored. Year 10 students can apply to take part in the Sport Leaders level 2 course, which will give them a formal recognised qualification in leadership

PHILOSOPHY AND ETHICS

The Courses

Short Course:

All students in Years 9, 10 and 11 receive one hour of Religious Studies per week during which time they pursue the AQA GCSE Short Course Religious Studies. For the short course students will complete 4 units. There is one written exam which is 1 $\frac{3}{4}$ hours.

The 4 units that are studied are:

1. Christianity: Key beliefs and authority
2. Islam: Key beliefs and authority
3. Relationships and family (from a religious and non- religious perspective)
4. Religion, Peace and Conflict (from a religious and non- religious perspective)

Full Course

At the end of Year 9 students will be selected to top up to a full course in Religious Studies. This will continue to be for 1 hour a week and will not impact their option choices. Students studying Full Course will gain a full GCSE in the subject.

1. Christianity: Practices
2. Islam: Practices
3. Religion and Life (origins of the universe, value of human life- from religious and non- religious perspective)
4. Religion, Human Rights and Social justice (from religious and non-religious perspective)

Teaching

Throughout the course students will be required to formulate their own opinions about the issues studied, as well as being able to consider other points of view. They will learn to become aware of and express their own beliefs in a safe and questioning environment, whilst learning to tolerate the beliefs and opinions of others. The course involves discussion and thinking, which will show their awareness of others' beliefs as well as making them aware of the multi-cultural and multi-faith society in which they live. It prepares the students to work and deal with people of different cultures and beliefs and to understand the reasons for them. The course will enable them to think for themselves about moral and religious issues.

The Assessment

No coursework is involved and all marks are gained in the examinations. However, regular exam questions will be set (both as assessments and just as practice for the whole class) during the course of the 2 years to ensure students are fully equipped for the exam in year 11.

What could I do next with GCSE Philosophy and Ethics?

There are many things students can do next with a Philosophy and Ethics GCSE Short Course or Full Course. Students could choose to continue with the study of the subject onto A' level or use the knowledge and skills to enhance their work in subjects as diverse as English Literature or Art. A GCSE in Philosophy and Ethics shows that they have a high level of literacy and that they are able to analyse complex information and reach balanced conclusions. Careers which philosophy and ethics would be useful for include Law, The Police Force, Nursing, Medicine, Business, Scientific research, HR and Recruitment. Philosophy and Ethics can be used for any other job that requires knowledge and understanding of people and resolving difficult situations.

GEOGRAPHY

The Course

Geography is a continuously evolving subject that involves us all - it looks at the key global issues that are having an impact today and which will affect our futures. AQA Geography helps give a greater awareness of how we behave, emphasising the importance of the relationship between people in different countries, their impact on the environment and their impact on each other. Students will travel the world from the classroom, exploring case studies in the UK, newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.

GCSE Geography is a course that:

- Encourages students to develop their own views, opinions and arguments
- Explores global sustainability investigating economic, social and environmental issues that affect all our futures
- Emphasises decision-making and problem solving
- Helps students understand how we are all connected - local actions have global impacts!

The Teaching

Geography develops a wide range of skills that employers' value – it links the arts with the sciences. Fieldwork forms an integral part of the course. The syllabus is covered by using: a mixture of formal class teaching, video presentations, geographical simulations and games, collection of fieldwork data and library research.

The Assessment

Paper 1: Living with the physical environment (35%)

Paper 2: Challenges in the Human environment (35%)

Paper 3: Geographical applications (30%)

Trips and visits

Fieldwork plays a very important role in supporting the teaching and learning of any geography course. As part of this course it is compulsory for students to attend two days of fieldwork where they will collect data from two contrasting environments showing an understanding about the interaction between physical and human geography.

What could I do next with GCSE Geography?

Many students use geography as a way of showing their general ability. In this way, it is a good general qualification and can lead to employment in most types of jobs and can help students qualify for entrance to many further courses at school, college or university. Looking beyond GCSE, geography combines well with almost all other AS and A2 Level subjects. Taken with sciences like mathematics, physics, chemistry and biology, geography supports applications for almost any science-based university course like engineering, psychology, environmental sciences and geology; taken with humanities like English, French, history or economics, geography supports an equally wide range of university courses such as business, law, media, politics and philosophy.

HISTORY

The Course

History GCSE follows on naturally from the kind of work undertaken at Key Stage 3. The course is divided up into four modules, two of which are taught in Year 10 and two in Year 11. All we ask for are open minds and strong opinions with an inquisitive way of thinking!

The Teaching

YEAR 10 – We start Year 10 with a depth study of the History of the American West 1835-1895 which looks at the Plains Indians, the American settlers and how the two groups interacted. Many of the themes of modern America are clearly seen in this period. Our second topic is a study of the development of medicine and public health from the middle ages up to the modern day, with a particular in depth focus on the role of WW1 in changing the face of treatment in the 20th century. A tremendous opportunity to see a wide range of history as well as the social, scientific, artistic and religious factors that have shaped how medicine looks after us today.

YEAR 11 – Two more modules follow, starting with Early Elizabethan England 1558-1588 where students investigate this most significant of monarchs. Areas covered include the wars with Spain, social and religious change at home, the plots to overthrow the queen and the start of the British Empire in America. Year 11 is completed with a return to America but in the 20th Century, this time looking at two of the most important aspects of the post WW2 period – the Vietnam War and the fallout of this conflict for domestic society as well as the fight for civil rights from such massive historical figures as Martin Luther King, Rosa Parks and Malcolm X; a fight that in some ways is still going on.

Students will also benefit from a range of textbooks for homework, research and revision. The department makes available a revision guide designed for this course.

The Assessment

There are no tiered examinations in History, so all students entered for the exam can achieve grades 1-9. All exams occur at the end of Year 11 and students will be tested on their ability to construct strong analytical and evaluative essays, make judgements on a range of contrasting and controversial interpretations of the past and use original voices to understand History through the study of sources and representations.

What could I do next with GCSE History?

There are many things students can do next with a History GCSE. They could choose to continue with the study of the subject onto A level or use the knowledge and skills to enhance their work in subjects as diverse as English Literature or Art. A GCSE in History shows they have a high level of literacy and that they are able to analyse complex information. Possible careers include Law, Management, Administration, Medicine, Media and Business. History is widely recognised and respected as promoting good communication and analytical thinking and is therefore seen as an extremely valuable qualification.

ART AND DESIGN

(FINE ART AND OTHER ENDORSEMENTS)

Students will study any one of Fine Art, Photography and Sculpture.

The Course

Areas of study for this broad based course include: printing and drawing, printmaking, mixed media, graphics (e.g. two-dimensional design, illusions), textiles, photography and three-dimensional design (ceramics and sculpture).

The Teaching

Students will work in mixed ability groups. Research, planning, selection and development of ideas and materials are integral to the course.

A sketchbook will be used for homework and some class work. It will be an important part of their portfolio.

Visits to galleries and exhibitions will be arranged throughout the course.

The Assessment

There are four Assessment Objectives and students will need to cover all of them in their coursework. Coursework is 60% of the final mark. All coursework must be completed by the end of April in Year 11. All work must be mounted for display.

- | | |
|-------------------------|--|
| Assessment Objective 1: | Develop ideas through investigations, demonstrating critical understanding of sources. |
| Assessment Objective 2: | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. |
| Assessment Objective 3: | Record ideas, observations and insights relevant to intentions as work progresses. |
| Assessment Objective 4: | Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |

A final examination will take place in the April of Year 11.

All the Assessment Objectives will need to be met in this examination piece.
This piece is 40% of the final mark.

They will need to achieve over 60% in each component to achieve the bottom of grade 5.

What could I do next with GCSE Art and Design?

Students who study GCSE Art can either move on to vocational college courses or A Level. A large number of our students go on to study for the Foundation Diploma, from which they can move on to one of many specialised degree courses in a wide range of creative disciplines, from Sculpture to Special Effects Design for Films.

LEVEL 2 AWARD FOR CREATIVE AND PERFORMING ARTS (Drama)

RSL QUALIFICATION

The Course

This is a Level 2 vocational course provides learners with practical skills, knowledge and understanding within the sphere of the creative and performing arts. The qualification provides practical structured learning with the ability to specialise in certain areas.

All students must complete the core topic of ‘Live Performance’ (which is externally assessed) plus one other unit.

The units chosen are sometimes dependent on the strengths of the individual students within the class.

The Teaching

On this course the student will learn as much by hands-on experience as they will through classroom learning. They will spend a lot of time looking at and performing drama. A large amount of time will also be spent rehearsing.

The Assessment

In common with all vocational courses, this course is assessed by both external and internal assessment. There is one external assessment. As well as this, students will build up a portfolio of work for their other unit which will then be marked internally. The marks for each unit are added to give the final grade, which is given as Pass, Merit, or Distinction. Students should remember that this qualification is the equivalent of 1 A*-C at GCSE level.

What could I do next with Level 2 Creative and Performing Arts?

This course provides students with a vocational introduction to the sphere of Performing Arts. It aims to give students the knowledge, understanding and skills required to pursue further study either at BTEC or other level 3 qualifications.

MUSIC

The Course

The course explores a selection of pieces from four areas of study. These areas are;

1. Western Classical Music 1600-1899
2. Music in the 20th Century
3. Popular music in context
4. World Music

Students will learn key features of these styles through studying set works from an anthology of music. They will then have a listening examination at the end of the course which will contain extracts from these set works as well as music from unseen works (which will be similar in style to those studied) Students will then be required to answer the related questions. Performance and composition are also studied through these topics and all students who enroll on the course are strongly advised that they should be having individual instrumental music lessons as there is a requirement to reach at least grade 3 standard by the end of the course. It is also an expectation that, in order to fulfill the performing in a group performance aspect of the course, students will attend an extra-curricular activity offered within the music department. Students will submit two arrangements or compositions during the course which will be completed in year 11.

The Teaching (Course Components)

Performing (30%)	Students have to submit one solo performance of their choice, and a performance in a group.
Composing/Arranging (30%)	Students have to submit two compositions/arrangements.
Listening and Appraising (40%)	Students sit a listening paper that demonstrates their understanding of the set works covered throughout the course.

The Assessment

All coursework (60%) will be completed by Easter in the second year of the course. The listening paper (40%) is completed in the final term of year 11. Grades are 9-1.

What could I do next with GCSE Music?

Possible careers that students that take music GCSE may pursue include professional musician, artist management, working for a record company or music retail.

LEVEL 2 AWARD FOR MUSIC PRACTITIONERS

RSL QUALIFICATION

The Course

This is a Level 2 vocational course with the emphasis on doing and experiencing rather than theoretical learning. It is based on the work that is done within the performing arts business and in particular the music business. Students will complete 20 credits of work during the course. (This equates to 3 units)

All students must complete the core topic of 'Live Music Recording' (which is externally assessed). This then leaves students with two more units to complete which are

- Introducing Digital Audio Workstations
- Producing a Music recording

The units chosen are sometimes dependent on the strengths of the individual students within the class.

The Teaching

On this course the student will learn as much by hands-on experience as they will through classroom learning. They will spend a lot of time looking at and visiting different groups of musicians to see how they work. A large amount of time will also be spent using our recording facilities and music software.

The Assessment

In common with all vocational courses, this course is assessed by both external and internal assessment. There is one external assessment which is completed to a brief released in December of year 10. As well as this, students will build up a portfolio of work for each of the other units which will then be marked internally. The marks for each unit are added to give the final grade, which is given as Pass, Merit, or Distinction. Students should remember that this qualification is the equivalent of 1 A*-C at GCSE level.

What could I do next with Level 2 Music Practitioners?

This course provides students with a vocational introduction to the Music industry. It aims to give students the knowledge, understanding and skills required to pursue a career in the Music field. It also helps to develop their personal skills in areas such as teamwork, career planning, communication and problem solving and independent learning.

PHYSICAL EDUCATION GCSE

The Course

This course is suitable for students who are keen to develop both their practical skills and theoretical knowledge related to Physical Education. Students wishing to undertake jobs related to sport such as PE teaching, coaching, and working within the leisure industry, will find this course to be of great value. Additionally, those with interests in Science, particularly Biology, will find this course compliments and overlaps some work covered in the GCSE Science course.

This course is now heavily weighted towards the theoretical side of the subject. Students will have 5 theory lessons over two weeks and 4 practical lessons. Students will be required to learn a great deal of in-depth theoretical information to enable them to gain a high grade.

Practical Content

Students will be assessed participating in 3 sports. Students have to choose one team sport, one individual sport and then one other from the approved activity list. They will need to know the rules and regulations of the sport. They must also demonstrate suitable skills in isolation and in competitive situations.

The Teaching

The theory element of the course will be delivered over 5 one-hour sessions over two weeks, and there are 2 practical lessons every week. In theory lessons students will study the physiology and movement of the body. They will also learn about social and cultural aspects of sport. Within the practical lessons, the students will participate in a wide variety of sports. They will work towards meeting set criteria, which includes the demonstration of core skills and the ability to use these skills in pressure situations and small-sided games. Students must also evaluate their own and others performances. Students will be expected to take part in a chosen sport(s) within their own personal time, to improve their performance and understanding.

The Assessment

Theory examinations – 60%

Practical assessment - 30%

Analysis of performance - 10%

The course is assessed at the end of year 11. There will be two exam papers that are 1 hour and 15 minutes long each. One paper examines the physiology and movement of the body and the other is based upon social and cultural aspects of sport.

Kit

Students will be expected to purchase a black GCSE PE t-shirt from Hawkins in Hitchin before they start the course in September. They will also be expected to wear black shorts or jogging bottoms and black socks. They are not allowed to wear any other type of kit to their GCSE PE practical lessons. It is also optional to purchase a black GCSE PE hooded jumper from Hawkins.

What could I do next with PE GCSE?

GCSE Physical Education can lead to 'A' Level PE, which is an option in the 6th Form. It is desirable to take GCSE PE before the 'A' level course. Possible careers include personal trainer, physiotherapist, PE teacher or working in a sports centre.

CERTIFICATE IN SPORT STUDIES LEVEL 1/2

(Cambridge National)

The Course

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. This course provides students with a broad knowledge and understanding of different aspects of sports studies, from looking at contemporary issues in sport and the relationship between sport and the media to developing the practical skills essential for progression into the sports industry.

Teaching

1. Contemporary issues in sport

In this unit students will learn about contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the roles of high profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment

2. Developing sport skills

Students will be assessed in two practical sports. They will be expected to know and write about the skills, techniques, tactics and strategies in those sports. They will also be expected to demonstrate their ability to officiate a sporting activity.

3. Sport Leadership

Students will develop the knowledge, understanding and practical skills required to be an effective sports leader. They will plan, deliver and review their own performance

4. Developing knowledge and skills in outdoor activities

Students will learn about different types of outdoor activities and their providers and about the values of participating in outdoor activities. Students will be expected plan an outdoor activity and demonstrate knowledge and skills during outdoor activities.

Assessment

The course is assessed by a series of coursework pieces for 3 of the units and forming a portfolio of assignments. These are marked internally, with an external moderator visit at the end of the course. One unit is an online exam which must be passed to pass the whole course.

What could I do next with a level 1/2 in sports studies?

This vocational qualification would prepare students well for any career involving sport including event management, working in a sport centre or personal training.

FOOD TECHNOLOGY

The Course

The Food Technology course has been developed to enable candidates to demonstrate their creativity, with the making of food products which is a vital feature of the candidate's experience of taking this specification. The specification has been designed directly to enable candidates to move forward from Key Stage 3 Design and Technology and onto GCE (A level) Design and Technology. The course is made up of 3 elements where students will study: food materials and components, design and market influences and the process and manufacture of foods. Food Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. Students will gain knowledge also in the varied dietary requirements of consumers and the social and environmental issues surrounding food production as well as the importance of computer-aided design and manufacture.

The Teaching

Students will be expected to shop for their own ingredients and the occasional piece of equipment whenever necessary. This will be approximately £2 per week. Over half of the qualification is obtained from practical and written coursework and so student's must be prepared to take part in all aspects of the lessons and write up and evaluate their results on a regular basis.

The Assessment

The GCSE assessment is split into two parts:

- Part 1 60% of the total marks consist of a single 'design and make' activity which is selected from a range of exam board set tasks, and evidence is presented as a 20-page A4 design portfolio folder.
- Part 2 This is the final 2-hour examination written paper and is 40% of the total marks. A preparation sheet with some details of the exam is released several weeks before as a guide to the students.

What could I do next with GCSE Food technology?

This course can lead on to an A level in food technology. The food industry has many careers associated with it. For example, catering, food science, retail, purchasing and media.

GRAPHIC PRODUCTS

The Course

GCSE Graphic Products is a multi-disciplinary, modern, exciting and challenging course that is ICT based. Students use Industry standard software such as Adobe Creative Suite and Inventor as well as other CAD packages. Students will also develop designs through CAM such as the laser cutter, plotter and 3D printer.

Students will be enthused and challenged by the range of practical activities possible. They will be encouraged to learn through images to use, understand and apply colour and design, to develop spatial concepts and to understand graphic materials and their manipulation. They will design and make product(s) using a graphic media and new technologies to prepare them for the world of work.

The Teaching

Graphic Products allows for a more creative teaching approach, with varied tasks and activities. The course will give students the opportunity to apply drawing, rendering, modelling and ICT skills using a range of techniques including computer-aided design. Although students do not need to excel in Art, Mathematics, Science or ICT to succeed in Graphic Products, they will have an opportunity to further develop and use these skills when they are faced with technical problems. They must however, have flair with the use of CAD software.

The Assessment

Written Paper (2 hour duration)

120 marks (30 marks come from a design question where the theme is given prior to the exam)
40% of the total marks

Controlled Assessment (Major project)

90 marks
60% of the total marks.

A single design and make activity selected from a choice of set tasks, consisting of the development of a made project and a design folder.

The design folder consists of approximately 20 A3 pages.

What could I do next with GCSE Graphic Products?

This course can lead on to an A level in technology. There are a large number of careers that the GCSE would give the student the skills to pursue including architecture, design, construction, technical work and engineering.

PRODUCT DESIGN

The Course

GCSE Product Design is a multi-disciplinary, modern, exciting and challenging course based in contemporary design.

Its aim is to design and make projects which cross over the different areas of technology. It would suit students who enjoy expressing their creativity in more than one particular technological area and hence allows freedom to design and make projects which use a variety of processes and materials.

Choosing Product Design will allow the student to develop an understanding of Design and Technology within the 21st century and furthermore provides more flexibility in the execution of the project, giving recognition to innovative, ecological, and economically design work. Packaging, labelling and instructions will be encouraged as part of the complete design proposal to create products with commercial viability.

The Teaching

Unlike traditional Resistant Materials, Product Design allows for a more creative teaching approach where students are given the opportunity to be innovative and produce conceptual ideas that are different to those which already exist. The key to good design work is developing creativity and hence there will be a significant focus on originality within the design process. The course will give students the opportunity to apply drawing, rendering, modelling and ICT skills using a range of techniques including computer-aided design (CAD) and computer-aided manufacture (CAM). Although they do not need to excel in Art, Mathematics, Science or ICT to succeed in Product Design, students will have an opportunity to further develop and use these skills when they are faced with technical problems.

The Assessment

Written Paper (2 hour duration)

120 marks (30 marks come from a design question where the theme is given prior to the exam)
40% of the total marks

Controlled Assessment (Major project)

90 marks
60% of the total marks.

A single design and make activity selected from a choice of set tasks, consisting of the development of a made project and a design folder.

The design folder consists of approximately 20 A3 pages.

What could I do next with GCSE Product Design?

This course can lead on to an A level in product design. There are a large number of careers that the GCSE would give the student the skills to peruse including product design, sign making, design engineering, packaging and jobs in the retail industry.

RESISTANT MATERIALS

The Course

This course of Resistant Materials helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques.

The course supports students to develop in depth knowledge of woods, metals, plastics and composite materials. Other materials and new technologies will also be studied.

The course's main focus is on materials and processes although in depth theory is also a major factor such as designers and design movements. This course would suit students who enjoy creativity, the history of design, drawing, and working in a range of materials.

Students will also learn how to work more independently through their controlled assessment project.

The Teaching

Creativity is one of the key features of this course through both designing and making. The course will teach basic to advanced drawing techniques as well as design history and current design theory. The course will give students the opportunity to apply drawing, rendering, modelling and ICT skills using a range of techniques and materials including computer-aided design. Good drawing skills are necessary to achieve in this course or a willingness to improve.

The Assessment

Written Paper (2 hour duration)

120 marks (30 marks come from a design question where the theme is given prior to the exam)
40% of the total marks

Controlled Assessment (Major project)

90 marks
60% of the total marks.

A single design and make activity selected from a choice of set tasks, consisting of the development of a made project and a design folder.

The design folder consists of approximately 20 A3 pages.

What could I do next with GCSE Resistant Materials?

This course can lead on to an A level in technology. There are a large number of careers that the GCSE would give the student the skills to pursue including designer, craftsman, engineer, carpentry and construction.

BUSINESS STUDIES

GCSE

The Course

The Business Studies GCSE is a two-year course, designed for all abilities and taught in mixed ability groupings. The specification is divided into three units. They are:

Marketing and Enterprise
Business and People
Production, Finance and the External Business Environment

The general aim of the course is to introduce students to the dynamic environment in which businesses operate and the factors that influence business activity and behaviour. During the course students will investigate many different areas of business including looking at how people can be successful in running their own businesses, how a business markets its products and how businesses recruit their employees.

The Teaching

Students may be taught as a class or in small groups, using a variety of textbooks, case studies, business simulations and worksheets. Much of the time students will be taught in an informal but controlled atmosphere, with an emphasis upon simulation and discovery. There are lots of opportunities to take part in extra-curricular activities.

The Assessment

Business Studies is taught for 5 hours over two weeks and the final exam consists of three parts. The first part is a controlled assessment from a choice of different tasks. This takes place in school and will take about sixteen hours of curriculum time. The second part is a one hour paper consisting of two short answer data response questions. The final part is a written paper that lasts 1 hour and 30 minutes. This paper consists of questions based on a pre-released case study.

What could I do next with GCSE Business Studies?

This course will help students prepare for further and higher education. It will prepare them for A level Economics as well as the BTEC Level 3 Business course, both of which can be studied in the Sixth Form at The Priory School. Even if students do not want to study business further they will have benefited from studying a GCSE Business Studies course because many jobs involve working for a business. Business Studies can lead to career opportunities in many sectors – including marketing, public relations and human resources – both inside and outside the UK. There are degree courses which combine Business Studies with other subjects, for example languages, ICT and Law. A qualification in Business Studies enables students to use their knowledge and skills in a range of different fields, including the arts, administration, retail, health services and hotel management.

BTEC FIRST AWARD IN BUSINESS

LEVEL 2

The Course

The BTEC First Award in Business is a practical work related course. All the topics students learn relate to the skills and knowledge they will need in the workplace. BTEC courses are designed to provide nationally recognised vocational qualifications. They help to develop knowledge and understanding in the business sector and provide opportunities for students to acquire technical skills and knowledge which are transferable to employment.

The course is divided into four units. There are two core units. The Enterprise in the Business World unit helps students to understand how the current business environment impacts on different businesses. The Finance for Business unit helps students to understand the costs involved in a business and how a business makes a profit. There are two specialist units. The first is Promoting a Brand which investigates how businesses promote and advertise their products. The other specialist unit is Recruitment, Selection and Employment which looks at how businesses recruit and select their staff.

The Teaching

Students will be taught as a class or in small groups using a variety of teaching methods. There will be a balance between the development of practical skills and knowledge, which can be theoretical in nature. Each classroom has access to a bank of computers with internet access and an interactive whiteboard. Much of the time students will be taught in an informal but controlled atmosphere, with an emphasis upon simulation and discovery. Students will learn how to apply their knowledge, both on their own and as a member of a team to develop their skills and abilities.

The Assessment

The course is assessed through assignments with the exception of the Finance for Business unit which will be assessed by an exam. The assignments will include a variety of assessment methods including case studies, observations, presentations and time constrained assessments. They will achieve pass, merit, distinction in their assignments. They will then be awarded an overall pass, merit, distinction or distinction* for the whole course.

What could I do next with BTEC Business?

Students taking this course often continue on to study the BTEC level 3 Business qualification in the 6th form. Since most careers involve business in some way this course lends itself to be useful for a huge number of careers in business or finance.

CERTIFICATE IN ENTERPRISE AND MARKETING

(Cambridge National level 1/2)

The Course

This is a qualification enables students to develop applied knowledge and practical skills in Enterprise and Marketing.

Teaching

There are three mandatory topics which are:

Enterprise and Marketing Concepts

Students will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to other units. They will understand the main activities that need to happen to support a start-up business and the factors they need to consider when starting a business.

Design a Business Proposal

Students will develop the skills required to design a business proposal in order to meet a specific business challenge. They will identify which customers buy a specific product, carry out market research for a design idea, use financial calculations to decide on a pricing strategy and work the viability for a product proposal.

Market and Pitch a Business Proposal

They will develop the skills to create a brand identity and promotional plan for a specific business product proposal. They will develop pitching skills in order to sell their business idea and review their pitching skills through self-assessment and feedback.

Assessment

The course is assessed through a written one hour exam for the Enterprise and Marketing Concepts unit. The other two units are assessed through a series of practical tasks in the form of an assignment.

What could I do next with a level 1 / 2 Certificate in Enterprise and Marketing

This vocational qualification would prepare students well for any career in Marketing or in any business. This course will help students prepare for further and higher education. It will enable progressions to the A level Economics as well as the BTEC Level 3 Business course, both of which can be studied in the Sixth Form at The Priory School. Even if they do not want to study business further they will have benefited from studying an Enterprise and Marketing course because many jobs will involve working for a business.

FRENCH

GCSE AQA SPECIFICATION

The Course

The GCSE French course is delivered over a two-year period in 5 hours per fortnight. The aim of the course is to encourage and develop effective understanding and communication. It builds upon the knowledge they have already gained and is therefore unsuitable for those who have not already studied French.

The Teaching

The four language skills of listening, speaking, reading and writing are covered equally in this course. The course is suitable for students who have shown an understanding of grammar at KS3 as grammar is an important part of achieving a C grade and above at GCSE. They must be enthusiastic about the subject and willing to learn. We use a variety of teaching methods, including the use of I.T., drama and creative writing. Support lessons are given throughout Year 10 and year 11 and revision lessons are offered from the end of Year 10 onwards. They will also be given conversation lessons with our French assistant once a week.

The Assessment

Assessments take place regularly in all four skills throughout Year 10 and Year 11 by way of completing a variety of past papers, writing tests, translation skill tests and speaking tests to ensure that students are familiar with what is expected of them and prepared for the final GCSE. They will also be completing mock GCSEs at the end of Year 10 and during Year 11.

The specification at a glance:

The qualification is linear, meaning that they will sit all their exams at the end of the course. Each paper/skill counts for 25% of the marks.

The listening skill: Foundation tier: 35 minutes. Higher tier: 45 minutes

The reading skill: Foundation tier: 45 minutes. Higher tier: One hour

The speaking skill: Foundation tier: 7-9 minutes. Higher tier: 10-12 minutes

The writing skill: Foundation tier: One hour. Higher tier: One hour 15 minutes

Subject content:

The themes studied are: Identity and culture, Local, national, international and global areas of interest and current and future study and employment.

The Importance of Modern Foreign Languages

Through the study of a foreign language, students understand and appreciate different countries, people and cultures. They learn to manipulate language and their reading, listening and memory skills improve. Knowledge of a foreign language is now required in many occupations and for entry to many of the courses at university.

What could I do next with French?

By continuing language studies students find their skills invaluable in the current business climate. France is one of the UK's most important business partners and knowledge of French is proving to be an asset in all industries. In addition, a foreign language qualification is usually required for entry to many of the new "international" courses at university. Last, but certainly not least, knowledge of a foreign language is always an asset when travelling. It enables students to really get to know a country, to understand the people and to make new friends. French is spoken not only in France, Belgium, Switzerland, Luxembourg, but is also the main language in many North African countries, such as Algeria, Zaire and Morocco, to name but a few, not forgetting the French Canadian speaking province of Quebec. French is therefore very widely spoken in the world.

SPANISH

GCSE AQA SPECIFICATION

The Course

The GCSE Spanish course is a practical course of study, which builds on the knowledge they have already gained. It is therefore unsuitable for those who have not already studied Spanish. The course is divided into topic areas relating to situations which could arise in a Spanish-speaking country or when dealing with Spanish-speaking people in this country. The course is covered over the two-year period in 5 hours per fortnight.

The Teaching

The four language skills of listening, speaking, reading and writing are covered equally in this course. We use a variety of stimulating teaching methods, including CDs, video, IT and other cross-curricular activities. The course caters for students who have shown an understanding of grammar at KS3 as grammar is an important part of achieving a C grade and above at GCSE. Students must be enthusiastic about the subject and willing to learn

The Assessment

Assessments take place regularly in all four skills throughout Year 10 and Year 11 by way of completing a variety of past papers, writing tests, translation skill tests and speaking tests to ensure that they are familiar with what is expected of them and prepared for the final GCSE. They will also be completing mock GCSEs at the end of Year 10 and during Year 11.

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The themes they will be studying are: Identity and culture, Local, national, international and global areas of interest and current and future study and employment.

The Importance of Modern Foreign Languages

Through the study of a foreign language, students understand and appreciate different countries, people and cultures. Students learn how to manipulate language and improve their reading, listening and memory skills. Knowledge of a foreign language is now required in many occupations and for entry to many courses at university.

What could I do next with Spanish?

By continuing their language studies they will find their skills invaluable in the current business climate. Spanish is not just spoken in Spain but is a widely spoken throughout the world in many countries in South and North America and, in addition, a foreign language qualification is usually required for entry to many of the new “international” courses at university. Last, but certainly not least, knowledge of a foreign language is always an asset when travelling. It enables them to really get to know a country, to understand the people and to make new friends.

INFORMATION TECHNOLOGY

ECDL EUROPEAN COMPUTER DRIVING LICENSE

The Course

Students completing this course can gain an A* to C. It is an internationally recognised course. There are four basic units which we have to cover, plus additional units which will be included such as graphics which uses Photoshop. The main topics the students will study are as follows:

Word Processing

This looks in much more detail at the skills needed to use Word proficiently. The skills learnt can be applied to all subjects. Students will learn many new techniques.

PowerPoint

Students will learn how to use and modify PowerPoint presentations so they can use it effectively. This will build on skills students learnt earlier in their school life.

Spreadsheets

Excel is a piece of software which the students have used previously, but not at the level required for this exam. They will learn to use Excel in a variety of scenarios and be able to use the software to solve problems.

Improving Productivity Using IT

This combines the work done in the 3 previous units and allows the students to apply what they have learnt and make efficient use of a variety of tools.

The Teaching

The students will be taught by ICT specialists. They will have 5 lessons over a 2 week timetable. They will be based on the computer and will use a wide variety of programs and techniques.

The Assessment

Assessment is via practical online assessments. There is no coursework. Students have to achieve a pass rate of 75% for each of the 4 tests. Students can retake if they do not achieve this.

What could I do next with ICT?

Computing and ICT is a subject that everyone needs to function effectively in modern society. It is vital for students to enable them to make choices across a wide range of careers. Most employers are looking for people with ICT skills and qualifications. The ICT industry is constantly evolving and changing, but careers for which employees need ICT skills include everything from artists, game designers and advertising executives to web designers, programmers, technicians and network engineers – plus many more.

COMPUTER SCIENCE

The Course

Like it or not you're living in it – this is the Digital Age. Computer programs have all but infiltrated every aspect of our lives. Everything from mobile phones, televisions, traffic lights, theme parks, agriculture to sport depends on computers and their programmes. Soon cars will drive themselves, our fridges will be able to order their own replacement groceries, and computers will have the same processing power as our brains. The future is coming quickly and the digital age needs the next computer scientists.

The course is designed to challenge students to approach software and technology from a new perspective; with an appreciation and understanding of how common apps and programs have been created. In Year 10 we will start with the fundamentals of programming ensuring everyone has a basic understanding of the key techniques. We currently use Visual Studio and learn programming languages VB and C#, although there is flexibility to learn other programming languages such as Python if a student already has good programming skills.

As well as learning how to write code, students will additionally learn about:

- Algorithms & Data Representation
- Computer Hardware & Networking
- Cyber Security & Ethical Hacking.

Good Math skills, a motivation for solving problems and patience is required to be successful in Computer Science. Students do not need to know how to write code now as this will be covered in Year 10, but any previous coding skills will give students an advantage. This course is not 'ICT' i.e. learning how to use programs like Word and Photoshop, and instead is comparable in style and difficulty to the other three Sciences.

The Teaching

The students will be taught by Computer Science specialists. They will have 5 lessons over a 2-week timetable. A majority of the course will be based on Computers, and students will be required to create a digital portfolio of their work as well as using an exercise book for their own notes.

The Assessment

The course is split into three sections; two exam tested sections and a piece of coursework.

Computational Thinking and Problem Solving (40%) – 1 hr 30 minute exam

Written Assessment on Computer Theory (40%) – 1hr 30 minute exam

Coursework (20%) – students will complete a scenario set by AQA in which they have to create a computer program which is designed, written and tested by the student to solve a problem.

What could I do next with Computer Science?

It is a fact that information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If students want to go on to higher study and employment in the field of computer science, they will find that this course provides a superb stepping stone. Students who have taken a Computing GCSE and who then progress to study the subject at A Level or University will have a sound underpinning knowledge of this area. Additionally, the course will help students develop critical thinking, analysis and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects, especially mathematics and other sciences, and even applied in day-to-day life.

PSYCHOLOGY

The Course

Psychology is the “study of human behaviour”. It will interest students if they are interested in why other people do the things they do. After studying it students should also be able to predict how people are going to behave in all kinds of situation. There are two units: Making sense of other people, which includes topics which look at memory and communication and Understanding other people, which looks at learning, gender and social influence. There is a considerable amount of science and mathematics in this course and therefore students should only choose it as an option if they are confident in these two areas. There will only be one psychology class and students will be selected on their appropriateness for the course.

The Teaching

Psychology is taught through many different mediums, all within the mixed ability classroom. We will carry out many experiments on each other to see for instance how good our memory is, what type of person we find attractive, do we follow the crowd?

The Assessment

There are two exams, each accounting for 50% of the final grade. Both exams are taken at the end of Year 11.

What could I do next with Psychology?

Psychology is a vitally important subject for anyone who wants a career working with people. For example, those who wish to study the law will gain a head start by considering what makes some people more likely to commit crimes than others. Students thinking of business careers will see how successful teams can be put together combining a range of personality types. Those interested in sports psychology will see how motivation and focus play a key role in performance. Those students wishing to go into childcare will find it important to know how having a male or a female role model will impact on a child. Psychology is also relevant for those wishing to work in the civil service, the Police, teaching, social work and many other fields, and for any career where it is not directly relevant, the skills of analysis, research, and argument are transferable.

SOCIOLOGY

The Course

Sociology is the “study of society and its structures”. It takes what we know about the world we live in and makes us take a second look. The subject focuses on groups of people living together and how they interact. It looks at how British society has changed over time, and how changes to the law, government, and social thinking have made the world we live in today. Sociology also considers different perspectives on social phenomena that we are all familiar with, such as “Why do some people turn to crime?”; “Are men and women equal?” and “Who controls what we see on TV?” Students of sociology learn to analyse the world around them and are taught to question “knowledge” that most people take for granted. It is a subject that has real relevance to everyday life. Sociology includes many of the skills found in geography, psychology, PE, history and citizenship, while still remaining a separate subject from all of those.

<u>Understanding Social Processes</u>	<u>Understanding Social Structures</u>
<p>Core Topics:</p> <ul style="list-style-type: none">• Understanding the relationships between individuals, groups, institutions and society• Sociological debates and issues – including different accounts of human behaviour• Understanding how to study society <p>Optional Topics:</p> <ul style="list-style-type: none">• Families• Education• Mass Media• Sport and Leisure	<p>Core topics:</p> <ul style="list-style-type: none">• Power relationships within society• The nature and extent of social inequality• The culture of poverty• Differences due to gender, ethnicity, class, age and disability• Marxism, feminism and the New Right <p>Optional Topics:</p> <ul style="list-style-type: none">• Work• Power and Participation• Crime and Deviance• Global Citizenship

The Teaching

Sociology is taught through many different mediums, all within the mixed ability classroom. As there are different opinions on society, discussion takes a key role as a teaching method, with students learning to argue and debate effectively; consider the perspectives of others and weighing up different opinions. The media plays an important part, both to provide contemporary and up-to-date information, but also as a topic within itself, therefore reading newspapers, watching short films and using the internet to research also play a role in the teaching of this subject.

The Assessment

There are two exams, each accounting for 50% of the final grade. Both exams are sat at the end of year 11.

What can I do next with Sociology?

Sociology is a vitally important subject for anyone who wants a career working in a social sphere. For example, those who wish to study the law will gain a good head start by considering why laws governing divorce have changed over the last years. Students interesting in working in television or journalism will need to be able to understand and work with different perspectives, as we do here. Those students wishing to go into childcare will find it important to know how having a male or a female role model will impact on a child. Students wishing to work in psychology will find overlaps in the methods used to study society. Sociology is also relevant for those wishing to work in the civil service, the Police, teaching, social work and many other fields, and for any career where it is not directly relevant, the skills of analysis, research, and argument are transferable.

CREATIVE I-MEDIA

Cambridge Level 1/2

The Course

This course is only available for Learning Route 1 students.

Thinking and creating is what the Creative iMedia course is all about. The subject develops practical skills and is enjoyable and interesting. The Creative iMedia course focuses on a variety of different Media sectors including film, television, online, gaming and animation. The course will equip students with a range of creative media skills as well as transferable skills such as research, planning, communicating as well as reviewing.

During the course time will be spent focusing on pre-production work as well as a unit on creating digital graphics.

Sometimes students will be working on their own, other times they will be working in pairs or in a group. Students need no specialist knowledge, just an interest in the media, an ability to think about the world in which students live and the desire to learn new skills.

The course can lead onto the study of Media in the Sixth Form or in the future and it will help develop academic and practical ability. Further into the future the Creative IMedia course could lead to jobs in advertising, broadcasting, journalism, film production, web and graphic design, and many others in the creative industries.

Teaching

The course will be taught by the Head of Media Studies. There will be 5 lessons a fortnight.

The Assessment

This is a 1 hour 15 minute exam for this course for one unit. The remaining units are assessed by coursework.

What can I do next with iMedia?

Students taking this course could move onto media studies in the 6th form. The course will also develop the skills of students to support them in working in the media industry for example in gaming, production or the film industry.

RAISING ASPIRATIONS (CEIAG)

During Year 9 students will start to make the first truly impactful decisions of their school life, and we are here to provide impartial advice and guidance to them during this process.

We have made a number of changes to the way we as a department support the staff who run the Post-14 Options process, the aim of which is to ensure that every student makes the right GCSE choices and also starts thinking earlier about life in Key Stage 4 and beyond. Central to these changes is that we are working closer with Mrs Pope, Head of Year 9. She is very interested in the Options process and careers in general, and we would encourage you to regard her as a main contact during this process.

The key dates for our department that relate to the options process are:

Year 9 Careers Lessons

Students will have two careers lessons focusing on their options choices. They will discuss the important questions around choosing subjects and learn the important elements of all subjects. They will identify their strengths and weakness and try and match these to their options choices.

Year 9 Options Taster Week: Monday 9th January to Friday 13th January 2017

During this week all students will experience GCSE style lessons in all the subjects they will be able to take as options. This gives them the opportunity to experience the different lessons, learn the structure of the course and ask teachers any questions they might have.

Year 9 Raising Aspirations Options Evening (Post-14 Pathways) for Students, Parents and Carers: Tuesday 7th February 2017

An opportunity for all students, parents and carers to come into school and find out more about the choices open to students after Year 9. There will be a presentation on post-14 choices followed by opportunities to meet key staff involved in this process. Everyone is welcome!

Once students are in year 10 they will have the following RA opportunities

Year 10		
Event	Information	Date
Youth connections interviews	External support from Youth connections to talk to students about their options when they leave KS4	Whole year
Apprenticeship show	Selected students will be given the opportunity to attend this local apprenticeship event	March
Get work ready week	Students are involved in 3 days to help improve their work based skills Day 1 – E.L.S.A & local businesses Day 2 – External talk & careers fair Day 3 – Take your child to work day	July