



Chamberlayne College
for the Arts

Preferences 2019-2021

Moving Up to Key Stage 4

Year 9 Preferences Evening

Thursday 24th January 2019

Dear parents, carers and students

Year 9 will now begin the process of selecting the courses they wish to study in Key Stage 4. This year we have developed a curriculum for every student which is designed to meet their individual needs and supports them to reach their potential. The aim of this evening, and this booklet, is to ensure that you are in a position to make an informed decision.

This evening will begin with a short presentation in the Hall at 6.30pm, and will be followed by an opportunity for you to meet with staff from individual departments, to find out what the courses entail.

Enclosed within this booklet are two copies of the Subject Preferences Form. One copy is for you to use as a draft or keep for reference. The other is to be used to record your child's selection and should be returned to school as soon as possible after the Information Evening and before Thursday 14th February at the latest.

Please take the time to look through this guidance with your son or daughter in order to support them during this process. It is important for every student to make the right decision, as studying an appropriate curriculum does contribute hugely to success at the end of Key Stage 4.

If you have any queries regarding this process, the Senior Leadership Team, pastoral leaders and subject teachers will be available to answer your questions. If there are further queries which arise after this evening, please do not hesitate to contact us through the school office.

Yours sincerely

Mr Giles

Headteacher

Ms Keyse

Associate
Headteacher

Mr Toone

Assistant
Headteacher





Chamberlayne College
for the Arts

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MAKING YOUR DECISION

During your first three years at secondary school you have studied a wide range of subjects. At the end of Year 11, students take public examinations, and gain qualifications in order to progress on to further education, higher education and ultimately their chosen career path. Examination subjects require more time each week than you now spend, so it is necessary to reduce the number of subjects you follow.

All students are asked to select 6 subjects from which we will select 4 to build your Key Stage 4 curriculum.

When you choose you should ask yourself three questions:

- Am I good at the subject?
- Do I enjoy it?
- Will it be useful to me in further education or my career?

Following on from the questions above, you are most likely to be successful in subjects which you enjoy, are good at and which will be useful in your career.

It is very important that you take advice from your subject teachers, tutors and Pastoral and Senior leaders. You are more likely to do well in examinations if you choose according to your strengths. Equally, if you enjoy a subject your motivation is improved and you are more likely to do better. However, you should choose according to the subject, and not the teacher: we cannot guarantee any particular teacher.

As a general rule, choose a broad and balanced curriculum. However, if you are clearly set on a particular course beyond 16 or a particular career, it would be sensible to make sure that you choose subjects which are relevant.

WHERE CAN I SEEK ADVICE?

There are many sources of help and information available but you should talk to at least some of the following:

- Your Parents
- Your Teachers
- Your Tutor
- Your Pastoral Leader
- Careers Advisor — Mr Henser
- Local further education colleges such as Itchen College, Richard Tauntons and City College

WILL MY PREFERENCES BE GUARANTEED?

We will always try to give you your preferred subjects, but this may not be possible in every case. There are several reasons why this may happen:

- There may be too few students wishing to follow a subject to make up a class.
- There may be too many students in a group.
- A student may make unrealistic choices in relation to a combination of subjects.
- It may not be possible to timetable a particular combination of subjects.



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In addition to the core curriculum, you will be required to choose 6 subjects from the lists below. You will be allocated 4 subjects from the 6 you select.

Art & Design

Business

Construction (City College)*
(subject to demand and availability)

Drama

Dance

Engineering

Geography

History

Information Technology

Media

Rock School Music

Philosophy & Ethics

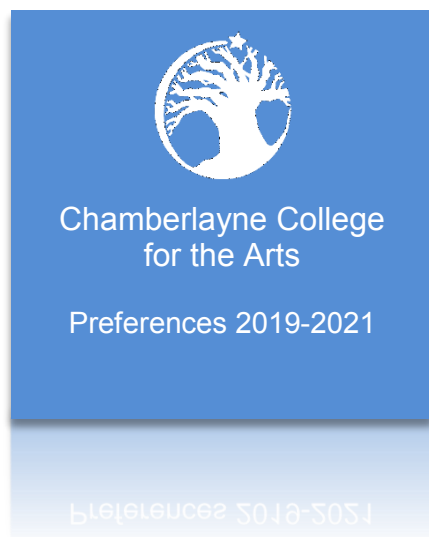
Photography

Psychology

Spanish

BTEC Sport

You will find these subjects described in more detail over the following pages.



The Key Stage 4 Curriculum

All students will follow a core programme consisting of English, Mathematics, and Science. Students will follow GCSE courses in all three subject areas with the majority of students studying for qualifications in English Literature and English Language, Mathematics, Biology, Chemistry and Physics.

Students will also take part in SMSC lessons and Core PE as part of the statutory curriculum. These lessons provide students with the vital skills for life as an independent adult. Alongside this, students will be provided with opportunities to practise developing reasoned arguments, making decisions, and understanding why people act as they do. These are relevant skills for a wide range of subjects and will boost exam performance across the board. The details of all the core courses are outlined in the next section.

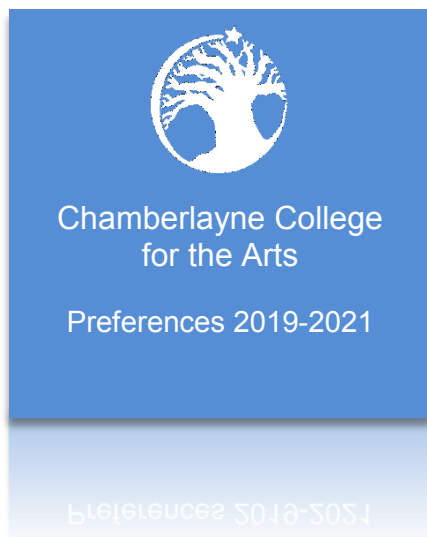
In addition to the core curriculum, most pupils will select a further four subjects. This adds up to a potential minimum award of 10 GCSE (or equivalent) grades in Year 11.

LEARNING SUPPORT

Some students will be provided with additional support to access some aspects of the curriculum to help them make effective progress. This may be individually or in small groups. Mrs Thompson, who co-ordinates Learning Support at Chamberlayne, will contact these students and their parents personally.

COMMITMENT

Success in external examinations only comes with personal commitment. It requires regular attendance, concentration on the task in hand, and independent completion of tasks. This means that students and parents must be prepared to set aside time outside of school to prepare for, and complete, set tasks.



The Preferences Process: Key Dates

Preferences booklet distributed to Year 9 students
Friday 18th January 2019

Preferences Evening
Thursday 24th March 2019 6.30pm

Year 9 Parents Consultation Evening
Thursday 7th February 2019

Preferences form submission deadline
Thursday 14th February 2019

Written confirmation of final course allocation to students
July 2019



Expect More. Achieve More.

GCSE English Language

Subject Leader: Miss J Cole

What our
students
say:



"I love the creative writing part of English Language. I have developed my descriptive writing skills and now enjoy writing for an audience."



"We get to analyse a range of non-fiction and fiction texts which helps us to develop our own writing skills."



Specification: AQA 8700

Paper 1: Explorations in Creative Reading and Writing (1 hour 45 minutes)

Paper 2: Writers' Viewpoints and Perspectives (1 hour 45 minutes)

All texts in the examination will be unseen.

Non-examination Assessment: Spoken Language

Apart from Spoken Language, there is no coursework or controlled assessment; all assessment is through examination in Year 11.

Summary of Course Content (Skills and Knowledge):

Both examinations assess how well students can read into texts, how the writers have used language and structure and they are asked to evaluate the meanings behind a text, needing to consider what the writer is trying to get across and how they do this. Students will then be asked to put these strategies into place themselves, and complete a writing task at the end of each exam.

Students will study English Literature alongside English Language and these skills are transferable, to some extent. Our curriculum will enable students to apply the skills needed in English Language to improve their ability to analyse a wide variety of literature.

Further study and career opportunities:

English Language is a core subject. You must secure a Grade 4 or above in either English Language or English Literature to progress onto a course at College. If you do not secure a Grade 4 for either subject, the College have to ensure that you take the subject again. This is not down to the College – this is a government initiative.

English Language underpins our understanding of the world around us. Not only does it enable you to read into how effects are created in fiction, it also enables you to read media texts critically. Studying this subject in depth will make you question everything in front of you so you don't just believe everything that is 'fed' to you.

Having a good command of the English language is also incredibly important. Whatever job you want to do in the future, you will not be able to achieve your ambitions if you cannot communicate effectively, in the spoken form as well as the written form.



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GCSE English Literature

Subject Leader: Miss J Cole

What our
students
say:

Specification: AQA 8702

Paper 1: Shakespeare and the 19th-Century Novel (40%)

Paper 2: Modern Texts and Poetry (60%)

All texts in the examinations will be studied in class but students are not allowed to bring in any of the texts to the examination itself.

Texts will be provided at school but we strongly advise that students buy the texts themselves, with the exception of the poetry anthology, so they can make notes in them and study them in depth. They will need to be read and re-read.



*"I have really enjoyed studying a range of texts, especially **An Inspector Calls** as we got to act it out."*

Summary of Course Content (Skills and Knowledge):

Students will study a total of 3 texts (a Shakespeare play, a modern novel or play, and a 19th Century novel) and 15 poems from the Poetry Anthology, provided by the exam board.

For Paper 1, students will answer one question on the novel studied in class, and one question on the play studied in class. They will be required to write in detail about an extract and then to write about the text as a whole

For Paper 2, students will have a choice of two questions for the modern text they have studied and they will have to answer one of their choice. They will have to remember key phrases and words from the novel to enable them to do this effectively. For the poetry section, students will be given one poem, printed, in the exam paper and they will need to compare this poem to one of their choice, which they will not have access to. They will then have to comment on a previously unseen poem and then compare that poem to another previously unseen poem.



"It's challenging trying to remember everything for our exams but there are lots of revision materials to help us."

Further study and career opportunities:

English Literature is a core subject. You must secure a Grade 4 or above in either English Language or English Literature to progress onto a course at College. If you do not secure a Grade 4 for either subject, the College have to ensure that you take the subject again. This is not down to the College – this is a government initiative.

If you have ambition to go to University after College, studying English Literature at A-Level will help you get into one of the top Universities in the country. Reading a variety of literature unlocks many different skills: linking a text to the historical influences of the time it was written, analysing the effect of language and narrative voice, evaluating the meanings and ideas behind great writers of our time and in our literary heritage. It will help you become more culturally aware. And, it's really enjoyable!





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GCSE Mathematics

Subject Leader: Mr A Dyer

What our
students
say:

Specification: Edexcel 1MA0

Three equally weighted written papers:

Paper 1 non-calculator 1hr.30 (33.3%)

Paper 2 calculator 1hr.30 (33.3%)

Paper 3 calculator 1hr.30 (33.3%)



Summary of Course Content (Skills and Knowledge):

Developing knowledge, skills and understanding of mathematical methods and concepts in the following areas:

Number

Algebra

Ratio, proportion and rates of change

Geometry and measures

Statistics

Probability

Assessment:

Three equally weighted written papers; 1 non-calculator and 2 calculator papers, each are 1 hour 30 minutes in length.

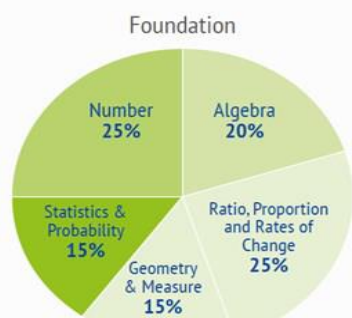
There are 2 tiers; Foundation with grades 1 - 5 and Higher with grades 4 – 9

"GCSE Maths is sometimes hard but also fun. It's an amazing feeling when I understand something I thought was impossible."

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

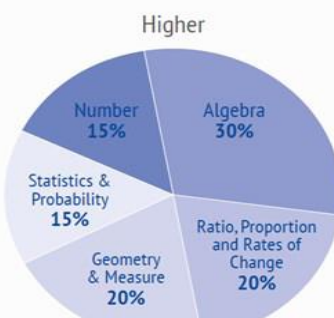
"Maths helps us to solve problems – I like being made to think hard!"

Foundation tier papers will assess the different content domains in these proportions:



There is a greater emphasis on ratio, proportion and rates of change at Foundation tier.

Higher tier papers will assess the different content domains in these proportions:



There is a greater emphasis on algebra at Higher tier, as this is the vehicle for progression to A level Mathematics.

Further Study and Career Opportunities:

Students can go on to study Mathematics at AS and A Level Mathematics. GCSE Mathematics is also specifically required for some technical and engineering courses.



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AQA GCSE COMBINED SCIENCE: TRILOGY

(8464)

Subject Leader: Mr K Booth

What our
students say:

What is combined science?

Combined Science (also known as 'Double Award Science' or 'Trilogy') is where students study all three sciences (Biology, Chemistry and Physics) but end up with two GCSEs. The majority of GCSE students in England follow the combined course, which covers approximately two thirds of the content covered by Triple Award Science students. They are awarded two GCSE grades based on their overall performance across all three science subjects.

What to expect:

How it's assessed

- 6 x Written exam: 1 hour 15 minutes (70 marks per paper)
- Each exam features *Foundation tier* and *Higher tier* papers. Foundation tier is designed for students who are aiming for grades 1-5, and Higher tier is designed for students who are looking for grades 4-9.

Questions

- The exams will consist of a mix of question types including multiple choice questions requiring short answers and questions requiring longer, more complex answers. The questions get progressively more difficult as the student works through the exam.

What is assessed

Biology Paper 1 Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.

Biology Paper 2 Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 1 Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

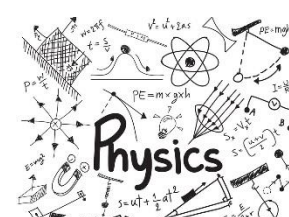
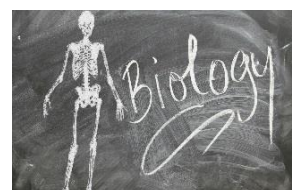
Chemistry Paper 2 Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Physics Paper 1 Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

Physics Paper 2 Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

How important is Science?

Whether it is chemistry, physics, biology or a mixture of the three, science sparks and develops our natural curiosity to explore and learn about the world around us. As we encounter science in our everyday lives, understanding basic studies develops our awareness of different climates, forces, and a true essence of how things work. As science is a very hands-on subject, it teaches and strengthens research, observation and analyzing skills through conducting experiments and forming conclusions, and this encourages the brain to think independently and outside the box.





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Core Physical Education

Subject Leader: Mr A Blyth

What our
students
say:

Course Specification: Core Physical Education

As a Physical Education Department, our aim in Core PE lessons is to provide every student with a wide range of sporting opportunities to help develop and nurture a love and enjoyment for physical activity. We feel that an active Healthy lifestyle is so important and actively encourage participation through exciting, fun and motivating activities. It is our hope that our students leave Chamberlayne College with a love for sport and leading an active lifestyle and continue to do so long after leaving us.



We understand that every child is different and that whilst it is important to develop resilience, not all students thrive on competition. It is very important to us that we work with students to help them find activities that they can participate in and enjoy. With this in mind our diverse curriculum aims to offer the opportunity for students to develop an understanding for the rules of sports, so that they can play socially and competitively in and outside of school.

In addition, there are other activities such as fitness, which uses the leisure centre facilities as well as opportunities to develop leadership skills.

In Key Stage 4 students are given the opportunity to select their curriculum route in core PE. Every half term students are allowed the opportunity to select from a list of activities on offer, and so can pick what best suits them.

Some of those activities include:

Rugby	Football
Netball	Hockey
Gymnastics	Basketball
Volleyball	Handball
Dodgeball	Fitness
Badminton	Table Tennis
Bench Ball	Alternative Games
Softball	Rounders
Cricket	Athletics

Leading a healthy, active lifestyle is very important and is something that we promote with our students during their time here at Chamberlayne College. This viewpoint is shared by the government, hence the compulsory expectation that every child will participate in all of their core PE lessons. Failure to do so will result in the need for intervention to support each student's healthy lifestyle.





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GCSE Art & Design: Fine Art

Subject Leader: Miss E Fellerman

What our
students
say:

Specification: AQA Art & Design: Fine Art

There are two components:

Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.

Component 2 Externally set assignment: there's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

Summary of Course Content (Skills and Knowledge):

Fine art explores ideas, conveys experiences or responds to a theme or issue of personal significance. The areas of study are very broad and cover drawing, painting, sculpture, installation and mixed media.

Alongside improving your practical expertise, you'll learn how to:

- develop, refine and record your ideas
- present a personal response that realises your intentions
- improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies
- successfully use visual language and the formal elements e.g. colour, line, form, shape, tone, texture
- use drawing skills for different needs and purposes.

Further Study and Career Opportunities:

You can continue your art and design studies at AS and A-level, where the same titles are available. You'll also be able to choose areas of study to specialise in within a particular title. If you don't want to take your art and design studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas.

Employers and universities regard all of these highly.

Employment

Art and design opens the door to lots of exciting careers Try these for starters:

- Fashion design • Graphic design • Theatre designer • Animator • Video game designer • Illustrator • Museum curator • Photographer • Architecture • Product design • Textiles design • Ceramics • Advertising • Publishing • Interior design • Fashion and media journalism • Hair and make-up design • Retail design • Exhibition design • Jewellery design • Artist • Visual media • Teaching
- New technologies are creating a whole new range of courses where art is being used in innovative ways.

"Choosing Art and Design gave me a good balance between the academic and creative subjects. It allowed me to be imaginative, think creatively and express myself."





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GCSE Spanish

Subject Leader: Ms J Maunder

What our
students
say:

Specification:

AQA Spanish 8698



Summary of Course Content (Skills and Knowledge):

The skills developed through learning foreign languages (communication, social skills, listening, team work, logical thinking, literacy, problem solving....the list goes on!) are highly valued both by colleges and future employers.

A language qualification at GCSE is also a gateway to accessing many professions at a higher level, with improved pay and opportunities for promotion.

The world is "getting smaller" by the day and people with experience of languages are already leading the way in areas like tourism, hospitality, finance, business management, the travel industry, law, broadcasting and the arts.

Studying GCSE Spanish will involve working across the following:

A wide range of resources, including the use of film, video, role-playing activities and practical approaches to effective language learning all combine to offer a positive experience of studying Spanish to GCSE, as well as providing a solid basis for further study for those wanting to pursue their language learning beyond GCSE.

"Learning a language has taught me such a variety of skills and also improved my English!"

"Everyone should learn a language – it's essential on your CV and the career possibilities are endless."





Subject Leader: Mr D Woolcock

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Learners are required to apply their knowledge and understanding to business decision making. This includes:

- Learners are also required to draw on their knowledge and understanding above to:

- ### Assessment:

Assessment in Business takes the form of two end of course examinations, both of which will be taken in year 11.

Business (01) Examination: Business activity, marketing and people

Marks: 80

Time: 1 hour 30 minutes

Weighting: 50%

Business (02) Examination: Operations, finance and influences on business

Marks: 80

Time: 1 hour 30 minutes

Weighting: 50%

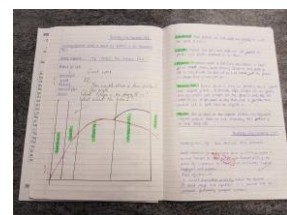
Further Study and Career Opportunities:

Further Study –

Business can be carried on at college through the more academic route of AS and A-levels or the more hands on vocational approach of Level Three BTEC's.

GCSE Business will also give a good grounding for the study of Economics in college.

"Business has helped me get an idea of how the real world works outside of the classroom."



“Learning about market research really showed me how businesses think when bringing out a new product.”

Now I know how powerful advertising really is!"





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GCSE Dance

Subject Leader: Mrs R Floyd

Specification: AQA GCSE Dance

Summary of Course Content (Skills and Knowledge):

Pupils are required to develop their knowledge and understanding of the technical and performance skills required to be an excellent dance practitioner. They will develop technical skills such as good use of posture, balance, extension and flexibility giving them the opportunity to develop as a great performer.

Pupils will learn two set dances and a trio performance that they will perform to a live audience. They also have to choreograph a group or solo dance based on a set stimulus. Pupils will have the opportunity to perform all dances to parents and friends in order to showcase their excellent dance talents. The practical element of the course comprises of 60% of the final GCSE Dance mark.

In addition, pupils learn about the theoretical knowledge of Dance, studying six professional works set by the examination board. They also learn about the methods applicable to choreographing and performing in order to ensure a continuous development of personal skills. This is in preparation for a written exam which is worth 40% of the final GCSE mark.

Assessment:

Practical Exam

2 x Set Dance Pieces = 20%

Trio Performance = 20%

Solo or Group Choreography = 20%

Written Exam

1 hour 30 minutes = 40%

Further Study and Career Opportunities:

Further Studies:

- Dance, Performing Arts, Drama Techniques, Film and Media, Theatre Studies Creativity and Media, Stage Design, Stage Management, Choreography, Directing, Performance Digital Video Recording, Costume design, Prop Making and Design and Technical Theatre

Career Opportunities:

- Teaching, Choreography, Dance and Drama Performance, Stage Management
- Theatre management, Directing, Box Office and Front of House
- Creative Events Organisation, Dance Analysis, Performing Arts Critic

What our
students
say:



*"The showcase nights
are amazing!"*



*"I have developed my
technical skills as
dancer."*





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Rock School Dance

Subject Leader: Mrs R Floyd

What our
students
say:

Specification:

RSL Level 2 Certificate In Creative and Performing Arts



Summary of Course Content (Skills and Knowledge):

The Level 2 Certificate in Creative and Performing Arts provides learners with skills, knowledge and understanding within the sphere of the creative and performing arts. Pupils will study two dance units, the first based on a contemporary dance work that pupils have the chance to recreate and perform to a live audience.

The second is an external unit based on a live performance with the theme of the event set by the examination board. Pupils are required to work to a brief and apply a range of skills, knowledge and understanding of both Dance performance and technical skills.

This is very much a practical course that comprises of the completion of portfolio work and live performances.

Assessment:

Unit 229 – Ensemble Dance Performance (Internal Assessment)

Unit 201 – Live Performance (External Assessment)



"I love performing in front of a live audience!"

Further Study and Career Opportunities:

Further Studies:

- Dance, Performing Arts, Drama Techniques, Film and Media, Theatre Studies Creativity and Media, Stage Design, Stage Management, Choreography, Directing, Performance Digital Video Recording, Costume design, Prop Making and Design, Technical Theatre

Career Opportunities:

- Teaching, Choreography, Dance and Drama Performance, Stage Management Theatre management, Directing, Box Office and Front of House, Creative Events Organisation, Dance Analysis, Performing Arts Critic, Costume Designer, Artistic Company director, Creative Producer, Performing Arts Educational Officer, Theatre Technician, Dance Development Manager, Community Dance Manager



"I have gained so much confidence as a dancer."





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GCSE Drama

Subject Leader: Ms T Saunders

What our
students
say:

Specification: EDEXCEL GCSE (9-1) 1DRO

Component 1 - **Devising Drama** – students create a group performance using their own ideas. Technical options for lighting and sound are optional in this unit.

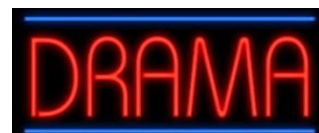
Component 2 - **Texts in Practice** - students direct and perform scripted plays – technical options for lighting and sound are optional in this unit.

Component 3 - **Understanding Drama** – students study a set play text for the exam and answer questions as an actor, director and designer.



"Great fun yet
challenging."

"Drama has given me
the self- confidence to
communicate with and
lead people. The skills I
have learnt in this
subject will help me in
so many ways in the
future."



"Drama allows me to
be creative and
expressive. I love it!"



Summary of Course Content (Skills and Knowledge):

GCSE Drama is an exciting and innovative approach to creating theatre and developing an understanding of theatre arts from the perspective of an actor, director and designer. Students will have the opportunity to explore ideas, themes and texts through **practical** drama and will utilise the knowledge and the skills they gain to create and direct their own **performance work** for assessment. This includes planning and organising **sound, costume and lighting**. Students will have the opportunity to present performance work in front of live audiences and will gain experience of some of the most prolific drama practitioners and drama skills which will deepen their knowledge and understanding of the subject. Students will demonstrate their practical knowledge and understanding of drama and theatre arts through a written examination at the end of year 11.

Assessment:

Component 1 - Devising Drama (Practical Performance and Written Portfolio) (40%)

Component 2 - Texts in Practice (Practical Performance) (20%)

Component 3 - Understanding Drama (Written exam) (40%)

Further Study and Career Opportunities:

A Level Drama and Theatre Studies

BTEC Level 3 Performing Arts

Level 3 Technical Theatre Production

Drama is an excellent choice for those students who wish to pursue a career in the performing arts industry. But It is also a vital subject for developing confidence and communication skills.

Communication skills and confidence are the key to success which makes drama A viable choice for all students.



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BTEC Engineering

Subject Leader: Mr A Murrell

*What our
students
say:*

Specification:

Pearson BTEC Level 2 First Award in Engineering Design and Product Investigation



BTEC Tech Award in Engineering

The BTEC Tech Award in Engineering has been developed to give learners at Key Stage 4 in England the opportunity to study one or more vocational areas as part of their curriculum. The award has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16 year olds.

Qualification Structure

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification.

Component 1: Exploring Engineering Sectors and Design Applications

Component 2: Investigating an Engineering Project

Component 3: Externally Assessed Set Task

The components have 4 assessment objectives:

AO1 Understand how to respond to an engineering brief

AO2 Select skills and techniques in response to an engineering brief

AO3 Apply skills and techniques in response to an engineering brief

AO4 Evaluate and review the outcomes of the application of skills and techniques in response to an engineering brief

In addition to Components 1, 2 and 3 students will have the opportunity to create products such as mobile phone tablet stand/adjustable lamp/speaker and bicycle tool.



*"I really enjoy the
designing and making
part of this course."*





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GCSE Geography

Subject Leader: Mrs S Smart

What our
students
say:

Specification: EDUQAS Specification B

The course is assessed by 3 examinations:

- **Investigating geographical issues** (1 hour 45 minutes) 40% of the qualification
- **Problem solving geography** (1 hour 30 minutes) 30% of the qualification
- **Applied fieldwork enquiry** (1 hour 30 minutes) 30% of the qualification



"Choosing Geography deepens your understanding of how the world works."

Summary of Course Content (Skills and Knowledge):

You will study the three key themes of this qualification through local, national and international case studies. The themes are:

- **Changing places – Changing economies** (urban and rural processes, changing levels of international development)
- **Changing environments** (coasts, rivers, weather and climate)
- **Environmental challenges** (ecosystems, water supplies, desertification)

You will be expected to attend two fieldtrips to use your geographical skills in a practical setting. There is also likely to be an optional residential fieldtrip in Year 11.

Assessment:

The three exams assess your skills through four assessment objectives;

- **AO1 Knowledge:** Short answer questions that assess key terms.
- **AO2 Understanding:** Longer written explanations.
- **AO3 Application:** Extended written answers in the form of balanced arguments and letters justifying decisions.
- **AO4 Skills:** Map, graph and statistical skills will be tested.



"The map references you'll learn can save yours or other's lives."

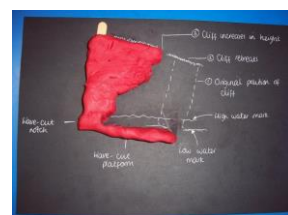
Further Study and Career Opportunities:

Further Study – Geography is a bridging subject between the arts and the sciences. At A-level it can be taken alongside biology, chemistry, physics and maths but equally fits with history, religious studies, sociology or English. Geography also links strongly with subjects like business and economics and is recognised by universities as a facilitating subject.

Employment – Geography is a challenging GCSE and employers recognise that a good grade in Geography means good numeracy and literacy skills. It is therefore useful on any CV. The study of physical geography can lead to jobs in organisations such as the Environment Agency, Forestry Commission or working in weather reporting or land management. Human geography links to jobs in planning, international aid work or waste management. Local employers include Ordnance Survey and schools.



"It helps with many other subjects like English, Maths, Science and Business Studies."





Expect More. Achieve More.

GCSE History

Subject Leader: Mr B Brown

What our
students
say:

Specification: EDUQAS History (9-1)

There are four units of study:

- The Elizabethan Age, 1558-1603
- The USA: A Nation of Contrasts, 1910-29
- The Development of Germany, 1919-1991
- Changes in Health and Medicine in Britain, c500 to the present day



"History is an amazing subject that will challenge you to look further than the first layer of everything you learn."

Summary of Course Content (Skills and Knowledge):

GCSE History (9-1) allows students to study a World History Study, a European History Study and two British History Studies. They range in different time periods in history from the Middle-Ages to the 21st century.

The units will cover a large amount of historical content which will include two depth studies over a short amount of time and two breadth studies covering a larger amount of time. Students will then be tested on their historical skills and knowledge.

Each unit will be focusing on different key skills and knowledge which includes the analysis and evaluation of historical sources and interpretations. There will also be questions testing historical understanding of change and continuity, cause and consequence, significance, similarity and difference.



Assessment:

The course is divided into two components:

Component 1: Studies in Depth. Written examinations: 2 hours (split into two papers of 1 hour duration each) 50% of qualification.

- The Elizabethan Age, 1558-1603
- The USA: A Nation of Contrasts, 1910-29

Component 2: Studies in Breadth. Written examinations: 2 hours (split into two papers of 45 minutes for the Period Study and 1 hour 15 minutes for the Thematic Study) 50% of qualification.

- The Development of Germany, 1919-1991
- Changes in Health and Medicine in Britain, c500 to the present day

Further studies and career opportunities:

History GCSE provides an excellent grounding for most A - Levels, particularly History, Law, Politics, Sociology, Art and English. History is still considered a 'gold standard' GCSE and will look good on any CV.

History supports most career choices but notably archival work, heritage and museums, law, policing, journalism, working in the media and even teaching.

"History has taught me how to persevere and to be confident when I am answering a question."



"History constantly makes me think about the past in different ways."



Expect More. Achieve More.

TLM Information Technology

Subject Leader: Mr D Woolcock

What our
students
say:

Specification: OCR Cambridge Nationals in Information Technologies



Why take CAMBRIDGE NATIONAL IN INFORMATION TECHNOLOGIES?

Data Manipulation and Project Management are vital skills for success in employment and higher education and are among the key transferable skills required by employers.

Our Cambridge National in Information Technologies develops students understanding of these skills through the development of creative products to solve real world data problems.

Taking this qualification will prepare your child for a career in a data driven future. What's included – at a glance The qualification is made up of two units that everyone takes.

R012 – Understanding tools, techniques, methods and processes for technological solutions

- Knowledge of hardware and software applications.
- Data Manipulation tools and techniques.
- Project Life Cycle – phases, interaction, inputs and outputs.
- Risks, legal moral, ethical and security issues.

R013 – Developing technological solutions

- Focus on the use of skills to develop a creative technological solution to a real world problem.
- Follow a project life cycle and demonstrate skills such as SWOT analysis, GANTT charts, data collection and presenting data.
- Use hardware and software to create an integrated technological solution for data processing and communication of information.

How is it tested? This qualification is tested through a mixture of set coursework and examination.

There is one written exam (R012) which lasts for 1 hour 45 minutes.

The exam assesses a student's understanding of tools, techniques, methods and processes for technological solutions. Your child will have two opportunities to take the test. The coursework unit (R013) will be a set assignment that assesses a student's ability to develop a technological solution to a real world problem.





Expect More. Achieve More.

GCSE Media

Subject Leader: Mrs R Floyd

What our
students
say:

Specification: WJEC Eduqas GCSE in Media Studies



Summary of Course Content (Skills and Knowledge):

Pupils will learn how to explore media language and representation through the analysing of different media forms such as magazines, film posters, newspapers and print advertisements. They will also gain valuable skills which will allow them to understand how media industries and target audiences influence the media in our society.

Pupils will also be required to design and produce a media product for an intended audience in response from a set of chosen briefs set by the examination board. This product will need to demonstrate their full understanding of media language and representation.

Assessment:

Component 1: Exploring the Media - Written Examination (1 hour 30mins)

Component 2: Understanding Media Forms and Products- Written Examination (1 hour 30mins)

Component 3: Creating Media Products – Non-examination assessment – 30% of qualification.

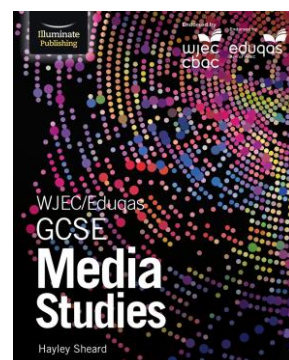
Further Study and Career Opportunities:

Further Study in

- Creativity and Media, Film and Media, Theatre Studies, Technical Theatre Visual and Media Arts, Creative Media Production Broadcast, Music Technology, Photography, Journalism, TV and Film Studies, Performing Arts, Management Studies

Employment –

- Journalism, Television, Newspaper editor, Reporter, Media Planner, Multimedia Specialist, Public relations Officer, Runner – broadcasting/film/TV/video, Producer – TV/film/video, Magazine Journalist Market Research, Writer,



"I never realised how the media could be so influential until I started this course."





Expect More. Achieve More.

Rock School Music

Subject Leader: Mr W Cardy

Specification: Rock School Level 2 Certificate for Music Practitioners – Performance Pathway

Summary of Course Content (Skills and Knowledge)

Music Practitioners Qualifications are vocational, unit based qualifications which offer students the chance to learn a diverse range of music industry skills. The qualifications are available at Levels 1-3 with the opportunity to cover subjects such as performing, composing, music, technology and music business.

There are a variety of units for students to choose from which apply to their strengths in Music. If a student has an interest in performing, song writing or music production this is an appropriate qualification for them.

Assessment:

Students complete an externally assessed core unit, which takes the form a 15 minute public performance to a live audience. They then select a further 2 units which are internally assessed by teaching staff and then moderated by RSL.

Further Study and Career Opportunities:

RSL's Music Practitioners Qualifications can help you become a more skilled and knowledgeable musician, a more astute entrepreneur or a highly capable producer. They allow learners to progress to Higher Education, into the Industry or on to further specialised qualifications such as RSL's Level 3 Creative Practitioners programme.

Many of our local colleges offer RSL's Level 3 courses and suitable Level 3 BTECs, making this a great course for anyone hoping to go on to study music at KS5.

What our students say:

"Music has helped me with my confidence and developed my team and leadership skills. It is a one of a kind experience!"





Expect More. Achieve More.

GCSE Photography

Subject Leader: Mrs E Fellerman

Specification: AQA 8206 Art and Design (Photography)

Component 1: Portfolio

No time limit, 96 marks, 60% of GCSE grade.

Component 2: Externally set assignment

Preparatory period followed by 10 hours of supervised time, 96 marks, 40% of GCSE grade.

The GCSE Photography course is an exciting practical and theory based course ideal for students who wish to pursue a new skill and higher qualifications or a career in Photography. Students will develop a wide range of photographic skills including taking and developing their own photographs using both traditional and digital methods. Students will be expected to regularly complete homework and independent study to extend their learning and the content of their portfolio. During the course there will be opportunities to visit galleries and museums to study the work of other photographers.

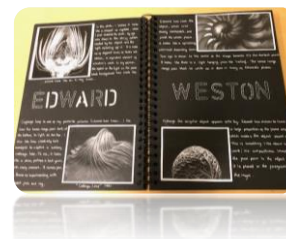
The GCSE is made up of two units. The first unit is developing a portfolio of individual projects worth 60% of your final grade. The second unit is the externally set assignment worth 40% of your final grade. Due to the exam element of this unit students will have ten hours to produce their final response. Your work will be continually assessed, regularly marked and feedback given to you to inform you of your progress throughout the course. The overall grade for the qualification will be a GCSE grade 9 to 1 and will depend on how well you perform in the coursework and exam.

Further Study and Career Opportunities:

Further Study – A Level Photography, BTEC National Diploma in Photography. You could then continue further to degree level if you wish.

Employment – Film and television production, media, freelance photographer, teacher or lecturer, forensics, photojournalism, fashion.

What our
students
say:



"I have learnt so many new skills in Photogrpahy. I enjoy working independently on projects and seeing the final result in print."





Expect More. Achieve More.

GCSE Psychology

Subject Leader: Dr E Church

What our
students
say:

Specification: OCR J203

There is no coursework or controlled assessment; all assessment is through two exams, both completed at the end of Year 11:

Paper 1: Studies and Applications in Psychology 1 (50%) 1 hour 30 mins

Paper 2: Studies and Applications in Psychology 2 (50%) 1 hour 30 mins



"Studying Psychology has allowed me to think about my own brain and those of others in a completely new way"



"Psychology is really interesting; I have particularly enjoyed focusing on what can happen when the human mind is not operating in the way it should"



"Psychology has opened my eyes to a completely new way of learning"

Summary of Course Content (Skills and Knowledge):

Psychology GCSE combines a balance of classic and modern psychological theory and research, with an emphasis on 'doing psychology', and a focusing on mental health, whilst assisting students to explain everyday social phenomena.

For Paper 1, students will focus on the three key components of Criminal Psychology, Development, and Psychological Problems, as well as considering research methods in terms of designing a psychological investigation.

For Paper 2, students will focus on the three key components of Social Influence, Memory, and Sleep and Dreaming, as well as considering research methods which relate to a novel source.

Further study and career opportunities:

Psychology is a highly regarded subject with colleges, universities, and employers.

GCSE Psychology is designed to provide students with a smooth progression to A-level, should they so desire. In order to study Psychology further at college, you must secure a grade 5 or above in both English and Maths, and have three or more GCSEs at grade 9-5. For Sociology and Criminology a grade 9-5 in English, and four or more GCSEs is required.

If you have an ambition to study a social science at University, Psychology can prove invaluable as it sits on the boundary of arts and social sciences combining elements of both. Psychology also complements subjects such as History, Geography, English, and Law.

Psychology is a very useful subject for any career where you interact with people. Occupations such as journalism, nursing, and marketing, to name a few, all welcome trainees who have studies in Psychology.



Expect More. Achieve More.

GCSE Philosophy and Ethics

Subject Leader: Miss H Hayter

What our
students
say:

Specification: EDUQAS Specification A

There are three units of study:

- Religious, Philosophical and Ethical Studies in the Modern World
- Christianity
- Islam



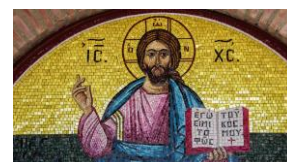
'Philosophy and Ethics examines a wide range of topics including philosophy, morality and politics.'

Summary of Course Content (Skills and Knowledge):

The three units cover a range of ethical issues and the religious, non-religious and philosophical approaches to these issues. Pupils are also expected to develop and articulate their own beliefs in response to the different topics.

In the first year of the course, you will study religious, philosophical and ethical studies in the modern world. There are four themes which will explore a range of topics, examining religious and non-religious approaches to each:

- Relationships
- Life and death
- Good and evil
- Human rights



In the second year of the course, you will study the beliefs, teaching and practices of Christianity and Islam.

Assessment:

The course is assessed by three written examinations:

- Religious, Philosophical and Ethical Studies in the Modern World: 2 hours (50%)
- Christianity: 1 hour (25%)
- Islam: 1 hour (25%)

Further Study and Career Opportunities:

During the two years of the course students should develop skills in research, gathering and collating information, evaluating opinions and arguments, and expressing views clearly and confidently in oral and written form. Discussion is an important part of lessons and students learnt to form their own opinions after careful consideration of the various viewpoints. The skills developed during Philosophy and Ethics GCSE equip students for a range of A Levels, in particular History, English, Psychology and Geography.

Philosophy and Ethics is a useful GCSE for those considering careers which involve working with people, being able to make decisions and express views about significant issues, including law, journalism, medicine, teaching and social services.

'Philosophy and Ethics is a vibrant, relevant and interesting subject: it covers all aspects of what it means to be a person, and is not just for those who are religious.'



'I enjoy the discussions we have in Philosophy and Ethics: it teaches you about the views of others and gives you a better understanding of the world.'





Expect More. Achieve More.

BTEC SPORT

Subject Leader: Mr A Blyth

What our
students
say:

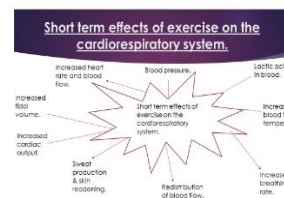
Specification: Edexcel BTEC Level 2 First Award in Sport

Core Units:

- Unit 1 Fitness for Sport and Exercise (Externally assessed 30 GLH)
- Unit 2 Practical Sports Performance (Internally assessed 30 GLH)

Additional Units:

- Unit 4 The Sports Performer in Action (Internally assessed 30 GLH)
- Unit 5 Training for Personal Fitness (Internally assessed 30 GLH)



Summary of Course Content (Skills and Knowledge):

- Know about the components of fitness and the principles of training.
- Explore different fitness training methods.
- Investigate fitness testing to determine fitness levels.
- Understand the rules, regulations and scoring systems for select sports.
- Practically demonstrate skills, techniques and tactics in select sports.
- Analyse and review individual sports performance.
- Design and carry out and evaluate a 6-week personal fitness training programme.
- Know about the short and long term adaptations of the body systems to exercise.

Assessment:

Units 2, 4 and 5 are all internally assessed and are made up of mini assignments and projects, which are completed at school. These assignments are marked, assessed and verified by teachers in school and make up 75% of the final grade. Work is graded at a Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction*. If the work does not meet a Level 2 standard, a Level 1 can also be achieved.

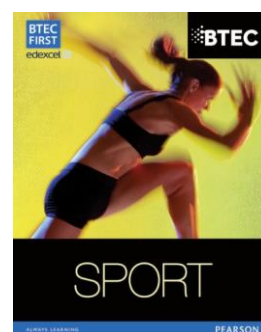
Unit 5 is externally assessed and makes up 25% of the final grade. The assessment takes the form of an online exam, which is comprised of a selection of multiple choice questions, short answer questions and one long answer question. Although the unit makes up 25% of the final grade, the exam must be passed in order to successfully complete the Level 2 course.

Further Study and Career Opportunities:

BTECs are vocationally related qualifications where learners develop knowledge and understanding by applying their learning and skills within a work-related context. BTECs are designed for learners who are practically minded and like to apply what they have learnt in a wider context.

A BTEC First in Sport can open up pathways for the following career pathways; teaching, sports coaching, fitness instructor, physiotherapy, sports leisure management, sports psychology, sports nutrition, biomechanics, sports media, sports official, youth and community workers, outdoor education.

"Btec Sport is a good mix of both practical and written work."



"There is lots of practical work and it was fun getting to spend 6 weeks in a public fitness suite designing our own training programme."

Year 9 Preferences

Subject selection form 2019-2021

Please return this form to the school office by Thursday 14th March 2019

Name:

Tutor Group:

Future career aspirations:

Subjects:	Tick 6 subjects that you would <i>prefer</i> to study in KS4 (Please <i>do not</i> rank order them)
Art & Design	
Business	
Construction (BTEC) City College*	
Drama	
Dance (GCSE)	
Dance (Rock School)	
Engineering (BTEC)	
Geography	
History	
Information Technology (TLM)	
Music (Rock School)	
Media	
Spanish	
Sport BTEC	
Philosophy & Ethics	
Photography	
Psychology	

*Provisional only -subject to demand

Preferences Checking process	
	Signature and date
Student	
Parent/carer	
Senior Leadership Team	
Advice and Guidance meeting held with SLT	