



Key Stage 4 Options

Handbook 2015

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Message from the Principal

Welcome to KS4! This is one of the most important and exciting times in secondary school, getting to pick your KS4 options. It is the first time you have chosen subjects to study and so you need to think carefully about your choices. This booklet is to assist you in the process of choosing the most suitable courses for you. You should think very carefully about your options and try and keep the following in mind:

1. Consider your current attainment level in each subject - choose subjects you enjoy and will do well in.
2. Think about what you want to do when you leave school. Some careers need certain qualifications, so find out now if you need to have specific GCSE courses to get into university.
3. Be pro-active, seek advice from teachers, friends and family to find out as much as you can about a course and possible careers that could lead from them. Don't worry if you are not sure, ask for a careers appointment in school.
4. Talk to older students about their experiences on different courses.

What is important is that you choose subjects that you are confident you will enjoy learning more about. Four of the most common mistakes that students can make when choosing their options are:

- Choosing subjects because they like the teacher who has taught them at Key Stage 3.
- Choosing subjects that they think will be easy.
- Choosing subjects that do not really interest them, only because their parents / carers tell them to.
- Choosing subjects because their friends have chosen them.

Remember that these choices are important, are up to you and should be made in consultation with your teachers and parents. Three years is a long time to be studying a course, so pick wisely.

Good luck!



Mr M Williams
Principal

The curriculum

For the majority of subjects, Key Stage 4 will run over three years, with students completing courses at the end of Year 11. The RE full course is the exception, with students sitting the exam at the end of Year 10. This will allow the students to focus intensely on their RE exam in Year 10, then in turn give them the maximum amount of time to focus on their remaining subjects in Year 11.

Timetable allocation:

Lessons per week per subject are allocated as follows in Key Stage 4:

Subject	Year 9	Year 10	Year 11
English	5	5	6
Maths	5	4	6
Science	6	6	6
RE	2	2	0
PE	2	2	2
PD	2	0	0
Option A	2	3	3
Option B	2	3	3
Option C	2	3	3
Enrichment	1	1	0

EBacc subjects – All students must choose one of the subjects referred to as the 'English Baccalaureate' or 'EBacc' subjects. They are as follows in our option offer: Arabic, Computing, French, Geography, History, Mandarin Chinese and Spanish. If students have evidence to suggest that they are able to sit a GCSE in their home language and achieve their target grade, they will not have to choose a subject from this group.

Music Scholars – This group of students are required to select GCSE Music as a compulsory option as stated when students applied for, and were accepted onto the scholars programme.

What are we trying to achieve?

Depth – Given that students have three years to complete most courses, they are as well prepared as they can be for the qualifications they are taking.

Breadth – Students have three option choices across a wide range of subjects, allowing them to maintain a balanced variety of subjects that suit all learners.

Skills and qualifications for life – All courses are recognised and valued by colleges, universities and employers, and lead on to either further study or employment. Great importance is attached to the core, as these qualifications are central to students' progression in life.

Pathways:

Through their subject choices, students will follow one of three possible pathways through the Key Stage 4 curriculum at Chelsea Academy:

- A more traditional, academic pathway consisting solely of GCSE subjects
- Core GCSE with a blend of academic and vocational subjects
- English and Mathematics GCSE with vocational subjects only

In some cases students may be asked to follow a reduced options timetable in order to focus on achieving higher grades in English and Maths.

BTEC

A 'BTEC' (Business and Technology Education Council) is a vocational qualification, taken in vocational subjects such as BTEC Sport or Work Skills. They are equivalent to other qualifications such as the GCSE (levels 1 to 2), A Level (level 3) and university degrees (levels 4 to 6).

Over the last 25 years, BTECs have helped millions of people develop the skills they need to get on in life. Engaging and inspiring, these work-related qualifications give students the skills they need to move on to post-16 study, higher education and employment. For instance, a BTEC National Certificate in Business would cover all aspects of business including marketing, law, human resources and accounting.

What is a BTEC?

- BTECs are work-related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university.
- They provide a practical, real-world approach to learning without sacrificing any of the essential subject theory.
- They can be taken alongside, or in place of, GCSEs.
- BTECs are recognised by schools and academies, colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide.
- BTECs have been around for 25 years and are regarded highly by both universities and employers.
- They continue to be developed and updated with and for industry and in response to the needs of learners.

For the best possible explanation about each individual BTEC, speak to the teachers leading the courses:

Art BTEC: Mr Doubble

Dance BTEC: Mrs Vellacott

Music BTEC: Mr Hill

Sport BTEC: Mr Sutcliffe

Assessment of vocational qualifications

All vocational qualifications (BTECs and the Creative iMedia course) will have an externally assessed exam worth 25% of the course. The remaining 75% will be completed through assignments in lessons.

What you need to know about Linear Assessment (GCSEs only):

At present, many GCSEs have Controlled Assessments worth anything from 25-60% of the overall GCSE grade awarded. However, following recent government changes to GCSE courses, assessments will return to a linear format. This means that a students' entire grade will depend on their exam performance at the end of the course.

What does this mean for students?

- High level revision and study skills will be essential.
- End of term and especially end of year exam performance will be more important.
- One of the major advantages of this assessment system is that more time can be spent on teaching rather than on testing students.

Careers Education, Information, Advice and Guidance at Chelsea Academy:

Year 8 students receive the following Careers Education, Information, Advice and Guidance (CEIAG) as part of the options process:

December

'My Aspirations' student survey– students answer questions about their future plans and start to consider what options they might take.

March

Options assembly – a one hour presentation to ensure that students are making the right choices for the right reasons. The presentation includes a chance to interview Year 10 students who have recently made their option choices as well as a full explanation of the current options system.

March

Options information evening – an evening event to explain the options process and courses on offer to parents / carers. At this evening event, parents / carers and students have the opportunity to speak to teachers about options subjects.

March

Student interviews – all students will be interviewed by either their Head of House or a member of the Leadership Team to discuss both their options choices and future aspirations. Parents are invited to attend these appointments.

Other useful sources of information on the web:

www.clcbuildingfutures.org/

nationalcareersservice.direct.gov.uk/Pages/Home.aspx

Key Stage 4

Core Subjects

Examining body:

AQA

Course overview:

This English Language and Literature course will introduce you to a range of pre and post twentieth century non-fiction and literary texts.

The following topics will be covered in the English Language GCSE course:

- Explorations in Creative Reading and Writing
- Writer's viewpoints and perspectives
- Spoken Language

A range of Functional English skills are taught alongside the topics above, such as extended writing and communicating effectively through speaking and listening.

The following topics will be covered in the English Literature GCSE course:

- Shakespeare and the 19th Century novel
- Modern texts and poetry

In addition, these units may draw on multi-modal versions of texts, such as film, stage productions, or audio versions to enrich and inform your understanding of the text.

Assessment:

English Language:

Paper 1 - Explorations in Creative Reading and Writing

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Paper 2 – Writer's Perspectives and Viewpoints

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

English Literature:

Paper 1 – Shakespeare and the 19th Century Novel

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Paper 2 – Modern Texts and Poetry

- written exam: 2 hours 15 minutes
- 96 marks
- 60% of GCSE

Why is so much importance attached to English?

- English Language enables students to develop critical reading and communication skills which are transferable. Consequently, this subject is valued highly by universities and colleges.
- The English Literary Heritage consists of some of the most highly valued literature in the world. Many of the texts you will be study have made their mark on the BBC's 'Big Read' list – a quest for the nation's most loved books. Find out more at: <http://www.bbc.co.uk/arts/bigread/>.
- Study of language and literature interests opens up hundreds of career opportunities.

Progression:

GCSE English Language and Literature lead onto A-Level English Language or Literature and subsequently to degree level study. As a student of English, you may consider a career in journalism, film-making, publishing, advertising or teaching.

Find out more:

- Type in this link to the internet to look at the full specifications: <http://www.aqa.org.uk/resource-zone/english/english-language.php> or <http://www.aqa.org.uk/resource-zone/english/english-literature.php>
- A student guide to studying English can be found here:
<http://store.aqa.org.uk/resourceZone/pdf/english/AQA-4700-4705-4710-W-TRB-SG.PDF>
- Look at other careers paths which involve English:
http://www.prospects.ac.uk/options_english_further_study.htm

Examining body:

AQA

Mathematics GCSE courses have recently changed in line with directions for Ofqual. The new Mathematics GCSE will be examined from summer 2017, and we have chosen to follow the AQA specification for the new curriculum. All exam boards follow exactly the same content, with some slight variation in assessment style.

Subject content

- Number
- Algebra
- Ratio, proportion and rates of changes
- Geometry and measures
- Probability
- Statistics

Assessment

GCSE Mathematics has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). Students will sit 3 exam papers all in the same tier. This is a linear course, with all exams being taken in the same exam session. Most students will sit GCSE Mathematics in the summer of Year 11, but some Most Able students will be invited to sit Mathematics in Year 10, with a view to studying Further Mathematics GCSE in Year 11.

Examining body:

Edexcel

Course overview:

This course is divided into two papers:

1. Religion and Life Unit 1A
2. Religion and Society Unit 8

In the first paper you will start to explore religious and non-religious responses to ethical and philosophical contemporary issues. This will include the following topics:

- Matters of Life and Death
- Believing in God
- Marriage and the Family
- Religion and Community Cohesion

In the second paper you will be required to study the relationship between religion and society, especially in the UK. There are four sections covering rights and responsibilities, environmental and medical issues, peace and conflict, and crime and punishment. Students are required to base their studies on Christianity and at one other religion.

You will look at the philosophy behind the issues below and explore how Humanists, Christians and Muslims respond to the challenges faced in modern life:

- Rights and Responsibilities
- Environmental and Medical Issues
- Peace and Conflict
- Crime and Punishment

Assessment:

Both units in the GCSE course are assessed through a written examination. The exam will consist of a combination of short answer questions and longer essay style questions. The skills needed for Religious Studies GCSE will be an integral part of all your lessons and will be practiced through a range of activities including debate, discussion, extended writing and drama.

Extended curriculum opportunities:

- trips to places of worship
- student conferences
- visiting speakers from major faith groups and the humanist society
- spirited arts competitions
- bible society young writers competitions
- debating club
- philosophy club

Progression:

Studying this subject can lead you on to A/S and A-Level Religious Philosophy and Ethics and Sociology. It can also help you when applying for courses at College and University. You can study a wide variety of subjects with the skills you will learn, such as debating, critical thinking, independent enquiry skills, and listening skills. It is particularly well applicable to students who wish to apply for law, medicine, business, teaching, social work and health care at university level. It is also a subject that allows you time to reflect on your own beliefs as well as the opinions of others, discussing them in a constructive and respectful environment.

Find out more:

You can find information about the exam specification and subjects at
<http://www.edexcel.com/quals/gcse/gcse09/rs/Pages/default.aspx>

You can find past papers at:

http://www.edexcel.com/migrationdocuments/QP%20Current%20GCSE/June%202010%20-%20QP/5RS16_01_que_20100615.pdf

http://www.edexcel.com/migrationdocuments/QP%20Current%20GCSE/June%202010%20-%20QP/5RS01_01_que_20100518.pdf

You can get a student guide at <http://www.edexcel.com/quals/gcse/gcse09/rs/Pages/default.aspx>

Other useful RE websites with information, quizzes and games include:

- <http://www.bbc.co.uk/religion/>
- <http://www.request.org.uk/>
- <http://www.reonline.org.uk/>
- <http://betterre.reonline.org.uk/>

You can also watch programmes and debates about religion on the BBC Big Questions Show at
<http://www.bbc.co.uk/programmes/b007zp1l>

Please note that due to recent government changes, not all details of courses have been released, so the content above may be subject to change. We will keep students and parents informed of any changes as soon as we have further information.

Examining body:

To be confirmed

Science GCSE courses have recently changed in line with directions from Ofqual. The new Science GCSEs will be examined from summer 2018. Currently the exam boards are writing their specifications to be submitted to Ofqual for checking in the summer of 2015, with a view to publishing them in the late autumn term 2015 / early spring term 2016.

Under the new examination structure, students will sit either Combined Science Double Award GCSE, worth two GCSE grades, or separate Biology, Chemistry and Physics GCSEs. These new GCSE courses will be graded from 1 (lowest) – 9 (highest). There will also be the option for less able students to study the Entry Level Science course as a stepping stone to GCSE Sciences.

Combined Science (Double Award)

Students who study GCSE Combined Science will learn concepts to interest and engage them in science and prepare them for A-level. Students will be encouraged to develop their investigative skills.

Biology, Chemistry and Physics

Students who study the new Biology, Chemistry and Physics GCSEs will gain the knowledge and skills necessary to study science at A-level. They will learn essential concepts that will inspire and challenge their thinking. Students will be encouraged to develop the investigative skills essential for further education and a career in science.

Assessment:

The assessment for these courses is still to be confirmed, but one decision that has been announced recently is that there will be no controlled assessment in Science. The exams will all be sat in the same examination session in the summer term of Year 11.

Extended curriculum opportunities:

Collaboration with linked organisations involved in shaping our Sciences specialism including Imperial College London, The Natural History Museum and The Science Museum.

Progression:

Through studying the Sciences at GCSE level, students will be well prepared for courses in any of the natural or social sciences in the Sixth Form. In combination with the study of Mathematics at GCSE, students will be on the right track to successfully apply for degree courses in a broad range of scientific disciplines, including medicine, engineering and veterinary science.

Please note that due to recent government changes, not all details of courses have been released, so the content above may be subject to change. We will keep students and parents informed of any changes as soon as we have further information.

Key Stage 4

Option Subjects

Examining body:

Edexcel

Course overview:

The Edexcel GCSE in Arabic consists of four units based on the following skills: speaking, listening, reading and writing.

Out and about:

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

Customer service and transactions:

- Cafés and restaurants
- Shops
- Dealing with problems

Personal information:

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

Future plans, education and work:

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

All key grammatical concepts will be taught through the above topics.

Assessment:

AO1: understanding spoken language – examination 23% (45 minutes)

AO2: communicate in speech – examination 27% (8-10 minutes)

AO3: understanding written language – examination 23% (55 minutes)

AO4: communicate in writing – examination 27% (60 minutes)

Grades A* - G

Why should you choose this subject?

- Arabic is the 5th most spoken language in the world, with 223 million Arabic speakers across 22 countries in North and East Africa.
- With the growing importance of the Middle East in international affairs, there is an extreme shortage of workers in the West who can speak the Arabic language.
- Those who study Arabic can find careers in a variety of fields: journalism, business and industry, education, finance and banking, translation and interpretation, consulting, foreign service and intelligence, and many others.
- The Arab region with its rapidly growing population provides a huge export market for goods and services. With a GDP of over 600 billion dollars annually, the region is highly significant in the world market. In order to do business effectively, we must understand the language and culture of the people with whom we do business.
- In addition to the millions of native speakers, many more millions know Arabic as a foreign language. As the language of the Qur'an, it is understood by Muslims throughout the world.

Progression:

GCSE Arabic leads onto A-Level Arabic and subsequently to degree level. As an Arabic-speaker, you may consider a career in the diplomatic service, international law, translating, interpreting or teaching, to name but a few, and of course speaking Arabic puts you at a major advantage when applying for jobs in international business with global companies such as Emirates, Etihad, Arab National Bank, or Al Jazeera news network.

Find out more:

- Type in this link to the internet to look at the full specification:
http://qualifications.pearson.com/content/dam/pdf/GCSE/Arabic/2009/Specification%20and%20sample%20assessments/GCSE_in_Arabic_Spec_2012.pdf
- You will find past papers here: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/arabic-2009.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials>
- Look at other career paths which involve Arabic: www.toplanguagejobs.co.uk (then click on the tab 'Languages', scroll down, then tick in the 'Arabic' box)

Examining body:

AQA

Course overview:

The following topics will be covered in your Art & Design GCSE course:

- Recording from and observing the visual world around us as a starting point for ideas
- Analysing paintings, drawings, sculptures and artefacts made by artists from the past and the present
- Developing ideas by exploring and experimenting with different materials, techniques and ways of working
- Presenting responses and outcomes that reflect personal ideas and make connections with work by other artists

Project themes and specialist workshops will enable you to build up a range of skills focused around developing your own approach to drawing and painting.

Sketchbook skills are a key part of the creative process and these will record each stage of your thinking and ideas development.

You will also incorporate elements of print-making, 3D, photography and mixed media into your work.

The course will give you the opportunity to explore London's visual arts culture by visiting galleries, museums and exhibitions. Your development as an artist will also be enhanced by participating in workshops led by practising artists.

Assessment:

Unit 1: Portfolio of Work – coursework unit consisting of project work, development sheets and sketchbooks (60% of final mark).

Unit 2: Externally Set Task – question chosen from exam board set paper with a period of preparation time and an outcome produced in a 10 hour period of focused study (40% of final mark)

Achievement grades: A* - G

Why should you choose this subject?

- If you enjoy drawing and painting then this is the course for you – it will enable you to improve your skills and use your passion to achieve a qualification.
- You will also need to be highly motivated and immerse yourself in your sketchbook work as a big part of your independent learning.
- Living in London we are lucky enough to have access to some of the most exciting galleries, exhibitions and museums in the world right on our doorstep. You will learn all about different artists, styles and movements that have changed the world.
- The Art & Design industries have never been more alive. Creative energy drives our sense of culture and inspires everything we see around us.

Extended curriculum opportunities:

- Art Club
- Trips to galleries, exhibitions and museums
- Visiting artists
- Specialist workshops at the Academy and prestigious art schools around London

Progression:

Successfully completing a GCSE in Art & Design could lead to studying the subject at A-Level. Creativity and the ability to visualise ideas underpins a great many career paths. Students could progress onto courses such as fine art, graphic design, fashion and architecture at university.

Find out more:

- Type in this link to read the AQA specification for GCSE Art and Design-
<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4200-W-SP.PDF>
- Type in this link to read the student guide to GCSE Art and Design-
<http://www.nelsonthornes.com/aqagcse/art.html>

Examining body:

Edexcel

Course overview:

The following topics will be covered in your Art & Design BTEC course:

- The following topics will be covered in your Art & Design BTEC course:
- 2D visual art skills (including drawing, painting and print-making)
- 3D visual art skills (including card modelling, clay and mod-roc)
- Digital visual art skills (including photography and Photoshop)
- Developing ideas in response to assignment briefs
- Researching the work of different historical and contemporary artists and designers
- Recording each step of your creative process in sketchbooks and on development sheets
- Writing evaluations of your finished ideas
- Organising and presenting work for assessment

Assessment:

You need to achieve the following four units to successfully complete the First Certificate in Art & Design-

Core Units

Unit 1: Introduction to Specialist Pathways in Art and Design

Unit 2: Creative Project in Art and Design (externally assessed)

Mandatory Unit

Unit 6: Investigating Contextual References in Art and Design

Optional Specialist Unit

Unit 3: Communicating Ideas in 2D

Achievement Grades: Distinction*, Distinction, Merit and Pass

Why should you choose this subject?

- You enjoy drawing and painting and want to improve your skills
- You want to develop visual communication and presentation skills.
- You like to work on assignment briefs inspired by real-life art artists and designers

Extended curriculum opportunities:

- Art Club
- Trips to galleries and design studios
- Visiting artists and designers
- Specialist workshops at the Academy and other venues around London

Progression:

BTEC Art can lead to continuing studying on a Level 3 BTEC course. You could then progress onto a degree level course at university in areas such as graphics, fashion or 3D design.

Find out more:

Type in this link on the internet to view the full specification:

http://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202010/BF021795_Firsts_in_Art_and_Design.pdf

Examining body:

Edexcel

Course overview:

You will study 3 units over the three years

Unit 1: Introduction to Small Business.

25% of the total GCSE.

Overview of content

This unit contains five topics:

- Spotting a business opportunity
- Showing enterprise
- Putting a business idea into practice
- Making the start-up effective
- Understanding the economic context

Overview of assessment

- External examination: 45 minutes
- Compulsory multiple-choice and objective test questions with a total of 40 marks

Unit 2: Investigating Small Business Controlled Assessment

25% of the total GCSE

Overview of content - Same content as Unit 1.

Overview of assessment

- This unit is internally assessed under controlled conditions.
- Students complete one Edexcel-set task with a total of 40 marks.
Research / investigation – approximately two weeks of curriculum time (a maximum of six hours).
- Analysis / evaluation of task (final write-up) – approximately one week of curriculum time (a maximum of three hours).
- The task is internally marked by teachers and moderated by Edexcel.

Unit 3: Building a Business

50% of the total GCSE.

Overview of content

This unit contains five topics:

- Marketing
- Meeting customer needs
- Effective financial management
- Effective people management
- The wider world affecting business

Overview of assessment

- Written examination: 1 hour 30 minutes.
- Students will be required to answer all questions from Sections A, B and C.
- Questions will comprise of a combination of multiple-choice, short- and extended-answer, data response and scenario-based questions with a total of 90 marks.

Why should you choose this subject?

- Allows students to gain an insight into related sectors such as economics and accounting.
- Prepares students to make informed decisions about further learning opportunities and career choices.
- Appreciate the range of perspectives of different stakeholders in relation to business and economic activities.

Extended curriculum opportunities:

- Students will be encouraged to take part in either Young Enterprise or NFTE (The Network for Teaching Entrepreneurship). For further details see links below.
- There will be visits to local successful small and large businesses to build upon your learning in the classroom.

Progression:

This course provides progression for students wishing to continue their studies to A-level Business Studies, A-level Economics and degree level. It also gives students with entrepreneurial spirit who want to start their own businesses the information they need to do this successfully.

It is the ideal course for any student who is interested in a career in business, finance, marketing or finance.

Find out more:

- Type in this link to the internet to look at the full specification and the past papers:
<http://www.ocr.org.uk/qualifications/gcse-business-studies-j253-from-2012/>
- Information on Young Enterprise
http://www.young-enterprise.org.uk/programmes/secondary_and_further_education/company_programme
- Information on NFTE
<http://www.nfte.co.uk/index.php?mod=students>

Examining body:

Edexcel

Course overview:

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25% of the total GCSE.

Overview of content

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- Showing enterprise
- Putting a business idea into practice
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Overview of assessment

- External examination: 45 minutes
- Compulsory multiple-choice and objective test questions with a total of 40 marks

Unit 2: Investigating Small Business Controlled Assessment

25% of the total GCSE

Overview of content - Same content as Unit 1.

Overview of assessment

- This unit is internally assessed under controlled conditions.
- Students complete one Edexcel-set task with a total of 40 marks.
Research / investigation – approximately two weeks of curriculum time (a maximum of six hours).
- Analysis / evaluation of task (final write-up) – approximately one week of curriculum time (a maximum of three hours).
- The task is internally marked by teachers and moderated by Edexcel.

Unit 5: Introduction to Economic Understanding

- How can I think like an economist?
- Risk or certainty?
- Big or small?
- Is growth good?
- Is the world fair?

Overview of assessment

- Written examination: 1 hour 30 minutes.
- Students will be required to answer all questions from Sections A, B and C.
- Questions will comprise of a combination of multiple-choice, short- and extended-answer, data response and scenario-based questions with a total of 90 marks.

Why should you choose this subject?

- Allows students to gain an insight into related sectors such as economics and accounting.
- Prepares students to make informed decisions about further learning opportunities and career choices.
- Appreciate the range of perspectives of different stakeholders in relation to business and economic activities.

Extended curriculum opportunities:

- Students will be encouraged to take part in either Young Enterprise or NFTE (The Network for Teaching Entrepreneurship). For further details see links below.
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Progression:

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It is the ideal course for any student who is interested in a career in business, finance, marketing or finance.

Find out more:

- Type in this link to the internet to look at the full specification and the past papers:
<http://www.ocr.org.uk/qualifications/gcse-business-studies-j253-from-2012/>
- Information on Young Enterprise
http://www.young-enterprise.org.uk/programmes/secondary_and_further_education/company_programme
- Information on NFTE
<http://www.nfte.co.uk/index.php?mod=students>

Examining body:

Edexcel

Content:

GCSE Citizenship studies will bring to life understanding about a citizen's role in society. Students develop and apply their understanding of key citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) use an enquiring, critical approach to distinguish facts, opinion and bias, build arguments and make informed judgements. 60% of the course is a controlled assessment (coursework) and the other 40% is from two exams at the end of Year 11.

Course overview:

The GCSE in Citizenship Studies aims to enable students to:

- Engage with topical citizenship issues and contribute to debates on challenges facing society involving a wide range of political, social and ethical ideas, issues and problems in different contexts (local to global)
- Develop and apply understanding of key citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) to deepen their understanding of society and how communities change over time
- Use an enquiring, critical approach to distinguish facts, opinion and bias, build arguments and make informed judgements
- Develop the skills, knowledge and understanding needed to take action with others, in order to address citizenship issues in their communities.

Assessment:

Assessment in GCSE Citizenship Studies takes the form of a mixture of controlled assessment and written examinations. These are two controlled assessments (60%) and two written examinations with the modules outlined as below:

Unit 1: Citizenship Today (20%)

Unit 2: Participation in Action (30%)

Unit 3c: Option B: Changing communities: social and cultural identities (20%)

Unit 4: Citizenship Campaign (20%)

Extended curriculum opportunities:

- Visits to Parliament to see how democracy works
- Talks from local MPs to see how we can make a change in society
- Citizenship Ambassador
- Magistrates Court

Progression:

The study of Citizenship is integral to becoming an informed and active citizen and will equip you with essential skills needed to participate in democratic themes such as advocacy and representation, negotiation and debate. GCSE Citizenship studies will prepare students considerably for a number of A-level subjects including Government & Politics, Sociology and Psychology. Also, students could progress to vocational qualifications focusing on work in the community such as BTEC Public Services and BTEC Health and Social Care.

Find out more:

If you want to find out more, have a look at these websites. They show you what you could be doing if you take the course:

- Citizen X gives an overview of the issues you will be dealing with (www.bbc.co.uk/schools/citizenx).
- Oxfam gives you examples of the international issues: (www.oxfam.org.uk/coolplanet/kidsweb).
- The Youth Parliament shows you how you can make a difference (www.ukyouthparliament.org.uk).

Please note that due to recent government changes, not all details of courses have been released, so the content above may be subject to change. We will keep students and parents informed of any changes as soon as we have further information.

Examining body:

OCR

Course overview:

You will cover the following in GCSE Computing:

- Develop not only your understanding of current and emerging technologies, but also your understanding of how they work and apply this knowledge and understanding in a range of contexts.
- Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.
- Use your knowledge and understanding of computer technology to become an independent and discerning user of ICT, able to make informed decisions about its use, and aware of the implications of different technologies.
- Acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts.
- Develop computer programs to solve problems.
- Develop the skills to work collaboratively.
- Evaluate the effectiveness of computer programs / solutions and the impact of and issues related to the use of computer technology in society.

Assessment:

Unit 1: Computer systems and Programming, Written exam paper, 1h 30m, 40% of the qualification.

Unit 2: Practical Investigation, Controlled Assessment (timed coursework task), 30% of the qualification.

Unit 3: Programming project, Controlled Assessment (timed coursework task), 30% of the qualification.

Why should you choose this subject?

A modern course for a modern world

This is a course that has real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will investigate computer programming, which many learners find interesting.

The fun of computing

Through this study of computer programming, the course will help learners 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 and even applied in day-to-day life. In this way, the course will stimulate interest and engagement with technology and technology-related careers.

Looking to the future

In fact, 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 learners 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.

Learners 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 subject area.

Extended curriculum opportunities:

- Visit to Bletchley Park National Codes Centre, Milton Keynes.
- Visit to the Apple Store, Regent Street.
- Opportunity to help in delivery of Computing-related Enrichment programmes to Year 7 and Year 8 students.

Progression:

Can lead to further study i.e. A-Level Computing, Computer Science-related study at degree level.

Study of Computing can eventually lead to employment in Software Development, Video Games Design, Database Development, Network Management, IT Consultancy and many other areas.

Find out more:

- Full course specification is at: www.ocr.org.uk/download/kd/ocr_31053_kd_gcse_2010_spec.pdf
- For some fun taster activities: <http://www.cs4fn.org/>
- Further information about Computing in Schools: <http://www.computingatschool.org.uk/>

Examining body:

OCR Cambridge Nationals

Course overview:

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. With an exciting choice of optional units for the Certificate and students have the freedom to explore the areas of creative media that interest them.

This vocationally-related qualification takes an engaging, practical and inspiring approach to learning and assessment. It will equip learners with a range of skills and provide opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The hands-on approach has strong relevance to the way young people use the technology required in creative media.

Assessment:

Students will need to complete 4 units including units R081: Pre-production skills and R082: Creating digital graphics to gain the Certificate Award. We've introduced external assessment. Unit R081 contains a written paper which is set and assessed by OCR. The remaining units will be moderated by OCR and we will provide model assignments for Units R082 to R092. Unit and qualification results are awarded on a 7 grade scale with: Pass, Merit and Distinction at both Levels 1 and 2, and with a new grading of Distinction* at Level 2 to inspire students to achieve more. Students' performance on the units will determine their grade and level.

Units	Assessment method	GLH	J807 Award 60 GLH	J817 Certificate 120 GLH	J827 Diploma 240 GLH
R081: Pre-production skills	Written paper 1 hour 15 minutes	30	M	M	M
R082: Creating digital graphics	Centre assessed task, OCR moderated	30	M	M	M
R083: Creating 2D and 3D digital characters	Centre assessed task, OCR moderated	30	N/A	O	O
R084: Storytelling with a comic strip	Centre assessed task, OCR moderated	30	N/A	O	O
R085: Creating a multipage website	Centre assessed task, OCR moderated	30	N/A	O	O
R086: Creating a digital animation	Centre assessed task, OCR moderated	30	N/A	O	O
R087: Creating interactive multimedia products	Centre assessed task, OCR moderated	30	N/A	O	O
R088: Creating a digital sound sequence^Δ	Centre assessed task, OCR moderated	30	N/A	O	O
R089: Creating a digital video sequence^Δ	Centre assessed task, OCR moderated	30	N/A	O	O
R090: Digital photography	Centre assessed task, OCR moderated	30	N/A	O	O
R091: Designing a game concept	Centre assessed task, OCR moderated	30	N/A	O	O
R092: Developing digital games	Centre assessed task, OCR moderated	30	N/A	O	O

Key: M = mandatory unit
O = optional unit

Why should you choose this subject?

“The video games and visual effects industries play to the UK’s twin strengths in creativity and technology. British ingenuity has given us a head start in two sectors that have rapidly become ubiquitous in our lives, from mobile phone games to 3D film blockbusters. At over £2 billion in global sales, the UK’s video games sector is bigger than either its film or music industries, and visual effects, the fastest growing component of the UK’s film industry, grew at an explosive 16.8 per cent between 2006 and 2008”

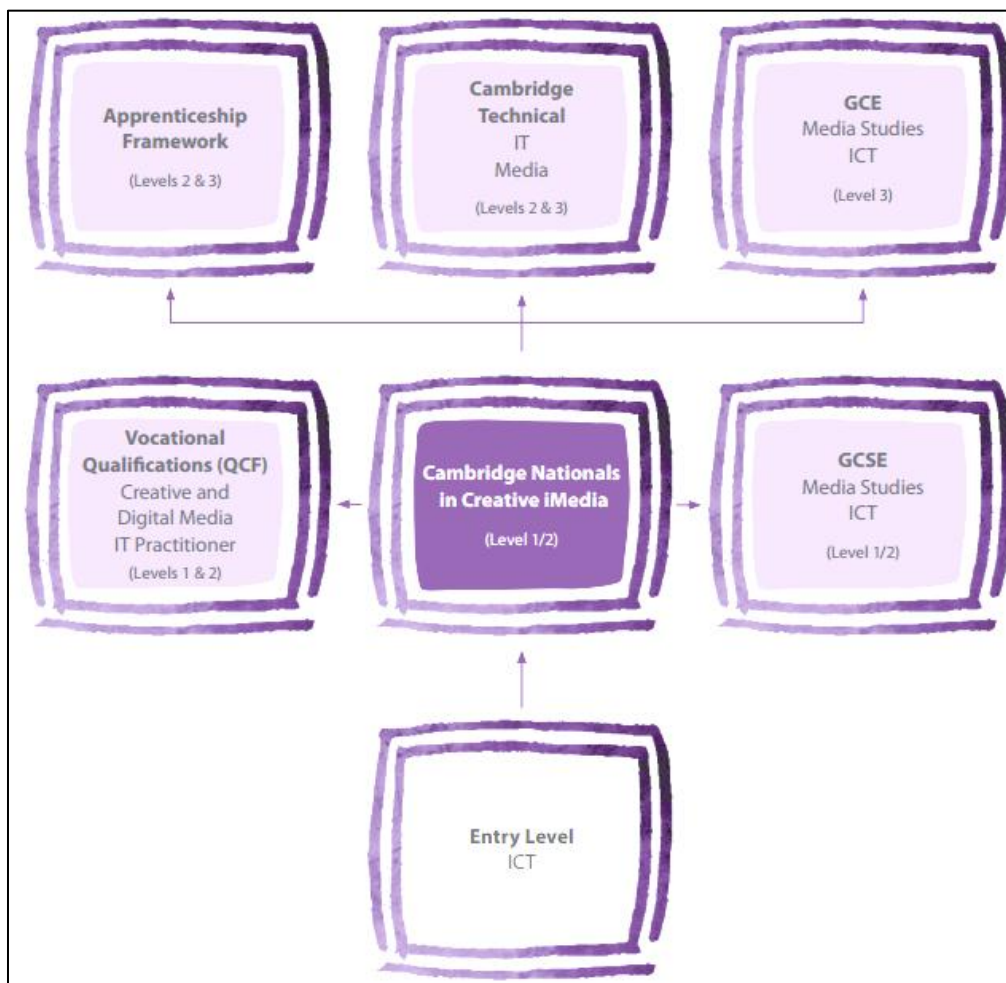
(The Next Gen Report 2010)

Extended curriculum opportunities:

- Visit to the Apple Store, Regent Street.
- Eurogamer Event Earl’s Court.
- The chance to contribute to Multimedia displays and presentations at whole Academy level.

Progression:

Level 2 Creative iMedia can lead to further study of the subject, i.e. A-level ICT, Level 3 Creative iMedia. Study of Multimedia Computing can eventually lead to employment in Web Design, Digital Media Development, Video Games Design and many other fields.



Find out more:

- Full course specification is at:
<http://www.cambridgenationals.org.uk/qualifications/>
<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>
- Find some taster activities:
Graphics - <http://www.entheosweb.com/fireworks/default.asp>
Animation - <http://www.entheosweb.com/Flash/default.asp>
Video - <http://sites.google.com/site/videotheory/home/resolution>

Examining body:

AQA

Course overview:

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

- Promotes fitness, a healthy lifestyle, team working and creativity.
- Actively engages students in the process of dance in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- Develops students' skills, knowledge and understanding of a range of dance styles through the interrelated processes of performing, creating and appreciating dances.
- Develops physical, technical and expressive skills through which students are able to communicate choreographic intention and develop their individual qualities as performers.
- Develops students' skills, knowledge and understanding of choreography through which they are able to communicate ideas, thoughts and meaning drawn from a range of dance styles.
- Develops a critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.

Assessment:

Unit 1: Critical Appreciation of Dance - Written Paper 1 hour	(20%)
Unit 2: Set Dance – Practical Solo Examination	(20%)
Unit 3: Performance in a Duo / Group Dance	(20%)
Unit 4: Choreography	
Task 1: Solo Composition	(15%)
Task 2: Choreography – solo / duo / group	(25%)

Why should you choose this subject?

Choose Dance GCSE if:

- You are open-minded and curious about dance in many styles and genre
- You are willing to work your body extremely hard, and want to create new and interesting dance pieces
- You are keen to study dance at A Level or Degree Level
- You are interested in how dance has developed and changed throughout history as an art form
- You are imaginative and keen to develop your own confidence and communication skills.

“Dance is vital, an activity both exhilarating and liberating to watch or do. The instinct to dance is fundamentally joyous and no matter how hard you try you can’t get away from that for long. It can also be a huge force for good, effectively drawing people together and levelling everyone through sheer hard work. It can speed up your heart rate, it can enliven your being, it can change your life”.

Richard Alston CBD, Dance UK

Extended curriculum opportunities:

- Visits to the theatre to view live dance performance
- Workshops with professional artists at professional studios
- Individual Training Plans to ensure progress
- Performance opportunities inside and out of the Academy
- Involvement in Borough-wide and national dance projects and competitions
- Opportunities to teach dance in local primary schools
- Opportunities to teach dance to Chelsea Academy students
- Rehearsal time with coaching from teachers, mentors and professional dancers.

Progression:

GCSE dance leads onto A Level dance and dance at degree level.

Find out more:

- Look at the specification at:
http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/dance_materials.php?id=05&prev=05
- Speak to Mrs Vellacott, you will find past papers and video footage of the Set Dances here:
http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/dance_materials.php?id=05&prev=05

Examining body:

Edexcel

Course overview:

The BTEC Extended Certificate in Performing Arts (Dance) is a qualification which offers a bite-sized opportunity for students to experience a work-related vocational programme.

The course consists of *two* Core Units (compulsory) **plus** *two* Mandatory Units **plus** *three* Optional Specialist Units that provide a combined total of 240 guided learning hours (GLH). Here is a list of the compulsory units as well as selected optional units:

Unit	Core Specialist Units	On completion, you should...
1	Individual Showcase	<ul style="list-style-type: none"> Understand the skills required for the selected progression opportunity Present a self-promotional response to the selected progression opportunity
2	Preparation, Performance and Production	<ul style="list-style-type: none"> Take part in the preparations for a live performance. Demonstrate performance or production skills and techniques in a performance
Unit	Mandatory Units	On completion, you should...
4	Dance Skills	<ul style="list-style-type: none"> Explore and develop your dance skills and review your own practice Use your dance skills within rehearsal and performance
8	The Performing Arts Industry	<ul style="list-style-type: none"> Understand different types of organisations in the performing arts industry Understand job roles in the performing arts industry
Unit	Optional Specialist Units	On completion, you should...
11	Devising Performance Work	<ul style="list-style-type: none"> Explore, develop and shape material for a devised performance. Rehearse and perform devised material
17	Exploring Urban Dance Styles	<ul style="list-style-type: none"> Explore the key features of urban dance styles Demonstrate rhythm and musicality in urban dance Apply physical and interpretive skills in the performance of urban dance
18	Jazz Dance Techniques	<ul style="list-style-type: none"> Explore and demonstrate the key features of jazz dance styles Apply physical and interpretive skills, and demonstrate stylistic qualities in the performance of jazz dance

Assessment:

Unit 1 and Unit 8 are externally assessed by Edexcel. Work is prepared for a visit by a moderator from the exam board.

Units 2, 4, 11, 17 and 18 are all internally assessed by the Academy. Work is portfolio based drawing on video footage of rehearsals, performances and workshops as well as notes, research and witness statements.

Why should you choose this subject?

If you enjoy Dance and are interested in working in the Dance or Performing Arts sector, this course gives you a practical understanding of the skills and knowledge needed for a career in the dance industry. You will be provided with insight into the various employment opportunities available in the sector, and have the opportunity to develop skills in performance and choreography. The course allows you to focus on your talents and interests in the street dance and jazz styles.

Extended curriculum opportunities:

Students studying BTEC Dance are expected to take part in at least one Extended Curriculum Dance activity in order to develop their practical dance skills, which could involve setting up and running an activity related to your specific area of study.

Progression:

Following completion of the BTEC Level 2 in Performing Arts (Dance), successful students would be able to enter initial employment, at a junior level, in such areas as community dance teaching, theatre work, choreography. It may also lead to progression to the BTEC Level 3 qualifications in Dance which cover more specialist areas relating to the music industry.

Find out more:

For more information about the BTEC Extended Certificate in Performing Arts: Dance, please see:

<http://www.edexcel.com/quals/firsts2012/performing-arts/spec-pack/Pages/Documents-cert-ext-cert.aspx>

Examining body:

Edexcel

Course overview:

Drama is assessed both practically and through written work. You will not only get a chance to act in plays but also make your own dramas and watch professional productions. You will read at least two full plays during your GCSE course. You will learn co-operation and self-expression.

Assessment:

Unit 1: You will read an entire play and take part in an intensive 6 hours of workshop where everything you do practically will be assessed. You will also write coursework on what you have done (30% in total - 20% practical, 10% written).

Unit 2: This is the same structure as Unit 1 but this time is about a theme such as self-image, old age, war or anything else the group finds interesting (30% in total - 20% practical, 10% written).

Unit 3: You will learn lines for, and rehearse a section of a play and perform to an outside examiner who has never met you before. You get one chance to shine! (40% - practical).

Why should you choose this subject?

- If you love to perform and would like to develop the skills to do this to a really high standard then this is for you.
- If you would like to be able to express yourself more clearly with more confidence, this is a course which can really help.
- If you love going to the theatre, you will have lots of opportunities on this course.
- Did you know that 60% of lawyers in Britain have GCSE drama?
- If you have enjoyed drama in Years 7 and 8 and would now like to take it much further with other people who want to do well, then you should consider this subject.

Extended curriculum opportunities:

- A variety of theatre trips
- Drama club / technical theatre club
- School plays / musicals
- Possible overseas trip

Progression:

- GCSE drama leads on well to A-Level Drama and Theatre Studies
- You can go on to take many practical drama courses at University
- It is a subject which teaches transferable skills which will be useful in Sixth Form interviews and even job interviews one day; skills such as expressing yourself with confidence, working as a team, interpretation of text, empathy and public speaking. All of these are skills which are really important in today's society

Find out more:

- Take a look at the Edexcel site to look at the course in detail:
<http://www.edexcel.com/quals/gcse/gcse09/drama/Pages/default.aspx>
- You can also try the GSCE Bitesize drama page and forums to find out more:
<http://www.bbc.co.uk/schools/gcsebitesize/drama/>

European Computer Driving Licence (ECDL)

– by invitation only

Examining body:

BCS

Course overview:

ECDL is the world's number one IT user qualification – and the benchmark for digital literacy in educational systems around the globe.

ECDL equips students with the skills to use a computer confidently and effectively, building on existing knowledge and motivating further learning.

Tried, tested and trusted, ECDL programmes have been delivered to over 11 million people, in 41 languages across 148 countries. Over 2.5 million people have taken the ECDL in the UK since 1997.

Assessment:

- Word processing 25%
- Spreadsheet software 25%
- Presentation software 25%
- Improving productivity using IT 25%

All units are assessed through online exams

ECDL benefits at a glance

- Four tier grading structure gives learners appropriate recognition for their efforts; Distinction* 58 points; Distinction 52 points; Merit 46 points; Pass 40 points
- Builds a more productive and efficient learner
- Wide range of units to choose from
- E-learning, automated testing and approved course materials available
- A qualification that employers recognise and look for

Extended curriculum opportunities:

- Computing enrichment
- Trips arranged through the computing Curriculum area
- Link to work experience

Progression:

As stated above, the ECDL is a qualification that employers look for, and is recognised not just nationally, but internationally. ECDL is an excellent preparation for the world of work and will allow students to enter the workplace with essential digital literacy skills.

Find out more:

- Type in this link to look at the full range of ECDL qualifications: <http://www.ecdl.com/>
- You will find full details about the course here: <http://www.bcs.org/category/14424>

Examining body:

To be confirmed

Course overview:

Food and Nutrition gives students an opportunity to gain an understanding of food science, nutrition, healthy eating, food hygiene and safety. There are three sectors where food is prepared and produced; at home, in the catering industry (hotels, restaurants, schools, hospitals) and the manufacturing industry (bakeries, dairies, factories) and students will learn about all of these sectors. There will be approximately 3 theory lessons to every 2 cooking lessons; it is essential for students to cook as part of the course and the practical activities are to help develop an understanding of the theory.

Assessment:

50% non-exam assessment

50% final examination

Why should you choose this subject?

- Because it is a great way to develop your understanding of food ingredients and processes and how to manipulate them to develop new ideas.

Extended curriculum opportunities:

- Cookery Club
- Visits to local restaurants and businesses

Progression:

The food industry is one of the biggest employers in the country and this GCSE will give a basic understanding to prepare students for careers in food preparation, food production, research, and nutrition or food retail.

Find out more:

Talk to your Design & Technology teacher

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Examining body:

Edexcel

Course overview:

The following topics will be covered in the French GCSE course:

- Lifestyle (health, relationships and choices)
- Leisure (free time and the media, holidays)
- Home and environment (home and local area, environment)
- Work and education (school / college and future plans, current and future jobs).

The Department for Education has published some key changes for GCSE examinations in Modern Foreign Languages and these include:

- Controlled assessments (coursework done under exam conditions) will be scrapped – to be replaced by external assessment (oral exams will be internally conducted but externally assessed),
- At least 10% of the marks available must be allocated to knowledge and application of grammar,
- The weighting for the four skills (listening, speaking, reading and writing) will be 25% each,
- The introduction of a wider range of literary texts,
- The requirement to translate short texts from English into assessed language, and
- A greater focus on the culture and identity of countries where French is spoken.

Assessment:

Unit 1: Listening – examination 25% (Foundation 35 minutes, Higher 45 minutes)

Unit 2: Reading – examination 25% (Foundation 30 minutes, Higher 50 minutes)

Unit 3: Speaking – examination 25% (untiered – internally conducted; externally assessed)

Unit 4: Writing – examination 25% (untiered)

Why should you choose this subject?

- French is spoken in 55 countries across five continents by over 200 million people
- Learning French at this level can open the doors to art, music, fashion, food, architecture and literature
- French is the official working language of the UN, NATO, UNESCO, the International Olympic Committee, the European Union, the International Red Cross and many more key international organisations
- French combined with other interests opens hundreds of expanded career opportunities
- French is the third most common language on the Internet. Connect with pen pals, visit foreign websites and find student exchange opportunities.

Extended curriculum opportunities:

- French exchange programme (Paris)
- French film club
- Extra conversation classes
- Visits to the Institut Français and the Cinéma Lumière.

Progression:

GCSE French leads onto A-Level French and subsequently to degree level. As a French-speaker, you may consider a career in the diplomatic service, international law, translating, interpreting or teaching, to name but a few, and of course speaking French puts you at a major advantage when applying for jobs in international business with global companies such as Air France, Renault, Peugeot, L'Oréal or BNP Paribas.

Find out more:

- Type in this link to the internet to look at the full specification:
https://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE%20French%20spec%20Issue%203%20UG025111_090112.pdf
- You will find past papers here:
[http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=GCSE&Qualification-Subject=French%20\(2009\)&Status=Pearson-UK:Status%2FLive&Specification-Code=Pearson-UK:Specification-Code%2F2FR01&Specification-Code=Pearson-UK:Specification-Code%2F2fr01](http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=GCSE&Qualification-Subject=French%20(2009)&Status=Pearson-UK:Status%2FLive&Specification-Code=Pearson-UK:Specification-Code%2F2FR01&Specification-Code=Pearson-UK:Specification-Code%2F2fr01)
- Look at other careers paths which involve French: www.toplanguagejobs.co.uk (then click on the tab 'Languages', scroll down, then tick in the 'French' box).

Examining body:

Edexcel

Course overview:

In Geography you will find out about the world!

The following topics will be covered:

1. Dynamic Planet (Physical Geography)

- Restless Earth
- Climate Change
- The World Biomes
- Water World
- Rivers and Flooding
- Extreme Climates.

2. People and the Planet (Human Geography)

- Population Dynamics
- Consuming Resources
- Living Spaces
- Making a Living
- Changing Cities
- Development Dilemmas.

Assessment:

Unit 1: Dynamic Planet – written examination 25% (Foundation and Higher tier)

Unit 2: People and the Planet – written examination 25% (Foundation and Higher tier)

Unit 3: Making Geographical Decisions – written examination 25% (Foundation and Higher)

Unit 4: Researching Geography (based on a residential fieldwork investigation) – controlled assessment 25% (untiered)

Why should you choose Geography?

- Geography helps you to answer many of the world's 'big questions'
- Geography combined with other interests opens hundreds of expanded career opportunities.
- Geography will take you to see the world. You will go on many trips, including residential day and international trips
- "Geography is the subject which holds the key to our future" - Michael Palin
- "Without Geography - You are Knowhere!"

Extended curriculum opportunities:

- A three day UK residential field trip
- Day trips
- Trips to museums
- Duke of Edinburgh
- Hollywood geography
- Eco schools
- Fairtrade
- Chelsea Adventures enrichment

Progression:

GCSE Geography leads to A Level Geography, Environmental Studies and the Sciences. Geography is a cross between The Sciences and The Arts, keeping your options open to an excellent career path into the sciences (including medicine, veterinary and dentistry), law, journalism and the media, politics, leisure and tourism, teaching, academic research, business and finance, theatre, Urban and environmental planning, climatology and much more...

Find out more:

- Type in this link to the internet to look at the full specification and past papers:
- <http://www.edexcel.com/quals/gcse/gcse09/geography/b/Pages/default.aspx>
- For information about careers in Geography look here:
<http://www.rgs.org/OurWork/Schools/CareersAndFurtherStudy/Careers+and+progression+with+geography/Careers+and+progression+with+geography.htm>
- The Royal Society of Geography – Why study Geography? <http://www.rgs.org/NR/rdonlyres/21A5D814-CDA6-4533-A717-ACF3177D2216/0/Whystudygeography.pdf>
- National Geographic - <http://www.nationalgeographic.com/>
- Eco Schools - <http://www.eco-schools.org.uk/>
- BBC Bitesize Geography: <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
- For Duke of Edinburgh information look here: <http://www.dofe.org/>

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Examining body:

Edexcel

Course overview:

Want to deal with **BIG** questions? Want to think for yourself?

In GCSE History you will think for yourself!

- Unit 1: Medicine and treatment from AD43 to the present day
In this unit you will study the blood, guts and gore of the past two thousand years! Why did people die of simple illnesses? What changed? Why? When? How quickly?
- Unit 2: The American West 1840-1895
In this unit you will study one time and place in detail. You will encounter Native Americans, religious leaders, farmers, gold-diggers and cowboys, all trying to grab the same land. Were there any good guys and bad guys?
- Unit 3: The Impact of War on Britain 1914-1950
What does the government need from people in time of war? Uniforms and weapons, they must eat less, they must work longer and harder. Some of them must fight, and die. What do people get back in return? Study history and find out
- Unit 4: Germany 1918-1939
A new, peaceful democratic republic; a popular president; exciting new art and popular new music; an advanced country with modern industry...yet people voted to give away ALL of their rights and to place power in the hands of the most notorious leader in the whole twentieth century. You recognise his picture...but who was he really?

Assessment:

Unit 1:	Each of these units is assessed by one exam. Each exam is worth 25% of your total mark.
Unit 2:	
Unit 3:	
Unit 4:	Controlled assessment, done in class time. Worth 25% of your total mark.

There are NO tiers in GCSE History. You all sit the same exams and ALL have the chance to get the very top grades.

Why should you choose this subject?

The following people all have something in common...

In the arts and the media:

Sacha Baron Cohen (Ali G); Jonathan Ross, TV presenter; James Moir, Controller of BBC Radio 2; Rachel Attwell, Deputy Head of BBC TV News; Lesley Anne Dawson, Head of the ITN Press Office; Jeremy Bowen and Jon Snow, both TV News Journalists; Salman Rushdie, author; Andrew Morton, biographer of Diana, Madonna and the Beckhams; Alan Bennett, play-write; Lauryn Hill, musician.

In politics, the law and civil service:

Tony Blair and Gordon Brown, former Prime Ministers; Kenneth Clarke, cabinet minister; Lord Coe, Chair of the London 2012 Olympic Committee; Dianne Abbott, the first UK black woman MP; Michael Mansfield QC, lawyer on the 'Bloody Sunday' enquiry.

In top international business:

Howard Stringer, chairman of Sony Corporation; Sir Roland Smith, ex-director of the Bank of England; Gerald Corbett, chairman of SSL International; Anita Roddick, founder of 'The Body Shop'.

They can all think for themselves, because they studied history! They can handle information, carry out research, speak well in public, look at things from different points of view and reach their own conclusion. Study history, so you can do the same!

Progression:

Excellent preparation for A-Levels in history, sociology, economics and politics and for university degrees in law, politics, the arts, accountancy, economics, American studies, archaeology, European studies, classical civilization, banking and finance, African studies and all history courses. This is an excellent career path into law, journalism and the media, heritage, leisure and tourism, accountancy, teaching and academic research, business and finance, politics, theatre and the arts, social work and much more...

Find out more:

- Careers with history: http://www.history.org.uk/resources/public_resource_2914.html
- BBC Bite-size (select 'Schools History Project'):
<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/>
- Edexcel History specification and past exam papers:
<http://www.edexcel.com/quals/gcse/gcse09/history/b/Pages/default.aspx>
- Play some games: <http://www.schoolhistory.co.uk/games/>

Please note that due to recent government changes, not all details of courses have been released, so the content above may be subject to change. We will keep students and parents informed of any changes as soon as we have further information.

Examining body:

Edexcel

Course overview:

The following topics will be covered in the Mandarin Chinese GCSE course:

- Lifestyle (health, relationships and choices)
- Leisure (free time and the media, holidays)
- Home and environment (home and local area, environment)
- Work and education (school / college and future plans, current and future jobs).

The Department for Education has published some key changes for GCSE examinations in Modern Foreign Languages and these include:

- Controlled assessments (coursework done under exam conditions) will be scrapped – to be replaced by external assessment (oral exams will be internally conducted but externally assessed),
- At least 10% of the marks available must be allocated to knowledge and application of grammar,
- The weighting for the four skills (listening, speaking, reading and writing) will be 25% each,
- The introduction of a wider range of literary texts,
- The requirement to translate short texts from English into assessed language, and
- A greater focus on the culture and identity of countries where Chinese is spoken.

Assessment:

Unit 1: Listening – examination 25% (Foundation 35 minutes, Higher 45 minutes)

Unit 2: Reading – examination 25% (Foundation 30 minutes, Higher 50 minutes)

Unit 3: Speaking – examination 25% (untiered – internally conducted; externally assessed)

Unit 4: Writing – examination 25% (untiered)

Why should you choose this subject?

1. China is one of the world's oldest and richest continuous cultures, over 5000 years old.
2. China is the most populous nation in the world, with 1.28 billion people.
3. One fifth of the planet speaks Chinese. Mandarin Chinese is the mother tongue of over 873 million people, making it the most widely spoken first language in the world.
4. In addition to the People's Republic of China and Taiwan, Mandarin Chinese is also spoken in the important and influential Chinese communities of Indonesia, Thailand, Malaysia, Singapore, Brunei, the Philippines, and Mongolia.
5. China is the second largest economy in the world, soon likely to be the first.
6. China is one of largest trading partners of the United Kingdom.
7. Many UK companies do business in China and have long-term investments there.
8. International businesses prefer to hire people who speak more than one language. China has become a huge market, and business leaders are looking for people who can speak Chinese and operate successfully in a Chinese cultural context.
9. Knowing Chinese may give students an edge when competing for an important position.
10. China will play a major role in world affairs in the future. As China has now opened up to the West, there are opportunities for employment in all areas.

Extended curriculum opportunities:

- Potential Chinese exchange programme (Beijing)
- Chinese film club
- Extra conversation classes
- Visits to Confucius classrooms.

Progression:

GCSE Mandarin Chinese leads onto A-Level Chinese and subsequently to degree level. There are many opportunities not to be missed. International companies are competing for those with Mandarin Chinese skills to be placed as executives for their China ventures. The world is becoming a global economy; communication, ideas and good are travelling faster between countries including the UK and China. Learning Chinese gives you the opportunity to take advantage of this change.

Find out more:

- Type in this link to the internet to look at the full specification:
<https://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE%20Chinese%20spec%20Issue%203%20UG025110%20160112.pdf>
- You will find past papers here:
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/chinese-2009.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>
- Look at other careers paths which involve Mandarin: www.toplanguagejobs.co.uk (then click on the tab 'Languages', scroll down, then tick in the 'Mandarin' box).

Prime Minister David Cameron recently ended a three-day visit to China by telling young people they should learn the language that will 'seal tomorrow's business deals'.

Examining body:

OCR

Course overview:

The GCSE Media Studies course is divided into the following three units:

- Unit 1: Individual Portfolio – you will have the opportunity to plan, make and evaluate your own products. We will study topics such as documentaries, film genres, popular music, celebrity, soap opera, sport, news, advertising and video games.
- Unit 2: Textual Analysis Exam – you will study action adventure films and TV comedy.
- Unit 3: Production Portfolio – you will demonstrate your practical skills by making a short film, music video or magazine. Most recently, students wrote, choreographed and filmed a music video.

Through the above topics, you will learn how different media industries operate, how to analyse a range of texts and how to produce media products, using a range of software including Final Cut Pro, iMovie and Photoshop.

Assessment:

Unit 1: Controlled Assessment – you will compare two media texts and produce your own (30%)

Unit 2: Examination – you will analyse a film clip and write about TV Comedy (40%)

Unit 3: Controlled Assessment – you will work individually or in a group to research, plan, make and evaluate your own media product such as the opening of a new film (30%).

Why should you choose this subject?

- If you are a creative and practical learner then this is the course for you. You will have the opportunity to learn about a range of media products and then create your own. If you are interested in areas such as film, television, music and magazines, you will have the chance to learn more about how these industries work.
- Media Studies will teach you a range of transferable and useful skills such as teamwork, written communication and especially software skills, which are increasingly relevant to any career.
- Media Studies is fun! You will watch film and television shows that you already know, as well as discovering new ones.

Extended curriculum opportunities:

- Trips to the cinema
- Study days at the British Film Institute (including trips to its museum)
- Film Club
- Talks by industry experts (e.g. video game developers)

Progression:

Media Studies will prepare you for A-Level study and, in turn, a degree at university. It will equip you with a range of skills, especially practical skills that you can use across a range of different GCSE and A-Level subjects as well as future careers. It will also give you an exciting insight into the media industry, one of the most interesting, important and thriving industries in Britain.

Find out more:

You can find the specification and past papers here:

http://www.ocr.org.uk/download/kd/ocr_9993_kd_gcse_spec.pdf

Examining body:

Edexcel

Course overview:

You will study the following areas in GCSE Music.

- Unit 1: Performance – performing a solo piece of your own choice and an ensemble (group) piece in Controlled Assessment conditions
- Unit 2: Composition – you will either compose 2 pieces or create an arrangement of 2 pieces based on the Areas of Study, or 1 composition and 1 arrangement. These will also be supplemented by a musical score or detailed written commentary. All completed in Controlled Assessment conditions
- Unit 3: Listening and Appraising – 90 minute listening examination on the study of set works and general musical features. You will analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so
- Areas of Study which involve studying set pieces of music in detail:
 - Western Classical Music 1600 – 1899 (Handel, Mozart & Chopin)
 - Music in the 20th Century (Schoenberg, Bernstein, Reich)
 - Popular Music in Context (Miles Davis, Jeff Buckley, Moby)
 - World Music (Capercaillie, Rag Deth, Koko).

Assessment:

Unit 1: Performing (30%) – Controlled Assessment

Unit 2: Composing and / or arranging (30%) – Controlled Assessment

Unit 3: Listening and Appraising (40%) – 90 minute listening examination

There is no tiering in GCSE Music.

Why should you choose this subject?

If you enjoy:

- composing and performing music
- learning an instrument or singing
- creating music on computers or in a recording studio
- learning about all types of music, including classical, popular and world

...then GCSE Music is the ideal subject for you.

Prerequisite:

You have already gained many of the basic skills needed for this course at KS3 but to take this course you **must** be able to play at least one instrument or sing.

Extended curriculum opportunities:

As a GCSE Music student, you will be required to take part in the Academy Choir in addition to other Extended Curriculum opportunities within Music. Whether you like to sing or not, it is an extremely valuable skill and will help immensely with your performing, composing and listening work as well as developing your performance skills as part of an ensemble.

Progression:

If you enjoy Music at GCSE level then you can consider AS and A2 in Music, Music Technology, or Performing Arts. This can then lead you onto study Music at degree level, with all the top universities highly regarding students who have studied Music. GCSE Music will also give you essential knowledge for working in other areas of the music industry in record companies such as EMI or Universal, recording studios such as Abbey Road, theatre, concert halls, radio or music production. The listening skills you develop will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or law.

Find out more:

- To see the specification, past examination papers and exam materials, type in this link:
<http://www.edexcel.com/quals/gcse/gcse09/music/Pages/default.aspx>
- For more information about different careers in the music industry, visit:
<http://www.careersinmusic.co.uk>

Examining body:

Edexcel

Course overview:

The BTEC First Award in Music is a qualification which offers a bite-sized opportunity for students to experience a work-related vocational programme.

The course consists of *two* Core Specialist Units (compulsory) **plus** *two* Optional Specialist Units that provide a combined total of 30 credits over 180 guided learning hours (GLH). Here is a list of the compulsory units as well as selected optional units:

Unit	Core Specialist Units	On completion, you should...
1	The Music Industry	<ul style="list-style-type: none"> Understand different types of organisations that make up the music industry Understand job roles in the music industry
2	Managing a Music Product	<ul style="list-style-type: none"> Plan, develop and deliver a music product Promote a music product Review the management of a music product
Unit	Optional Specialist Units	On completion, you should...
3	Introducing Live Sound	<ul style="list-style-type: none"> Plan for a live music event Demonstrate understanding of health and safety Set up and use live music systems.
4	Introducing Music Composition	<ul style="list-style-type: none"> Explore creative stimuli to meet a brief Develop, extend and shape music for performances Present compositions appropriately.
5	Introducing Music Performance	<ul style="list-style-type: none"> Develop your music performance skills and review your own practice Use your music performance skills within rehearsal and performance.
6	Introducing Music Recording	<ul style="list-style-type: none"> Plan a recording session Use recording equipment safely to produce multi-track recordings.
7	Introducing Music Sequencing	<ul style="list-style-type: none"> Explore music sequencing techniques Use music sequencing software to create music.

Assessment:

- Unit 1 is externally assessed through a 60-minute examination paper of short and long answer question.
- All other units studied are assessed through a series of coursework assignments which are internally assessed and moderated by Edexcel.
- Assignments are marked in relation to the learning outcomes and awarded a Level 1, Pass, Merit or Distinction.
- A **pass must be achieved in all assignments** to pass the unit, and **all units must be passed** to complete the qualification.
- The assignments will use a variety of assessment methods, including case-studies, written assignments, work-based assignments, practical tasks, projects, performance observation and time-constrained assessments, all with an emphasis on practical application of the grading criteria.
- Achievement of the BTEC Level 2 First Award can be graded as Level 1, Pass, Merit, Distinction or Distinction*.

Why should you choose this subject?

If you enjoy Music and are interested in working in the Music sector, this course gives you a practical understanding of the skills and knowledge needed for a career in the music industry. You will be provided with insight into the various employment opportunities available in the sector, and have the opportunity to develop skills in an area of your choice. The course allows you to focus on your talents and interests and explore new areas of music.

Extended curriculum opportunities:

Students studying BTEC Music are expected to take part in at least one Extended Curriculum Music activity in order to develop their practical musical skills, which could involve setting up and running an activity related to your specific area of study.

Progression:

Following completion of the BTEC Level 2 First Award in Music, successful students would be able to enter initial employment, at a junior level, in such areas as music teaching, music publishing or music industry promotions. It may also lead to progression to the BTEC Level 3 qualifications in Music which cover more specialist areas relating to the music industry.

Find out more:

- For more information about the BTEC First Award in Music, visit:
<http://www.edexcel.com/quals/firsts2012/music/Pages/default.aspx>
- For more information about different careers in the music industry, visit:
<http://www.careersinmusic.co.uk>

There will be two options available in Physical Education.

Students can choose one of these options:

1. **GCSE PE option** - Edexcel GCSE in Physical Education. Students opting for GCSE PE require a good level of practical ability across at least four sports. Students should ideally represent the Academy teams, attend a range of extended curriculum clubs and / or have a high level of sporting experience outside of the Academy. There is also significant academic content which is assessed in the form of written examination.
2. **BTEC SPORT option** – BTEC Level 2 First Award in Sport. Practical ability is not required for this course, but a keen interest in a variety of sports and activities is needed. The course combines two forms of assessment; a compulsory exam and 3 other coursework units which are set as assignments which are submitted to deadlines over the 3 years.

Examining body:

Edexcel

Course overview:

GCSE PE - Students will study the **GCSE PE** programme for 2 hours per week. Students will learn about a variety of practical activities, narrowing their choice down to four preferred sports by the end of the course. They will then be examined playing, coaching or officiating these four sports. They will also study topics in the classroom such as exercise and fitness, diet, physiology, reasons for participation, psychology of sport and injuries in sport in preparation for a written exam at the end of Year 11.

Level 2 BTEC First Award in Sport

Students will study four units of work. Two core units and two optional specialist units. The core units include a compulsory examination on Fitness for Sport and Exercise and a unit on practical sport. The other units can alter each year to suit the skills, abilities and interests of each group. Examples of units we have previously studied are:

- Leading sports activities e.g. coaching, leadership and planning training programmes
- The Mind and Sports Performance – e.g. How factors such as personality, motivation and anxiety impact upon sporting performance

Assessment:

GCSE PE option - 60% practical assessment and 40% written examination at the end of Year 11.

BTEC First Sport option - Two optional specialist coursework units. Two core mandatory units including one examination unit assessed by electronic examination.

Why should you choose this subject?

Sport and leisure is a multi-billion pound industry within the UK alone. There are numerous opportunities within the sector, catering for a vast array of skill sets. Typical career paths stemming from these Key Stage 4 choices would be: teaching, physiotherapy, leisure industry, coaching, sports nutrition, sports marketing, private and public sector sports provision, sports development and personal training. Sport is often seen as part of a well-balanced lifestyle by employers and universities and obviously contributes to lifelong well-being. Moreover, the lessons and course as a whole are dynamic and fun. Both courses will challenge you to develop skills such as teamwork, personal responsibility and leadership. These skills are highly valued in the world of employment.

Extended curriculum opportunities:

There are a multitude of sports extended curriculum clubs. Students can attend as many as they like but can particularly focus on those clubs which potentially form part of their assessment, thus not only enjoying themselves but also contributing to their academic success.

Students can also get involved in the many Academy teams to supplement their personal practice and progress towards their target grades.

Progression:

Both the GCSE and BTEC Sport courses can lead to studying PE and sport at A-level and subsequently degree level. As mentioned above, there are numerous choices of career available through sport, which can combine personal interest with stimulating, motivating and dynamic working environments.

Find out more:

<http://www.edexcel.com/quals/firsts/sport/Pages/default.aspx>

<http://www.edexcel.com/quals/gcse/gcse09/pe/Pages/default.aspx>

<http://www.bbc.co.uk/schools/gcsebitesize/pe/>

<http://www.leisurejobs.com/>

Examining body:

AQA

Course overview:

Product Design encourages students to design and make products with creativity and originality, using a range of materials such as paper / card, plastics, electronics, timber-based materials, and ferrous and non-ferrous metals. There is also an emphasis on developing both hand drawn design skills alongside computer aided design skills using a range of industry standard packages such as TechSoft 2D Design, Adobe Photoshop and Illustrator.

You will learn about a number of topics for the written exam, including:

- Classic design
- Manufacturing processes in industry
- Designing for different markets and developing products
- The moral, cultural, economic, and social values and needs that are made in the planning and designing of products

Assessment:

60% Controlled Assessment (Design and Make Task)

A single design-and-make task consisting of the development of a made outcome and a concise design folder and / or appropriate ICT evidence.

40% Final examination

Section A: 30 marks - A design question based on context supplied before the exam

Section B: 90 marks - Covers all aspects of the specification content

Why should you choose this subject?

- If you have ever watched Dragon's Den and thought you could do a better job of designing products, then this is the subject for you!
- This is an exciting subject, which would suit any student with creativity, a passion for design and good ideas.
- It gives you a great insight into any design-based career and has many skills which are applicable to engineering, business and advertising.

Extended curriculum opportunities:

- After-school use of workshops to extend work from class
- Visits to the Design Museum, Victoria & Albert Museum and design studios

Progression:

GCSE Product Design leads to A-Level Product Design and subsequently to degree level. It would be an excellent introduction to any design based discipline at degree level such as architecture, industrial design, jewellery and graphic design as well as subjects such as engineering. The skills learned are not just applicable to careers in design but also to more vocational and craft jobs. The process of developing a product from initial idea to completion is a skill set used in many careers such as business, marketing and project management.

Find out more:

- Type in this link to the internet to look at the full specification:
http://web.aqa.org.uk/qual/newgcse/dandt/new/product_materials.php?id=06&prev=06
- You will find past papers here:
http://web.aqa.org.uk/qual/newgcse/dandt/new/product_materials.php?id=06&prev=06

Examining body:

OCR

Course overview:

GCSE specifications in Psychology encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to gain an insight into related sectors, such as science. They encourage students to develop a personal interest in and enthusiasm for psychology and prepare them to make informed decisions about further learning opportunities and career choices.

The aims of this specification are to enable candidates to:

- Engage in the process of psychological enquiry in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Develop an awareness of why psychology matters
- Acquire knowledge and understanding of how psychology works and its essential role in society
- Develop an understanding of the relationship between psychology and social, cultural, scientific and contemporary issues and the impact of psychology on everyday life
- Develop an understanding of ethical issues in psychology
- Develop an understanding of the contribution of psychology to individual, social and cultural diversity
- Develop a critical approach to scientific evidence and methods

Assessment:

The subject is assessed using three examination papers at the end of the course:

Unit B541 <i>Studies and Applications in Psychology 1</i>	Written Paper 1 hour 15 mins – 80 marks 40% of the qualification Question Paper: 5 sections, candidates answer all questions.
+	
Unit B542 <i>Studies and Applications in Psychology 2</i>	Written Paper 1 hour 15 mins – 80 marks 40% of the qualification Question Paper: 5 sections, candidates answer all questions.
+	
Unit B543 <i>Research in Psychology</i>	Written Paper 1 hour – 40 marks 20% of the qualification Question Paper: 2 sections, candidates answer all questions.

Why should you choose this subject?

- Develops scientific skill: Psychology is a scientific subject that focuses on developing our understanding of human behaviour
- Develops appreciation and understanding of behaviour: Unusual behaviour becomes explainable
- Career development: Psychology applies to many jobs such as advertising, child care, management, teaching, physiotherapy, politics, law, teaching etc.
- Employment: Psychology graduates are one of the most employable graduates according to recent studies.

Extended curriculum opportunities:

- Field research
- Visits to local exhibitions and galleries
- Theatre visits

Progression:

A GCSE in Psychology can lead into A-level psychology but it develops written communication, mathematical skills, and scientific skills which supports a range of A-level subjects. GCSE Psychology also supports vocational courses such as NVQ qualifications in childcare and in apprenticeships.

Find out more:

- Type in this link to the internet to look at the full specification:
<http://www.ocr.org.uk/Images/82550-specification.pdf>
- You will find past papers here: <http://www.ocr.org.uk/qualifications/gcse-psychology-j611-from-2012/>

Examining body:

Edexcel

Course overview:

- Lifestyle (health, relationships & choices)
- Leisure (free time & the media, holidays)
- Home and environment (home & local area, environment)
- Work and education (school / college & future plans, current & future jobs)

The Department for Education has published some key changes for GCSE examinations in Modern Foreign Languages and these include:

- Controlled assessments (coursework done under exam conditions) will be scrapped – to be replaced by external assessment (oral exams will be internally conducted but externally assessed),
- At least 10% of the marks available must be allocated to knowledge and application of grammar,
- The weighting for the four skills (listening, speaking, reading and writing) will be 25% each,
- The introduction of a wider range of literary texts,
- The requirement to translate short texts from English into assessed language, and
- A greater focus on the culture and identity of countries where French is spoken.

Assessment:

Unit 1: Listening – examination 25% (Foundation 35 minutes, Higher 45 minutes)

Unit 2: Reading – examination 25% (Foundation 30 minutes, Higher 50 minutes)

Unit 3: Speaking – examination 25% (untiered – internally conducted; externally assessed)

Unit 4: Writing – examination 25% (untiered)

Why should you choose this subject?

- Spanish is spoken by an estimated 350 million people around the world and is currently the 4th most commonly spoken language worldwide.
- Geographically, a large number of countries have Spanish as a dominant language: Spain, the United States, Venezuela, Argentina, Chile, Equatorial Guinea, the Philippines, Guatemala, Honduras, Cuba to name only a few. Knowing Spanish opens the door for you to communicate with 1/3 of a billion speakers worldwide.
- Learning Spanish at this level can open the doors to art, music, fashion, food, architecture and literature.
- Spanish combined with other interests opens hundreds of expanded career opportunities.

Extended curriculum opportunities:

- Spanish exchange programme (Barcelona)
- Spanish film club
- Extra conversation classes
- Visits to the Instituto Cervantes

Progression:

GCSE Spanish leads onto A-Level Spanish and subsequently to degree level. As a Spanish-speaker, you may consider a career in the diplomatic service, international law, translating, interpreting or teaching, to name but a few, and of course speaking Spanish puts you at a major advantage when applying for jobs in international business with global companies such as Santander, SEAT, Telefónica de España and Iberia.

Find out more:

- Type in this link to the internet to look at the full specification:
<https://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE%20Spanish%20spec%20Issue%203%20UG025112%20090112.pdf>
- You will find past papers here:
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2009.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials>
- Look at other careers paths which involve Spanish: www.toplanguagejobs.co.uk (then click on the tab 'Languages', scroll down, then tick in the 'Spanish' box)

Examining body:

AQA

Course overview:

Textiles Technology gives students an opportunity to demonstrate their creativity when making textile products. Students will learn about fibres and fabrics, about decorative finishing processes for example dyeing and also functional finishing processes such as water resistance. There will be a combination of traditional techniques and modern processes. Students will learn to use the sewing machine as an essential tool for their making tasks. Products made by students previously have included handbags, shirts, skirts and soft furnishings.

Assessment:

60% Controlled Assessment (Design and Make Task)

A single design-and-make activity consisting of the development of a made textile outcome and a concise design folder and / or appropriate ICT evidence.

40% Final examination

Section A: 30 marks - A design question based on context supplied before the exam

Section B: 90 marks - Covers all aspects of the specification content

Why should you choose this subject?

- Because it's a great way to develop your understanding of fabrics and components and how to manipulate them to develop new ideas.
- This is an exciting subject, which would suit any student with creativity, a passion for design and good ideas.
- London has an international reputation as a fashion capital of the world and this course could be the start of an amazing career.

Extended curriculum opportunities:

- Textiles Club
- Visits to local textile businesses, the V&A Museum.

Progression:

A GCSE in Textiles Technology can lead onto A-level Product Design or any other qualification within the textile industry.

Find out more:

- Type in this link to the internet to look at the full specification:
<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4570-W-SP-14.PDF>
- You will find past papers here:
http://web.aqa.org.uk/qual/newgcscs/dandt/new/textiles_materials.php

Key Stage 4 Options Form

Please choose 3 subjects plus 2 reserves that we may use if we are unable to match your preferred option choices. **Write the name of the subjects, IN ORDER OF PREFERENCE, in the table at the bottom of this form.** The reserve options are a back-up plan, but should also be subjects that you are genuinely interested in taking.

Option subjects	
Arabic GCSE (EBacc)	Geography GCSE (EBacc)
Art GCSE	History GCSE (EBacc)
Art BTEC	Mandarin Chinese GCSE (EBacc)
Business Studies GCSE	Media Studies GCSE
Business Studies and Economics GCSE	Music GCSE
Citizenship GCSE	Music BTEC
Computing GCSE (EBacc)	Physical Education GCSE
Creative iMedia (Computing)	Product Design GCSE
Dance GCSE	Psychology GCSE
Dance BTEC	Spanish GCSE (EBacc)
Drama GCSE	Sport BTEC
Food and Nutrition GCSE	Textiles GCSE
French GCSE (EBacc)	

Conditions:

1. **EBacc subjects:**

All students **must** choose one of the subjects referred to as the 'English Baccalaureate' or 'EBacc' subjects. They are as follows in our option offer: Arabic, Computing, French, Geography, History, Mandarin Chinese and Spanish. If students have evidence to suggest that they are able to sit a GCSE in their home language and achieve their target grade, they will not have to choose a subject from this group.

2. **Music GCSE:**

Music Scholars are required to select GCSE Music as a compulsory option as stated when students applied for and were accepted onto the scholars programme.

3. **In order to promote a balanced curriculum, the following subject combinations are NOT permitted:**

- Art BTEC and Art GCSE
- Dance BTEC and Dance GCSE
- Media Studies and Creative iMedia (Computing)
- Music BTEC and Music GCSE
- Sport BTEC and PE GCSE

Order of Preference	Subject:
Option 1	
Option 2	
Option 3	
Reserve 1	
Reserve 2	

All forms should be completed and returned to Mr Cragg, room 402, by Friday 26th March at the absolute latest.

Student name: _____

Coaching group: _____

Parent / Carer's signature: _____