



Y8 OPTIONS BOOKLET 2018

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**We should teach  
the children what  
they need for  
life” *St Julie***

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## What Subjects will I Study?

### The Core Curriculum

With a small number of exceptions all students will follow our core curriculum throughout Y9, 10 and 11. This consists of:

**Maths, English, Science, RE, and non-examined PE and IT courses.**

**Students also study a Modern Foreign Language (MFL). Statutory PSHE is delivered through Enrichment Days, form time and within Individual subject areas.**

Information about each of these subjects is given in more detail on the following pages and can be accessed directly via the links on the contents page.

### Options Subjects

Y11		Y10 Mid size block x3 lessons	Long Thin block x2 lessons
Y10	Y9 Mid size block x3 lessons		
Y9			

Students will take a total of 3 options. They will choose two options from the mid size blocks. One will be studies Y9-Y10 and the other Y10-Y11. They will choose one option from the long thin block to study Y9 - Y11.

Some subjects are only available as 'long thin', others only as mid size and some are available as both. You should read the information about each of the options subjects carefully.

Where students chose options that be taken in either mid size block it may be necessary to change the order of subjects to enable as many students as possible to take the subjects they wish to study.

It may be possible to accommodate change requests for the mid size subject starting in Y10. These can only be granted where subjects and group sizes allow. Priority will always be given to those students who originally chose that subject in the Y8 options choices.

## Subject Blocks

Long thin	Y9 Mid size	Y10 Mid size
Triple Science	Art	Business
Art	Business	Child Development
Drama	Geography	Computer Science
Electronics	Health & Social care	Food & Nutrition
Food & Nutrition	History	Geography
General Support	Music	History
Photography	Physical Education	Information Technology
Resistant Materials		Photography
Textiles		Physical Education
		Resistant Materials

Students need to pick 3 subjects, one from each of the blocks.

## French/Spanish

The GCSE course builds on the skills and knowledge gained in Key Stage 3. The qualification is linear - students will sit all their exams at the end of the course.

### How will I be assessed?

You will be assessed in the 4 skills of listening, speaking reading and writing. Each skill area is worth 25% of the final exam.

### What will I learn?

During the course you will develop your language skills within familiar contexts, for example *family and relationships, education, home and abroad and cultural aspects of the French/Spanish speaking parts of the world.*

You will gain confidence, improve your understanding of others and develop communication skills that are useful in lots of different situations.

### Future opportunities

Languages are a lifelong skill to be used in business and leisure. With foreign travel and international trade opening up opportunities for people to enjoy different cultures and to trade with a wider number of non-English speaking countries, being able to communicate in a foreign language has obvious vocational and cultural advantages. Employers reward people with language skills, recognising that they are useful in a wide range of jobs. You do not need to live or work in another country to make use of your languages. Languages go well with a wide range of subjects whether you are choosing your GCSE options, AS/A level or a higher education course. Many post 18 courses require a language qualification.

### When should I take this subject?

With a small number of exceptions, all students will study at least 1 language. This is done as part of the core curriculum time.

### Other information

Unless there are exceptional circumstances, all students continue with their 'first language' (the one they are studying in Y7 and Y8). This ensures students build on their existing language rather than starting again from scratch.

## GCSE English Language

All students in Years 10 and 11 follow schemes of work, as outlined in the National Curriculum Programme of Study and the AQA syllabus for Key Stage 4.

### Exams

Paper 1: Explorations in Creative Reading and Writing – 1 Hour 45 Minutes (50% of GCSE)

- Section A: Reading - one literature fiction text
- Section B: Writing - descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives – 1 Hour 45 Minutes (50% of GCSE)

- Section A: Reading - one non-fiction text and one literary non-fiction text
- Section B: Writing - writing to present a viewpoint

**Spoken Language Assessment** - this will be reported on to the exam board and students will receive a separate endorsement (Pass, Merit or Distinction) on their GCSE certificate. The Spoken Language assessments do not count towards the overall grade for the English Language GCSE.

### Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

## GCSE English Literature

All students in Years 10 and 11 follow this course.

**Exams** (All assessments are closed book: any stimulus materials required will be provided as part of the assessment.)

### **Paper One: Shakespeare and the 19<sup>th</sup> Century Novel** - 1 hour and 45 minutes (40%)

- Section A Shakespeare: students will answer one question on the play they have studied (e.g. 'Macbeth'). They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- Section B: The 19th-century novel: students will answer one question on the novel they have studied (e.g. 'Jane Eyre' or 'A Christmas Carol'). They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### **Paper Two: Modern Texts and Poetry** - 2 hours and 15 minutes (60%)

- Section A Modern texts: students will answer one essay question from a choice of two on their studied modern text (e.g. AQA anthology of short stories).
- Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their anthology cluster.
- Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Section B Poetry – further information:

Students will study one cluster of 15 poems taken from the AQA poetry anthology, *Poems Past and Present*. The poems are thematically linked and were written between 1789 and the present day.

Students should study all 15 poems in their cluster and be prepared to write about any of them in the examination.

## **Awarding grades and reporting results**

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

## GCSE Religious Studies

At Notre Dame Catholic High School, teaching is rooted firmly within our Catholic Christian tradition while remaining open to and respectful of the beliefs & practices of other faiths. The study of religious education in our school is crucial to develop a religiously literate community who have the knowledge, understanding and skills – appropriate to their age and ability – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life. The course is an excellent foundation for students who wish to pursue Theology at ‘A’ or ‘AS’ levels and beyond to university as well as serving the needs of all students in developing key skills for life such as analysis and evaluation.

### Key Stage 4 Eduqas Religious Studies Specification Route B

#### Introduction

The course will enable learners to gain knowledge and understanding of two religions:

Catholic Christianity and Judaism as it integrates a 75% study of Catholic Christianity, with a 25% study of Judaism.

The thematic material in all 3 components requires learners to contrast Catholic responses to philosophical and ethical question with answers given by other Christian denominations, other world faiths as well as non-religious world views.

The Eduqas GCSE Religious Studies course provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen students understanding of religions and their effect on society and enable young people to become religiously literate, informed, thoughtful and engaged citizens.

The Eduqas GCSE provides a solid basis for the Eduqas A Level in Religious Studies.

#### The Content & Structure of the Course

All students will follow and be entered for the GCSE course. The full course requires a study in detail of three components

#### **Component 1: Foundational Catholic Theology**

**Written examination: 1 hour 30 minutes qualification**

**37.5% of**

Candidates will study the following two themes. All questions are compulsory.

Theme 1: Origins and Meaning

Theme 2: Good and Evil

This component will be assessed by compulsory questions focusing on knowledge,



understanding and evaluation of the identified themes.

### **Component 2: Applied Catholic Theology**

**Written examination: 1 hour 30 min  
qualification**

**37.5% of**

Candidates will study the following two themes. All questions are compulsory.

Theme 1: Life and Death

Theme 2: Sin and Forgiveness

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

### **Component 3: Study of a World Faith**

**Written examination: 1 hour  
qualification**

**25% of**

Candidates will study the beliefs, teachings and practices of Judaism.

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

### **The Aims and Objectives**

- develops learners' knowledge and understanding of religions and non religious beliefs, such as atheism and humanism
- develops learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

Following this specification will enable learners to:

- deepen their understanding of the relationship between people

- become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed
- demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian
- understand that religious traditions in Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism.

## GCSE Science

Science is a Core Subject in the National Curriculum. At Notre Dame all students going into Y9 start the GCSE Combined Science: trilogy course.

If a Student wants to gain three separate Science GCSEs, they need to opt for Triple Science. Please see the triple science section of the booklet.

### **What is the 'Combined science: Trilogy' course?**

This is a course which gives students experience in the main themes of Physics, Chemistry and Biology and provides them with two GCSE qualifications. This is examined at the end of Y11.

This is a course designed to give all students an appreciation of science in the modern world. It aims to give students the knowledge and understanding to enable them to make informed decisions on science-based issues later in life. A key feature is looking at how science works. Double award does not exclude students from doing the 'A' level sciences.

Students' performance during Key Stage 3 will be used to allocate students to an appropriate group before starting their GCSE course in year 9.

The groups are re-assessed at intervals and students can be re-grouped.

Staff are deployed to make full use of their specialism. This necessitates the teaching of topics on a rota basis with students being taught by a team of staff. At any one time students will only be covering either biology or chemistry or physics then they will rotate during the year to ensure they have covered all three of the sciences.

To continue study into the Sixth Form in a science subject, students will need to have followed the higher tier examination and achieved at least a grade 5 in Maths, plus a grade 6 in that Science subject or a grade 6-6 in their double science.

Practical work is at the heart of Science. We carry out many practical activities to build and master investigative skills. The skills, knowledge and understanding acquired will be assessed in the written exams.

We follow the AQA specifications. Combined science: Trilogy is assessed by six 75 minute exams at the end of Y11. Triple Science is assessed by six 105 minute exams (2 each for Biology, Chemistry and Physics). There is no coursework.

## GCSE Mathematics

All students at Notre Dame High School study Mathematics from Years 7 to 11. The Key Stage 4 courses build on the work done in Key Stage 3. Students follow the National Curriculum and topics include Number and Arithmetic, Ratio and Proportion, Algebra, Shape, Space and Measure, and Data Handling.

Students will be taking the new GCSE qualification, which contains more content than the old GCSE. All content is assessed by three exams taken at the end of Y11. Each exam has an equal weighting and last 1½ hours. One of the three exams is non-calculator.

There are two levels of entry Foundation and Higher. The Foundation tier covers work at the new Grades 1 to 5. Higher tier covers work at grades 4 to 9.

Examination entry is not usually determined until after Christmas in Year 11 however students are given a target grade based on previous performances in Mathematics and they are continually assessed through regular topic tests and are kept informed of their progress in relation to their target grade.

The year groups are grouped according to ability any movement between sets usually takes place at the end of a half term where appropriate.

Mathematics is a highly sought after qualification. Under the previous GCSE, achievement at a Grade C or above in a pre-requisite for many further education courses. Initially, Grade 4 will be equivalent to the old Grade C.

Students will expected to complete homework regularly and where necessary make use of the opportunities for support and advice available at lunchtimes.

Whilst non-calculator arithmetic skills are essential students are expected to have a scientific calculator available every lesson. A recommended model is available at the school shop.

## Non-Examined Core Courses

In addition to the examined core courses above, all students will also follow non-examined courses in ICT, PE, PSHE (Personal, Social and Health Education) and Citizenship

### ICT

Confidence in using ICT is now, in the modern world, a key life skill along with competence in numeracy and literacy. In order to help develop this confidence, all students will have an hour of ICT per week during Y9. This is supported by routine use of ICT and new technologies in all other courses and indeed in every aspect of school life. In this way, we aim as a school to reflect the world in which our young people are growing up and to help prepare them to function well within that world.

### PSHE & Citizenship

In PSHE students look at Personal Wellbeing, which includes sex and relationships education, education about drugs and general consideration around living a healthy lifestyle. Students will also look at Economic Wellbeing, which includes careers education and work related learning.

In Citizenship students consider issues around what it is to be a citizen in the modern world. Students will look at democracy and justice, rights and responsibilities, identities and diversity. The study of Citizenship also allows students to develop the skills of critical thinking, representing themselves and others and taking responsible action.

While these courses are both part of the National Curriculum, as a Catholic School and as part of the world wide network of Notre Dame Schools, we have always had a commitment to tackle these and indeed other topics and develop these skills. It is central to our mission to help children to develop socially, morally and spiritually as well as providing an academic education. St Julie, who founded the Sisters of Notre Dame, was asked what the sisters should teach in the schools. Her answer was 'Give them what they need for life'.

As a result, the PSHE and Citizenship courses, along with our wider commitment to supporting moral and spiritual development, are an integral part of everything we do in school. Aspects of these courses will be found throughout the curriculum and will be supported by our programme of liturgy and retreats. In particular, PSHE and Citizenship will be covered through other core curriculum subjects, form time and the assembly rota, the Enrichment Day programme and through other specific timetabled activities and sessions that will run throughout the year. All of this work is further enriched by our many extra-curricular activities and opportunities.

## PE

In these lessons we aim to give students the opportunity to extend the range of activities they have experienced in order to discover their own aptitudes and preferences for different activities; take the initiative, lead activity and focus on improving aspects of their own performance; set targets for themselves and compete against others, individually and as team members; understand what it takes to persevere, succeed and acknowledge others' success; make informed decisions about the importance of exercise in their lives and most importantly to develop positive attitudes to participation in physical activity.

## GCSE Art & Design

AQA

### Course Description

The course consists of two assessed components. Coursework accounts for 60% of the marks and is made up of two extended projects. The projects are based around themes and involve learning to use a wide variety of media and processes as well as developing the skills to research and explore other artist's work.

This is followed by the External Assignment in which students respond to a brief set by the exam board. Students have eight weeks to research and develop their idea and then complete their final artwork during a two day (ten hour) studio-based exam. The External Assignment accounts for the remaining 40% of the marks.

### What Will I Learn?

You will learn skills in drawing and using a range of art materials and processes such as painting, photography, sculptural techniques and ICT. You will also increase your knowledge of a range of historical and contemporary artists and designers. Most importantly you will develop the ability and confidence to generate your own creative ideas, and to develop those ideas through experimentation and research into individual artworks and designs.

### How Will I be Assessed?

All work is assessed against four equally weighted assessment objectives as follows:

- Researching Artists and developing ideas.
- Developing techniques through experimentation and skills practise.
- Recording ideas through drawing, photography and annotation.

Producing a personal and imaginative final piece

### Future Opportunities

Architecture, Graphic Design, Communications, Web and New Media Design, Fashion and Textiles, Film and Photography, Merchandising, Fine Art, Interior Design, Theatre and Film Design, Illustration, Product and Industrial Design.

### When should I take this subject?

Art can be taken as a mid size or long thin option. Those students who think they may go on to do Art A Level would be advised to consider taking Art as their long thin option.

## GCSE in Business Studies

Edexcel

### Course Description

This course will introduce you to the dynamic world of business. It covers a broad range of topics that are designed to provide you with the knowledge and understanding that underpin modern business.

The course is divided into two themes.

#### Theme 1: Investigating small business

**In Theme 1 you will study five topics covering :**

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

#### Theme 2: Building a business

**In Theme 2 you will study five more topics covering :**

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

### What will I learn?

**Theme 1** concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for you to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, you will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.

You will develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. You will understand how these interdependencies and relationships underpin business decisions.

**Theme 2** examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources.



Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

In this theme, you will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses. You will develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. You will understand how these functional areas influence business activity and how interdependencies and relationships between them underpin business decisions.

### **How will I be assessed?**

#### **Theme 1: Investigating small business**

*Written examination: 1 hour and 30 minutes*

*50% of the qualification 90 marks*

The paper is divided into three sections: Section A: 35 marks, Section B: 30 marks, Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

#### **Theme 2: Building a business**

*Written examination: 1 hour and 30 minutes*

*50% of the qualification 90 marks*

The paper is divided into three sections: Section A: 35 marks, Section B: 30 marks, Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

### **Future Opportunities**

You will be prepared for further and higher studies which can be continued in this subject area by specialising in either Business Studies or Economics.

### **This course would be good for you if you enjoy ...**

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through research and investigation, as well as through practical tasks

### **When should I take this subject?**

Business can be taken as a mid size option

### **Other information**

Please contact either Mr Horner, Mr Harrison or Mrs Saddiq if you would like to ask any further questions about the course.

## NCFE CACHE Level 2 Award in Child Development & Care

**Exam Board:**  
CACHE

### Course description

This qualification is aimed at a range of learners who wish to be introduced to childcare and development for children aged 0-5 years. It provides the opportunity to gain a vocational qualification that gives a basic introduction to the sector. It includes the knowledge and understanding of child development and well-being necessary when preparing for working with children in a variety of settings. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.

This qualification will enable learners to develop significant transferable knowledge and study skills that will support progression including:

- an awareness of learning styles
- a basic introduction in to working with children in a variety of settings
- an understanding of roles and responsibilities when working in a setting
- an understanding of Equality and Diversity within a childcare setting
- a basic understanding of the stages and sequence of child development
- an introduction to observing children and how it supports development
- an introduction to the influences that affect holistic development
- an introduction to everyday care routines and the types of activities that can support the development of independence an introduction to supporting children through transition.

### Assessment

The qualification consists of 3 units:

<b>Unit 1</b>	An introduction to working with children aged 0-5 years	Assessment task ( <b>coursework</b> )
<b>Unit 2</b>	Development and well-being 0-5 years	Assessment task ( <b>coursework</b> )
<b>Unit 3</b>	Child care and development 0-5 years	Multiple choice question paper ( <b>exam</b> )

CACHE Level 2 Award in Child Development and Care (NQF) (VRQ) will be awarded at grades A\* - D. For each of Unit 1 and Unit 2, you will be given 5 assignments. Each assignment covers a Learning Outcome that includes one or more Assessment Tasks. Each Assessment Task is graded at A\* - D. Completing each task allows you to obtain points that eventually will be totalled up to give you your end grade. You must pass the multiple choice exam in order to grade in the qualification.

**Future opportunities**

Studying child development can help you on your way to a career in the caring professions; child care, social work, paediatric care, midwifery, early learning and primary school services.

**When should I take this subject?**

Students can take this as a mid size option.

**Other information**

This course is academically demanding as assessment is continuous. You need strong literacy skills as all of the work is written-based except the multiple choice exam. The exam covers a wide area of knowledge.

Additionally, during the course of the year (September – April) students will carry out work experience placements in lesson time. This will be done on rotation basis (sending 3 students from each class a week to spend approximately 1 ½ hours at Lodge Moor Nursery (Fulwood, Sheffield). Each student will probably visit the nursery at least twice over the duration of this time. This is a valuable experience and will support the development of student knowledge in relation to coursework assessment and exam application.

# Computer Science GCSE

OCR

## Course Description

The difference between an ICT course and a computer science course is that ICT courses enable students to be effective users of computers and applications, whilst computer science gives learners a real, in-depth understanding of how computer technology works.

The Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. The Computer Science GCSE will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for learners who want to go on to study Computer Science at AS or A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

## What will I learn?

### Component 01 – Computer Systems

Component 01 focuses on Computer Systems and looks at systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers, system security, systems software, and moral, legal, cultural and environmental concerns

### Component 02 – Computational Thinking, Algorithms and Programming

Component 02 is focused on computational thinking and algorithms. Students will be tested on the elements of computational thinking and logic. They are principally assessed as to their ability to write, correct and improve algorithms.

### Component 03 – Programming Project

This unit is intended to assess the students' ability to use a range of programming techniques effectively and efficiently to produce a solution to a set of problems. Student's will be expected to design, create and test a coded solution to a programming task set by the exam board.

## How will I be assessed?

<b>Component 01 - Computer systems</b>	
Written paper: Candidates answer all questions. 1.5 hours 80 marks 40% of the qualification	Candidates answer all questions. QP that includes a mixture of short and long answer questions, some of which will require candidates to write program code.
<b>Component 02 – Computational Thinking, Algorithms and Programming</b>	
Written paper Candidates answer all questions. 1.5 hours 80 marks 40% of the qualification	Candidates answer all questions, focused on computational thinking and algorithms. Students will be tested on the elements of computational thinking and logic. They are principally assessed as to their ability to write, correct and improve algorithms..
<b>Component 03 – Programming project</b>	
Controlled assessment Approx 20 hours 40 marks 20% of the qualification	Candidates create solutions to computing tasks chosen from a set of options supplied by OCR.

## Future Opportunities

The course provides excellent preparation higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area.

## This Course Would be good for you if....

You have a genuine interest in how and why technology works. You should have an enquiring mind and be capable of independent investigation. You will be keen to develop technical and creative skills to solve technology related problems.

## When should I take this subject?

Computer science can be taken as a mid size option.

## Other information

More information can be obtained from <http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

## GCSE Drama

### Course Description

GCSE Drama is a highly practical course for those who have a passion for drama, and theatre arts. It is a great addition to other more perceptibly 'academic' subjects and a springboard to careers in the Creative Arts Industries. It also develops highly sought after 'transferable skills' in communication, confidence, teamwork, problem solving and creativity.

The courses that are on offer are both popular and accessible courses that develop performing, devising and written analysis skills.

### What will I learn?

You will learn to devise and produce scripted performances through practical workshops. You will learn how directors, actors, and designers interpret plays. You will develop analytical writing skills and apply them to theatre plays and live work.

How will I be assessed?

### Unit 1 – Devised Performance/Performance Report (40% Eduqas)

You will devise an original piece based on a theme, linked with a practitioner or genre. This performance is internally assessed and externally moderated.

You will write a short report on the devising performance completed under controlled conditions.

### Unit 2 – Scripted Performance (20% Eduqas/)

You will perform a couple of short extracts from a published play for a visiting examiner.

*For both Units 1 and 2 there are options to be assessed as a theatre designer (e.g. set, costume, lighting).*

### Unit 3 – Written Examination (40% Eduqas)

You will complete a 1 ½ hour exam answering questions on a set text in the role of actor, designer and director.

You will also answer a Live Performance Evaluation question on a production seen during the course.

## **Future Opportunities**

‘Creativity is as important as literacy’ – Sir Ken Robinson – International Adviser on Education.

Drama helps to develop our powers of creativity applicable in many parts of our lives. More specifically the course is excellent preparation for higher study in Creative Arts industries. It is an opportunity to develop skills in confidence, communication, presentation, teamwork and creativity that are highly desirable skills in today’s job market.

### **This Course Would be good for you if....**

Like performing, working practically, using your imagination and learning in groups.

### **When should I take this subject?**

Drama can be taken as long thin option

### **Other information**

More information is available from <http://www.eduqas.co.uk/qualifications/drama/>



## **GCSE Food Preparation and Nutrition**

**Available as a long thin option or mid sized option**

AQA

### **Course Description**

The course consists of two units;

**Unit 1 – Written Examination Paper**, 50% of total marks. A two hour exam sat in the summer term at the end of the course. It covers all theoretical knowledge of Food Preparation and Nutrition learnt during the course, see below.

**Unit 2 – Non-Exam Assessment**, 50% of total marks. This is made up of two tasks; Task 1 - A Food Investigation, where pupils have to show their understanding of the working characteristics, functional and scientific properties of ingredients. They will do this through practical investigations and produce a written report (1,500 – 2,000 words) including photographic evidence of practical work.

Task 2 – Food Preparation Assessment, where pupils have to show their knowledge, skills and understanding in relation to planning, preparing, cooking and presenting foods and application of nutrition to the chosen task (set by the exam board). Pupils will prepare, cook and present a final menu of three dishes within a single period of three hours, planning in advance how this will be achieved. They will produce a written portfolio, including photographic evidence of the final three dishes made.

### **What Will I Learn?**

GCSE Food Preparation and Nutrition teaches you the following information through a wide variety of practical and investigative lessons; Food, Nutrition and Health, Food Science, Food Safety, Food choice and Food provenance. This course will enable pupils to demonstrate their creativity, with making of food products a vital feature of the candidate's experience of taking this specification.

### **Future Opportunities**

Career paths after completing this course include; Product Development, Catering, Food Technology, Nutrition, Dietetics, and Food Science and Food Teaching.

### **When should I take this subject?**

This subject can be taken as either a long thin course studied for 2 hours per week for 3 years (Y9, Y10 & Y11) or as a mid-sized course studied for 3 hours per week for two years.

## **GCSE Geography**

Edexcel B

### **Course Description**

There are three components:

- 1) Global geographical issues. This component includes modules on: Hazardous Earth, Development dynamics and Challenges of an urbanising world.
- 2) UK geographical issues. This component includes modules on: The UK's evolving physical landscape, the UK's evolving human landscape and Geographical investigations.
- 3) People and environment issues – Making geographical decisions. This component includes modules on: People and the biosphere, Forests under threat, Consuming energy resources and Making geographical decisions.

### **What will I learn?**

You will learn about a wide variety of real world issues that exist now in a wide range of places around the globe. These will be studied through the topics described above.

### **How will I be assessed?**

Units 1 and 2, are each assessed through a 1 hour 30 minute exam for each unit. Units 1 & 2 are each worth 37.5% of the total GCSE. Unit 3 is a 1 hour 30 minute exam and is worth 25% of the total GCSE

### **Future Opportunities**

Geography GCSE can lead on to further advanced level or degree level study in the subject, and on to employment in a range of general, or subject related vocational occupations. Examples: environmental management, meteorology, planning, cartography, resource management e.g. water management, emergency services, surveying and land management, business management, ICT. Studying GCSE Geography provides a sound foundation for studying A Level Geography which is a facilitating subject for university entrance.

### **This Course Would be good for you if....**

You are interested in issues of current concern, are curious about your surroundings, are excited by places, and want to understand how people help to shape the world.

### **When should I take this subject?**

Geography can be taken as a mid size option.

### **Other information**

Students have the opportunity to take part in collecting data locally for their Controlled Assessment. There are also further enrichment opportunities such as fieldtrips to Iceland and Sicily or Sorrento.

## GCSE Health and Social Care

### AQA Level 1/2 Award Health and Social Care

#### Course description

This course is taken as a Single Award (1 GCSE). Health and Social Care gives you an insight and understanding about how and why people use various services in the health and social care sector. You will study the different client groups such as Early Years, Adulthood and Later Adulthood.

#### How will I be assessed and what will I learn?

Health and Social Care is assessed through both coursework and exams.

#### Level 1/2 Award Health and Social Care:

This course is designed for learners who have an interest in health and social care and wish to develop skills and learn the theory that can prepare them for further study and employment within this sector.

There are three modules; an exam module concerning personal development and relationships and two pieces of coursework.

#### Course outline

UNIT	OVERVIEW	HOW IT IS ASSESSED
Unit 1: Improving the wellbeing of an individual	Learners will choose a client and carry out a range of testing techniques to measure and evaluate their health and then produce, implement and review a plan that will aim to make lifestyle changes that could improve their health. They will then review and evaluate the impact this plan has had on their chosen client.	<ul style="list-style-type: none"> <li>• Internally assessed</li> <li>• 36 GLH approx</li> <li>• 60 marks</li> <li>• 30% of Level 1/2 Award</li> </ul>
+		
Unit 2: Promoting healthy living	In this unit learners will research and evaluate existing health promotion campaigns and then plan and deliver their own health promotion campaign. This involves an element of creativity that learners will enjoy, particularly as they will have the freedom to choose the type of materials they produce, from posters or wall displays in schools to promotional videos or radio scripts. At the end, learners will review and evaluate the success of their campaign.	<ul style="list-style-type: none"> <li>• Internally assessed</li> <li>• 36 GLH approx</li> <li>• 60 marks</li> <li>• 30% of Level 1/2 Award</li> </ul>
+		

<p>Unit 3: Development through the life stages</p>	<p>Learners will study the fundamentals of health and social care and acquire the underpinning knowledge required to carry out the two practical units. This knowledge will be relevant when considering future career choices and further study options. This unit covers:</p> <ul style="list-style-type: none"> <li>• the stages and patterns of human growth and development</li> <li>• expected development at each life stage</li> <li>• life events</li> <li>• sources of support/services for life events</li> <li>• roles of professionals from the sectors who are involved in supporting life events</li> <li>• definitions of health and wellbeing</li> <li>• factors influencing health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 48 GLH approx</li> <li>• 80 marks</li> <li>• 40% of Level 1/2 Award</li> </ul>
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### Future opportunities:

Studying Health and Social Care can open the door for a career in the caring and medical professions; social care, teaching, nursing and midwifery amongst others.

### When should I take this subject?

Health & Social Care can be taken as a mid size option

### Other information

During the course of the year (September – April) students will carry out work experience placements in lesson time. This will be done on rotation basis (sending 2/3 students from each class a week to spend approximately 1 ½ hours at Lodge Moor Nursery (Fulwood, Sheffield). Each student will probably visit the nursery at least twice over the duration of this time. This is a valuable experience and will support the development of student knowledge in relation to coursework and exam application.

This course is academically demanding as assessment is continuous and the exam covers a wide area of knowledge. You will need to have strong English and literacy skills to meet the demands of the coursework portfolio. You should be able to meet deadlines.

## GCSE History

Edexcel

### Course Description

The course covers several different eras of History and students will have the opportunity to learn a much more varied selection of past events.

<b>Paper 1 - 30%</b> <b>1 Hour 15</b>	<b>Paper 2 - 40%</b> <b>1 Hour 45</b>		<b>Paper 3 - 30%</b> <b>1 Hour 20</b>
<b>Thematic study – 20% - WITH Historic Environment - 10%</b>	<b>British Depth Study - 20%</b>	<b>Period Study – 20%</b>	<b>Modern Depth Study – 30%</b>
Medicine in Britain, 1250-present, WITH The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches	Early Elizabethan England, 1558-88	Superpower Relations and the Cold War; 1941-1991	Weimar and Nazi Germany, 1918-1939

### What will I learn?

The course is divided into four areas of focus which gives students the opportunity to learn about events such as;

- Paper 1 - The development of treatments and prevention for diseases and illnesses such as the Black Death, the Great Plague and Cholera
- Paper 1 - The creation of trench warfare and development of surgery during WW1
- Paper 2 - Elizabeth's fight for her throne and the problem of Mary Queen of Scots
- Paper 2 - Francis Drake and privateering
- Paper 2 - The increasing tension between the USA and USSR following WW2
- Paper 2 - Construction of the Berlin Wall
- Paper 3 - Germany following WW1, the development of the Nazi Party and the Rise of Hitler
- Paper 3 - Nazi Germany – the police state, terror and control

### How will I be assessed?

GCSE History is assessed based on three examinations in the summer of 2018.

### Future Opportunities

Law, Teaching, the Civil Service, Management.

### This Course Would be good for you if....

You are interested in a wide variety of historical events, hardworking, keen to discuss controversial issues and are confident in your English skills. Essay writing is

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an important part of the course and you should have an inquiring mind. This course is excellent preparation for both A Levels and University because of the study skills developed.

**When should I take this subject?**

History can be taken as a mid size option.

**Other information**

We still intend to continue with the “Battlefields Trip” to Belgium and France. Although this is not a formal requirement of the course students find the experience very educational and moving.

## Cambridge National Certificate in Information Technologies

OCR (Oxford Cambridge and RSA Examinations)

### Course Description

Good use of Information Technology is an essential part of any successful business. It enables creative and collaborative working, solving of problems and use of the best techniques and technologies to communicate meaningful information which meets customers' needs.

### What will I learn?

This qualification will teach the learner what different technologies could be used, why they should use them and how to make best use of them, to gather, store, manipulate and present data; this is known as data management.

They will learn about tools and techniques for use in different digital hardware and software technologies, and how these can be integrated to create digital solutions to manage and communicate data and information. They will also be taught what data and information are and the legal, ethical and moral considerations when using technology to gather, store and present data and information, and how to mitigate the risks of cyber-attacks. Through this qualification they will be able to select and use the most appropriate technology safely and effectively, to complete a data management task, such as a cable TV provider monitoring customers' viewing to make recommendations for additional packages in the customer's subscription.

They will also learn to follow a project life cycle of initiation, planning, execution and evaluation to complete a data management task and use their skills, knowledge and understanding of technology to complete each of the phases of the project life cycle. The skills, knowledge and understanding they will develop through this qualification are very relevant to both work and further study. They will support them in a range of subject areas such as A Levels in Business or Geography, or Cambridge Technicals in IT. They can also support their progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.

There are two units. One is a coursework unit and one is an examined unit. These are shown below:

R012 – Understanding tools, techniques, methods and processes for technological solutions	
1 hour 45 minutes written examination • 80 marks (120 UMS) • OCR-set and marked • Exam assessment in June 2018 and then every January and June.	Understand the tools and techniques that can be used to initiate and plan solutions Understand how data and information can be collected, stored and used Understand the factors to be considered when collecting and processing data and storing data/information Understand the different methods of processing data and presenting information.
R013 - Developing technological solutions	
Approximately 20 hours	To be able to initiate and plan a solution to



<ul style="list-style-type: none"> <li>• 80 marks (120 UMS)</li> <li>• An assignment set by OCR, marked by teachers and moderated by OCR</li> <li>• The assignment will include a context and set of tasks</li> <li>• A new assignment will be released each series and published on the OCR website</li> <li>• Assessment series in June 2018 and then in two series each year.</li> </ul>	<p>meet an identified need</p> <p>To be able to import and manipulate data to develop a solution to meet an identified need</p> <p>To be able to select and present information in the development of the solution to meet an identified need</p> <p>To be able to iteratively review and evaluate the development of the solution.</p>
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### How will I be assessed?

Both units are worth 50% of the qualification and will be graded according to the following scale.

Unit GLH	Max Unit Uniform Mark	Unit Grade							u
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	
60	120	108	96	84	72	60	48	36	

Distinction \* is equivalent to an A\* or grade 9 at GCSE. A Pass at L2 is equivalent to a C grade or Grade 4 at GCSE.

### Future Opportunities

These qualifications are suitable platform for students going on to employment in almost any sector. They are also suitable for students who want to progress onto other related study, such as qualifications in IT, Digital Media, Computer Science. Skills learned will also support the study of many A-level subjects.

- GCE/AS Levels - specifically in ICT/Computing

### This Course Would be good for you if....

You want to gain a general ICT qualification at GCSE level.

### When should I take this subject?

IT can be taken as a mid size subject.

### Other information

More information can be obtained from <http://www.cambridgenationals.org.uk/qualifications/>

## GCSE Music

AQA

### Course Description

There are three main parts to this GCSE course – Performing (30%), Composing (30%) and Listening/understanding/appraising (40%).

### What will I learn?

Performing – you will learn how to improve your performing skills;

Composing – you will learn techniques that will enable you to compose in a variety of styles;

Listening/understanding/appraising – you will listen to lots of different types of music, learning the techniques to respond to questions and have the opportunity to analysis set works ( by the Beatles and Haydn )

### How will I be assessed?

**Performing** - From the beginning of the course in you will be encouraged to perform in a variety of situations and genres, from group and class performances to more formal assessments. Performing at GCSE level means that you will perform AT LEAST TWO DIFFERENT pieces of music: one will be marked as a SOLO performance (worth 15% ) and the other in a group or ENSEMBLE performance (worth 15% ).

You can play the same instrument or sing for both these performances. Advice on which pieces or styles suit you best should be sought from your instrumental or classroom teacher. Each performance is out of 36 with marks given for Accuracy, Communication and Interpretation. Extra marks are awarded for performing more demanding pieces, the highest being for performing above grade 5. (Called the Level of Demand) .Total length of both pieces should be NO LESS THAN 4 minutes.

**Composing/Appraising** – By the end of the course you will have composed 2 pieces.

- Composition 1. This brief is set by the exam board. It is worth 15% and includes a 150 word written appraisal (like your y8 composing diaries)
- Composition 2. This a free choice piece. It is also worth 15%.Also includes the 150 written appraisal.

Both compositions need to be accompanied by a musical score and recorded onto a CD, and be between 3 to 4 and a half minutes in TOTAL.

**Listening/Understanding** – You will be tested at the end of the course (1.5 hour Listening Test) to see how well you have developed your listening skills. This unit is

worth 40%. You will gain confidence throughout the course as you listen to more music. You will be given a revision CD and booklet to help you. The exam is taken right at the end of the course. It consists of around 8 UNSEEN extracts of music, AND questions relating to the set works which are part of a symphony by Haydn and 3 songs by the Beatles.

### **Future Opportunities**

In addition to being enjoyable in its own right, this course is a good starting point for anybody thinking of pursuing a career in the arts – for example teaching, broadcasting, composing, performing, sound design and acoustical engineering, instrument technology, recording and sound production, journalism, publishing, arts administration, the theatre or music therapy

\*\*\* You will also take the Bronze Arts Award in as an extra qualification\*\*\*

[www.artsaward.org.uk](http://www.artsaward.org.uk)

### **This Course would be good for you if....**

- You are doing consistently well in Year 8 Music lessons
- You are having vocal or instrumental lessons
- You enjoy performing music ( AND ARE ALREADY ABOUT Grade 3 standard on your preferred instrument \*\*\*)
- You enjoy exploring ideas through sound
- You enjoy listening to all types of music
- You enjoy going to concerts and other music events

\*\*\* IF YOU ARE UNSURE about this standard, please see Mr.Ward ASAP

### **When should I take this subject?**

Music can be taken as a mid size subject.

### **Other information**

Please speak to Mr Wilkinson or Mr Ward if you need any advice as to whether this is a suitable course for you.

# GCSE Photography

Exam board AQA

## Course Description

The course consists of two components, coursework and an externally set assignment. Coursework will be made up of two extended projects on different themes covering the essential skills and knowledge of photography. The projects are likely to be 'Foundation Skills Project' and 'Propaganda!'

Coursework will be followed by the externally set assignment, in which students have ten weeks to respond to a theme from the exam board. Students will produce preparatory work and research, and plan work to be produced during a final exam.

## What will I learn?

You will learn the essential skills to be an effective and creative photographer. You will learn to be creative with a digital camera by considering viewpoints, tones, textures and composition (amongst other things.) You will also learn how to manipulate, adjust and combine your photo's using image editing software such as Photoshop. You will design and produce work to be presented in a range of digital and print media; for example some work will be presented as posters, and other work as blogs or online galleries. You will learn how to evaluate your photographs and select and present your best work. You will learn about the history of photography but more importantly you will be trained to research and analyse other photographer's work and to learn from the images that inspire you.

## How will I be assessed?

Your progress will be assessed against the GCSE Art & design Assessment criteria. Coursework and exam projects are marked internally by your teachers and then checked by external assessors. You will receive continuous informal feedback during your lessons as your work develops. Individual pieces of work will be assessed with estimated grades, and formal assessments of your progress against the full set of marking criteria will be made each half-term.

## Future Opportunities

This course will be useful to you if you are considering a future in photography, graphic design, illustration, web development, marketing, art and design, journalism, publishing, fashion, fashion marketing, and or information technology.

**This Course Would be good for you if.....** are already a keen photographer or film maker, or if you are bursting with creative visual ideas and are looking for an outlet. Please note though that you must be prepared to work hard. We hope that the course will be exciting, but we are sure it will be demanding. You must be prepared to learn new skills and to get out and take photographs in wind, rain, cyclones, riots and hails of bullets.

**When should I take this subject?**

Photography can be taken as a short fat subject or as a mid size subject.

**Other information**

It would be useful for all students to have access to a digital camera and a home computer; although of course we will provide equipment if you don't have it.

# GCSE Physical Education

AQA

## Course Description

The course is split into two main areas. Out of the five short fat lessons per week four will usually be in a classroom. All the content covered here is assessed at the end of the course in two examinations. These are worth 60% of your overall mark. Topic areas are shown below.

Non examination assessment is divided into two areas - practical and written coursework. We recommend that students are a member of a team/ activity in one of the areas listed below. NOT ALL activities can be assessed in school but it is possible for students to provide video evidence and so be marked in other areas.

## What will I learn?

<b>Paper 1: The human body and movement in physical activity and sport</b>	<b>Paper 2: Socio-cultural influences and well-being in physical activity and sport</b>	<b>Non-exam assessment: Practical performance in physical activity and sport</b>
<u>What's assessed</u> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement analysis</li> <li>• Physical training</li> <li>• Use of data</li> </ul>	<u>What's assessed</u> <ul style="list-style-type: none"> <li>• Sports psychology</li> <li>• Socio-cultural influences</li> <li>• Health, fitness and well-being</li> <li>• Use of data</li> </ul>	<u>What's assessed</u> <ul style="list-style-type: none"> <li>• Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</li> <li>• Analysis and evaluation of performance to bring about improvement in one activity.</li> </ul>
<u>How it's assessed</u> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul>	<u>How it's assessed</u> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul>	<u>How it's assessed</u> <ul style="list-style-type: none"> <li>• Assessed by teachers</li> <li>• Moderated by AQA</li> <li>• 100 marks</li> <li>• 40% of GCSE</li> </ul>
<u>Questions</u> <ul style="list-style-type: none"> <li>• Answer all questions.</li> <li>• A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</li> </ul>	<u>Questions</u> <ul style="list-style-type: none"> <li>• Answer all questions.</li> <li>• A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</li> </ul>	<u>Questions</u> <ul style="list-style-type: none"> <li>• For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).</li> <li>• Students will be assessed on their analysis (15 marks) and evaluation (10 marks)</li> </ul>

		of performance to bring about improvement in one activity.
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Practical activities

	<u>Team activity list</u>
Association football	Cannot be five-a-side or futsal.
Badminton	Cannot be assessed with singles badminton.
Basketball	
Camogie	Cannot be assessed with hurling.
Cricket	
Dance	Can only be used for one activity
Gaelic football	
Handball	
Hockey	Must be field hockey. Cannot be assessed as ice hockey or roller hockey.
Hurling	Cannot be assessed with camogie.
Lacrosse	
Netball	
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity.
Rugby League	Cannot be assessed with Rugby Union or rugby sevens. Cannot be tag rugby
Rugby Union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with Rugby League and cannot be tap rugby.
Squash	Cannot be assessed with singles squash.
Table tennis	Cannot be assessed with singles table tennis.
Tennis	Cannot be assessed with singles tennis.
Volleyball	

	<u>Individual activity list</u>
Amateur boxing	
Athletics	
Badminton	Cannot be assessed with doubles badminton.
Canoeing/kayaking (slalom)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking sprint, rowing or sculling.
Canoeing/kayaking (sprint)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking slalom, rowing or sculling.
Cycling	Track or road cycling only. Cannot be assessed in track cycling and in road cycling.
Dance	Can only be used for one activity.
Diving	Platform diving only.
Golf	
Gymnastics (artistic)	Floor routines and apparatus only. Cannot be rhythmic gymnastics.
Equestrian	
Rock climbing	Can be indoor or outdoor climbing.
Sculling	Cannot be assessed with rowing, canoeing or kayaking.
Skiing	Outdoor/indoor on snow.

	Cannot be assessed with snowboarding. Must not be on dry slopes.
Snowboarding	Outdoor/indoor on snow. Cannot be assessed with skiing. Must not be on dry slopes.
Squash	Cannot be assessed with doubles squash.
Swimming	Cannot be synchronised swimming. Cannot be personal survival. Cannot be lifesaving.
Table tennis	Cannot be assessed with doubles table tennis.
Tennis	Cannot be assessed with doubles tennis.
Trampolining	

### Future Opportunities

GCSE PE is a solid foundation to lead into AS and A-level PE. Future careers may include Coaching and teaching, physiotherapy, forces, police, sport science/engineering, dietician, development work etc

### When should I take this subject?

PE can be taken as a subject in the mid size block..

### Other Information

In order to get a good mark in the practical element you ideally will be playing one of the sports listed above outside of school for a team. You must be well organized and prepared to take part in all physical activity as well as do written work in the classroom.



## Design Technology subjects

Edexcel

### Course Description

This is a new course which started in September 2017 and has replaced the individual GCSE's of Electronic Products, Textiles Technology and Resistant Materials. The core content of the course covers all of the aforementioned technologies as well as Design knowledge. However for their coursework students will be able to specialise in the individual material areas therefore pupils need to opt into Design & Technology but specify which material area they would like to specialise in, ie Design & Technology (Textiles).

The course consists of two components which make up the overall GCSE grade;

**Component 1 – Written Examination Paper**, 50% of total marks. A 105 minute exam sat in the summer term at the end of the course. The exam has two sections; section A covers the core content and Section B is specific to the material area that the students has chosen to study this GCSE in.

**Component 2 – Non-Exam Assessment**, 50% of total marks. Pupils will have to complete a design and make project, themes set by the exam board, in which pupils have to investigate the theme, create design ideas, make a product and evaluate it. They will have to produce a written portfolio as well as a final practical outcome.

### What Will I Learn?

In GCSE Design & Technology you will study the core content; the impact of new and emerging technologies, energy sources, smart & composite materials, mechanical devices, electronic systems, metals, papers & boards, polymers, fibres & textiles, timbers, designing skills, professional designers, design strategies, communication techniques and CAD/CAM. You will also learn the practical skills of how to work with your chosen material to produce a variety of products using different equipment and making techniques.

### Future Opportunities

After completing the GCSE course you will be able to opt onto the A-Level Product Design course as well as follow career paths including; Architecture, Graphic Design, Product Design, Product development, Engineering, Physics and Design & Technology Teaching.

### When should I take this subject?

All of the technology areas are available in the long thin option. In addition resistant materials is also available as a mid size subject.

**\*Important information** – As Resistant materials, Textiles and Electronics now form part of the same GCSE subject students can no longer opt to take more than one

from this group of subjects. Food preparation and nutrition is a separate subject area and can be taken in conjunction with one of the above.

## GCSE Triple Science

AQA

### Course Description

This is a course which gives students experience in the more advanced themes of Physics, Chemistry and Biology and provides them with three GCSE qualifications. Students would have 2 hours per week for each of biology, chemistry and physics, from Y9 to Y11.

### What Will I Learn?

Triple science largely overlaps the combined science course, which is compulsory for all students, but goes into more detail in some areas, including polymer chemistry, space and genetics. Students also get more time for practical practice and developing their understanding of scientific theories.

### Future Opportunities

The triple science award is very good preparation for taking a science at A-level, making the jump from GCSE to A level smaller. However there is no requirement to have studied triple science in order to go on to A-level study.

### When should I take this subject?

Triple science is available to be taken as a long thin option subject only.