

BRIGHTON HILL COMMUNITY SCHOOL

GUIDED CHOICES 2018 - 2021

Brighton Hill Community School

'Always Learning'





INFORMATION AND GUIDANCE FOR STUDENTS

Dear Students,

After nearly two years at the school, you will have experienced many aspects of a varied and extensive curriculum, preparing you for the next three years studying Key Stage 4 courses. You must now choose to continue your work in some subjects, whilst giving up others. These are important decisions, so take your time. Consider all the possible choices carefully and make sure you use the help and advice that is available to you.

It is really important that you discuss these choices with your parents, your tutor and your subject teachers.

Our aim is to prepare you as well as possible for the most appropriate, aspirational and prosperous progression route when you graduate from Brighton Hill Community School. As such, we will recommend that you study either the *EBacc* pathway, the *Open Options* pathway or the *Access* pathway to meet your academic needs and interests.

You must consider carefully all information when making your choices, as you are committing to programmes for the next 3 years. It is virtually impossible to change once you have started the courses that you choose in Year 9.

In addition to the core curriculum (*that is, subjects you MUST study*) - **English Language, English Literature, Mathematics, Science, Physical Education, Citizenship and PSHE** - you will be able to choose, with guidance from your teachers, between one and three specialism subjects to study in Year 9, depending upon your recommended pathway.

We understand the importance of the decisions that you are about to make. Therefore, information on all of the courses is contained in this booklet. It is important to take note of the requirements for each of the subjects on offer so that suitable courses are selected.

Additional Information:

Places on some courses are limited due to constraints on available resources; this includes limited space in specialist rooms or the number of teachers available. Where courses are oversubscribed, preference will be given to students who have shown a high level of attendance and commitment to that subject.

Occasionally, a course may not be viable as very few students choose it. Students will then be asked to make an alternative selection, after their reserve choice has been considered. We make every effort to allocate students' preferences, or suitable second choice, although this is not always possible.

General Guidance:

- Think about which subjects you are good at, as this may lead to your best final results in Year 11
- Consider taking the subjects that interest you the most, as you will study them for up to 3 years
- Find out which subjects may help you with your future career (if you already have some ideas)
- If you need some careers advice make sure you speak to your tutor early on, as they will be able to help

Avoid choosing subjects because:

- Your friends have chosen it; you may well not end up in the same class as your friend
- You think it will be easy
- You think it's a good option for a boy/girl
- Someone else thinks that it's a good idea
- You like the teacher you have now; you may end up with a different teacher at Key Stage 4
- You didn't have time to research your options properly

Parents Information Evening:

To help you make your choices you and your parents will be invited to an individual appointment the week commencing Monday 21st May 2018, with a senior member of staff, in order to finalise your course decisions.

Please use the Guided Choices sheet on the reverse of the accompanying letter to plan your thoughts and bring it to your appointment.

INFORMATION AND GUIDANCE FOR PARENTS / CARERS

Dear Parent / Carer,

The purpose of this booklet is to help you and your child gain a greater understanding of the courses which he/she will follow from Year 9 through to Year 11 at Brighton Hill Community School. This booklet accompanies the personalised Guided Choices letter that details the Guided Choices pathway that is recommended for your child.

The school's aim is to provide a curriculum which is broad, balanced and relevant for all students.

During Years 7 and 8 your child will have studied a broad range of subjects in line with the National Curriculum. In Years 9, 10 and 11, all students follow a 'core' curriculum which is supplemented by a range of specialism subjects which they choose to take following advice on the most appropriate pathway to meet their academic needs, combined with guidance and consultation between their teachers and their parents.

Very few decisions at this stage will limit choice in the future. This is important since young people are still changing and developing, and it is important to keep as many options open as possible. However, it is important to remember that courses followed should take into account possible future options at Post 16, in terms of Further Education and training.

We aim to prepare each student as well as possible for the most appropriate, aspirational and prosperous progression route when they graduate from Brighton Hill Community School and as such we are recommending students for one of three pathways to help guide their GCSE choices. We want you to be aware of these to enable you to help your son / daughter make the best possible choices for their future success.

Using current progress and attitude to learning grades and prior attainment data from primary school, your child has been identified as a student who either:

- is strongly recommended to follow the *EBacc* pathway. If your child is invited by letter to study Triple Science, this would take up one of their specialism options (should they select it).
- could follow the *EBacc* pathway but would be better suited to the *Open Options* pathway. If your child is invited by letter to study Triple Science, this would take up one of their specialism options (should they select it).
- will be invited to follow the Access pathway to support their learning needs.

Further information about the pathways, including the particular pathway recommended for your child is set out in a personalised Guided Choices letter which accompanies this Guided Choices booklet.

It is important that students, parents and carers are aware of the recommended pathway at the start of the options process, as this advice and guidance is given to ensure the greatest success for your child when choosing their Key Stage 4 qualifications.

Details of all courses can be found in the following pages. Although every effort will be made to provide the full range of courses, the school reserves the right to run reduced, additional or alternative courses depending upon group numbers, staffing and Government Policy.

In such an instance, an alternative course may need to be followed. If your child will not be able to follow one of his/her chosen courses, he/she will be seen individually by a senior member of staff.

Useful websites to help make the right guided choices

www.icould.com

Video clips of people who have experience of working in a variety of job sectors

www.careersbox.co.uk

Short films and current news articles covering a wide range of careers.

www.nhscareers.nhs.uk

Information service for careers in the NHS in England.

www.stepintothens.nhs.uk

Find out more about the 350 careers in the NHS, you can also register for a free careers welcome pack.

www.bma.org.uk

The British Medical Association – publishes an annual guide to becoming a doctor, lists the entry requirements of each medical school.

www.bda.org

The British Dental Association offers advice about careers and education in dentistry.

www.bps.org.uk

The British Psychological Society website has a helpful section on careers and qualifications.

www.futuremorph.org

Website for those interested in science, technology, engineering and maths.

www.iop.org

The Institute of Physics site contains careers information and resources for students.

www.architecture.com

The Royal Institute of British Architects has a section on becoming an architect.

www.tomorrowsengineers.org.uk

Engineering is behind everything – visit the website to find out why.

www.whynotchemeng.com

Website promoting chemical engineering as a rewarding career choice.

www.mathscareers.org.uk

Site for young people from age 11 upwards interested in courses and careers related to maths.

www.careers-in-sport.co.uk

An in-depth analysis of the different career options available in the world of sport.

<https://nationalcareersservice.direct.gov.uk/>

Website that provides information, advice and guidance to help make decisions on learning, training and work.

www.apprenticeships.org.uk

Find out more about and apply for apprenticeships

INFORMATION ABOUT PUBLIC EXAMINATIONS (GCSE)

As a result of recent government reforms to examinations and GCSE, the qualifications and structure of subjects have changed.

Particular features of the new GCSE examinations are:

- A grading scale that uses numbers 1 - 9 to identify levels of performance (with 9 being the highest)
- Tiering of examinations will only appear in Maths, Science and Languages
- Linear GCSEs, with assessment to be taken at the end of the course in June of Year 11 (summer exam period, usually May to June)
- Assessment by external exam only
- For most GCSE subjects, 5% of the total marks available in the final written examination paper are allocated to spelling, punctuation and grammar

Colleges, employers and now, even more so, universities ask for certain GCSE grades and subjects as entry levels for courses, employment and degrees. The expected entry requirement for most A-Level studies is 6 GCSEs awarded at a grade 5 or higher, with a grade 6 likely in specified subjects.

The majority of subjects from September 2017, for students across England, follow the newly reformed GCSE courses. These courses are graded 1-9, with 9 being the highest grade and (currently) a 5 regarded as the National 'pass rate'.

We reserve the right to change a course, without prior notice, with the intention of ensuring that any new course is as close as possible to the associated course within this booklet and in order to secure the best possible outcomes for all students.

There may be other changes to the examination system that we are unable to anticipate at present. The information in this booklet is as up to date as possible as of April 2018.

The GCSE Certificate

Each candidate (student) will be given a certificate by the examination group setting out the grade awarded for each subject. GCSE grades will be awarded as follows:

GCSE Numerical Grades

9

8

7

6

5 Currently the National 'pass rate'

4

3

2

1

*Where performance is below the minimum required to pass a GCSE.

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Core Subject

ENGLISH LANGUAGE

Head of Faculty: Mrs S Gregson

Examination Board: AQA

Qualification: GCSE

Course Description:

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts.

Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This course will ensure that students can read fluently and write effectively.

Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. GCSE English Language is designed on the basis that students should read and be assessed on high quality, challenging texts from the 19th, 20th and 21st centuries. The texts, across a range of genres and types, should support students in developing their own writing by providing effective models.

**Assessment Structure:**

This course has 100% external examination assessment. There will be a Spoken Language assessment which will be teacher assessed during the course. This element will not carry marks for the final GCSE grade, however students will gain a spoken language endorsement.

Examination Structure:

There will be two final examinations to assess students in the English Language course.

Examination Paper 1: Explorations in Creative Reading and Writing (50% 1 hour 45 minutes)

This examination will include a reading response to one unseen literature fiction text and one extended descriptive or narrative writing piece.

Examination Paper 2: Writers' Viewpoints and Perspectives (50% 1 hour 45 minutes)

This examination will include a reading response to one unseen non-fiction text and one unseen literary non-fiction text, as well as one extended writing piece – writing to present a viewpoint.

There will also be one spoken language assessment, which will be completed and filmed during English lessons.

Core Subject

ENGLISH LITERATURE

Head of Faculty: Mrs S Gregson

Examination Board: AQA

Qualification: GCSE

Course Description:

The English Literature course should encourage students to develop knowledge and skills in reading, writing and critical thinking.

Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure and as a preparation for studying literature at a higher level. Students will have the opportunity to study a wide range of literature including:

Shakespearean plays; 19th Century novels; modern plays and novels and a selection of poetry, both modern and from the English Literary Heritage.



Assessment Structure:

This course has a 100% external examination assessment structure.

Examination Structure:

There will be two final examinations to assess students in the English Literature course.

Examination Paper 1: Shakespeare and the 19th Century Novel (40% 1 hour 45 minutes)

This examination will include a response to an extract from the Shakespearean play that students have studied and a response to the question on their studied novel.

Examination Paper 2: Modern Texts and Poetry (60% 2 hours 15 minutes)

This examination will include a response to a question on students' studied modern play or novel; a comparative response to their studied poetry; a response to an unseen poem and one comparing the unseen poem to another unseen poem.

Core Subject

MATHEMATICS

Head of Faculty: Mrs R Duffy

Examination Board: Edexcel

Qualification: GCSE

Course Description:

The Mathematics Faculty aims to teach Mathematics in a stimulating and interesting way.

This is accomplished by adopting a variety of styles and approaches for the different topics to be covered.

Mathematics is taught and examined under five headings:

1. Using and applying Mathematics
2. Number and Algebra
3. Geometry
4. Statistics
5. Ratio and Proportions

**Assessment Structure:**

The assessment is conducted solely by examination:

- Written papers sat in the summer of Year 11
- There is no coursework component

Examination Structure:

There are two examination entry levels. It is anticipated that students will be entered for either:

Higher Level:

Results in the award of grades: 9, 8, 7, 6, 5 or 4

The examination component consists of 3 examination papers

The written examination at each level consists of two calculator papers and one non-calculator paper.

Foundation Level:

Results in the award of grades 5, 4, 3, 2 or 1

The examination component consists of 3 examination papers

Special Requirements:

Students are **required** to have a full set of mathematical equipment and a scientific calculator for all of their lessons and examinations.

Core Subject

COMBINED SCIENCE

Head of Faculty: Miss V Mandizha

Examination Board: AQA

Qualification: 2 GCSEs

Course Description:

This course is suitable for students of all abilities and is our core Science course. The course will cover:

Biology: Cell biology; transport systems; health; disease and the development of medicines; coordination and control; photosynthesis; ecosystems; inheritance; variation and evolution.

Chemistry: Atomic structure and the periodic table; structure, bonding and the properties of matter; chemical changes; energy changes in chemistry; the rate and extent of chemical change; chemical analysis; chemical and allied industries; earth and atmospheric science.

Physics: Energy; forces; forces and motion; waves in matter; light and electromagnetic waves; electricity; magnetism and electromagnetism; particle model of matter and atomic structure.



Assessment Structure:

The assessment is conducted solely by examination:

- Written papers sat in the summer of Year 11
- There is no coursework component

Examination Structure:

All examinations are to be externally assessed through written examinations.

Special Requirements:

Students are **required** to have a full set of mathematical equipment and a scientific calculator for all of their lessons and examinations.

Core Subject - By invitation only

TRIPLE SCIENCE

Head of Faculty: Miss V Mandizha

Examination Board: AQA

Qualification: 3 GCSEs

Course Description:

This course is suitable for students who have a genuine interest in Science and wish to study a Science at A-Level in post 16 education.

Such students are predicted to achieve a minimum of a Step 5 at Key Stage 3, in both Science and Maths. Prospective Triple Science students will be invited to join the course in April. The course will cover:

Biology: in addition to the Combined Science content - the genome and gene expression

Chemistry: in addition to the Combined Science content - organic chemistry

Physics: in addition to the Combined Science content - Space physics



Assessment Structure:

The assessment is conducted solely by examination:

- Written papers sat in the summer of Year 11
- There is no coursework component

Examination Structure:

All examinations are to be externally assessed through written examinations.

Special Requirements:

Students are predicted a **minimum of a Step 5 at Key Stage 3 in both Science and Maths.**

Prospective Triple Science students will be invited to join the course. Students are required to have a full set of mathematical equipment and a scientific calculator for all of their lessons and examinations.

Core Subject

PHYSICAL EDUCATION

Head of Faculty: Miss S Lambert

Examination Board: N/A

Qualification: Non-examined

Course Description:

Throughout Year 9 students will continue to complete a range of activities planned by the PE Faculty. These activities are developed in line with the National Curriculum.

Students will continue in their current PE sets throughout Year 9 unless their rate of progress indicates that a move of set would be beneficial. Towards the end of Year 9 students will be guided towards one of a range of different routes based upon their progress. The aim of this is to encourage students to take ownership of their own learning, enable them to develop aspects of their own personal fitness, experience new sports and to refine their competitive play.

As well as covering some traditional and new sports there is also greater emphasis placed on leadership. This is aimed at ensuring all learners know how to lead sessions and develop their awareness of the associated responsibilities. Furthermore, the course looks to develop skills such as communication, organisation and fair play.

During the summer term of Year 9 students will be guided towards one of a range of routes which they will then follow throughout Year 10 and 11, during core PE lessons.

Moving into Years 10 and 11 those students who have opted for GCSE PE can expect some core PE lessons to be used to support this course.



Assessment and Examination Structure:

This is a non-examined course but a compulsory element and subject of the National Curriculum.

Special Requirements:

Students are **required, as currently**, to have full PE clothing for these sessions.

Core Subject

CITIZENSHIP

Head of Faculty: N/A

Examination Board: N/A

Qualification: N/A

Course Description:

In addition to the core and specialism subjects that students will study at Key Stage 4, we endeavour to create a curriculum which is balanced and broad, which prepares students at Brighton Hill Community School to be good citizens in our local community and wider society.

This curriculum is delivered through a variety of means, through cross-curricular links and through extra-curricular activities and projects that are organised to enrich every one of our students' experiences as well as through the structured tutor programme.

The range of statutory topics that will be delivered to prepare our students for Citizenship in the 21st Century include, but are not limited to:

- Personal, Social, Health and Economic Education
- Spiritual, Moral, Social and Cultural development
- British Values
- Prevent Duty
- Sex and Relationships Education
- Religious Education
- Careers Information, Advice and Guidance

Through this programme we support our students and encourage them to support others, irrespective of gender, ethnicity, belief, attainment, disability or social, cultural or economic background in order that they are prepared for the opportunities, responsibilities and experiences of later life.



Assessment and Examination Structure:

The above elements are non-examined but constitute a statutory part of students' education entitlement.

Choice Subject

GEOGRAPHY

Head of Faculty: Miss H Adkins
Examination Board: OCR B
Qualification: GCSE

Course Description:

The course will engage learners through the exploration of a number of geographical topics encapsulating both the geography of the UK and the rest of the world. Learners will be encouraged to make links between topics and challenge their previous ideas developed in geography through an enquiring approach to the content.

Students will take part in 2 fieldwork studies during the course, ensuring they become both adaptable and resilient, no matter their future pathway.

Students follow the OCR B Specification.

There are 3 themes:

The Natural World: This theme explores the rich diversity of distinctive landscapes and ecosystems which are constantly changing through physical processes and human interactions.

People and Society: This theme investigates patterns and processes that shape the human planet. It explores the connections between people and places, questioning how these may change over time and space.

Geographical Exploration: Content from a range of topics within both the Our Natural World and People and Society components will be applied, as appropriate, in relation to a specific unseen country context.

Throughout the course you will be challenged to suggest and explain sustainable solutions to a wide range of interlinked issues.



Examination Structure:

There are three written exams:

- Our National World = 35%
- People and society = 35%
- Geographical Exploration = 30%

Choice Subject

HISTORY

Head of Faculty: Miss H Adkins

Examination Board: Edexcel

Qualification: GCSE

Course Description:

If you have an interest in how we got to where we are today and in finding out how the problems of the past have shaped our future, then History is the course for you!

GCSE History aims to promote understanding of the political world post World War One and bring to the fore what life was like in post-war Europe.

We follow the Edexcel exam board for History with particular focus on the inter-war years as well as the development of warfare over time.

Units include:

Warfare through time: Thematic Study

- How and why the experience of war has changed over time
- London and the Second World War

Early Elizabethan England: British Depth Study

- Challenges to Elizabeth at home and abroad
- Elizabethan society in the age of exploration

Weimar and Nazi Germany: Modern Depth Study

- The Weimar Government
- Hitler's Rise to Power
- Life in Nazi Germany

**Superpower relations and the Cold War 1941-91:**

- The origins of the Cold War
- The Cold War Crises
- The end of the Cold War

Assessment Structure:

- Written examinations

Examination Structure:

There are three exam papers, each paper examines different historical skills:

- Paper 1 concentrates on arguing points and is worth 30% of the overall grade
- Paper 2 primarily assesses knowledge and understanding and is worth 40% of the qualification
- Paper 3 is primarily a skills based paper, which concentrates on the use and analysis of sources, worth 30%.

Choice Subject

PHILOSOPHY, ETHICS AND BELIEFS (PEB)

Head of Faculty: Miss H Adkins
Examination Board: AQA Syllabus A
Qualification: GCSE

Course Description:

Students are assessed in the following two components:

Component 1:

The study of religions - beliefs, teachings and practices:

The two religions studied are Christianity and Judaism. Beliefs, teachings and practices of these two religions are taught and the final examination makes up 50% of the final mark.

Component 2:

Religious, philosophical and ethical studies themes

The following four themes are studied, mainly through the religion of Christianity:

- Theme A - Relationships and families
- Theme B - Religion and Life
- Theme D - Religion, peace and conflict
- Theme E - Religion, crime and punishment

Each theme is made up of 24 marks, totalling 50% of the final mark.



Assessment Structure:

100% externally assessed by two examination papers.

Examination Structure:

There are 2 written papers for each component of study both worth 50% of the marks.

- Each written paper is 1 hour 45 minutes in length.
- There are no controlled assessments involved in this GCSE.

Choice Subject**FRENCH**

Head of Faculty: Mrs S Hallum Barnard
 Examination Board: AQA
 Qualification: GCSE

Course Description:

In Year 9 students will follow a foundation course based on the Expo 3 text book including a range of topics not previously covered during Key Stage 3.

The aim of the foundation year is to give students a more in-depth understanding of grammar, linguistic skills and vocabulary that have been introduced in Key Stage 3. The foundation year prepares students for the GCSE speaking and writing assessments by using GCSE-style tasks and the GCSE mark schemes to grade their work.

In Years 10 and 11, the GCSE French course will be studied. The themes and topics on which the GCSE course is based are:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

**Assessment Structure:**

- Students will be regularly assessed during the foundation year
- Over the course of the foundation year, the skill areas of listening, reading and speaking or writing will be assessed at least once per half-term
- Over the two year GCSE course, students will be assessed regularly in each of the four skills
- All four skills are assessed in final exams at the end of Year 11 and are marked externally, although speaking exams are conducted by the teacher

Examination Structure:

All four skills of Listening, Reading, Speaking and Writing have equal weighting at 25% each

Special Requirements:

- Students must have their own dictionary to assist with class work, coursework and homework
- Students will have access to ICT in some lessons and in their own time at school for internet access to the foreign language, access to listening and reading tasks on the VLE, word processing, etc.

Choice Subject

SPANISH

Head of Faculty: Mrs S Hallum Barnard

Examination Board: AQA

Qualification: GCSE

Course Description:

This is an intensive ab-initio course for students who are motivated to learn a new language from scratch.

In Year 9 students will follow a foundation course based on the Mira Express text books to provide a foundation of knowledge of vocabulary, linguistic skills and grammar in a range of key stage 3 topics.

In Years 10 and 11 the GCSE Spanish course will be studied.

The themes and topics on which the GCSE course is based are:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment



Assessment Structure:

- Students will be regularly assessed during the foundation year
- Over the course of the foundation year, the skill areas of listening, reading and speaking or writing will be assessed at least once per half-term
- Over the two year GCSE course, students will be assessed regularly in each of the four skills
- All four skills are assessed in final exams at the end of Year 11 and are marked externally, although speaking exams are conducted by the teacher

Examination Structure:

All four skills of Listening, Reading, Speaking and Writing have equal weighting at 25% each

Special Requirements:

- Students must have their own dictionary to assist with class work, coursework and homework
- Students will have access to ICT in some lessons and in their own time at school for internet access to the foreign language, access to listening and reading tasks on the VLE, word processing, etc.
- As this is an ab-initio course, students must have the aptitude and motivation to study a language to GCSE intensively over 3 years.

Choice Subject

FOOD PREPARATION AND NUTRITION

Head of Faculty: Mrs C Roberts
 Examination Board: Eduqas
 Qualification: GCSE

Course Description:

The new GCSE food technology course ensures the students will have a proper understanding of the scientific principles behind food and nutrition as well as acquire a number of practical cooking techniques to prepare and cook food.

At the heart of the food qualification is a focus on developing practical cookery skills and a strong understanding of nutrition so that students learn the essentials of food science, nutrition and how to cook healthily.

This qualification will give young people the preparation they need to succeed in the food and hospitality industries as well as giving them vital life skills.

The qualification will be demanding and give students in-depth knowledge of nutrition, food choice, where food comes from, and practical cooking as well as the ability to apply this knowledge when cooking. There is also a new emphasis on understanding and enjoying British and international cuisines and encouraging students to develop their own recipes. It will prepare them for further study, such as a high-quality food-related tech level, or apprenticeships in the catering or food industries.

Below is a brief outline of the main areas of study:**Principles of nutrition**

This includes healthy eating, balanced diet, special dietary needs, metabolism, macro and micro nutrients, health risks, dietary reference values, calculating nutritional values and the importance of hydration.

Food safety

Bacterial growth, food hygiene are also an essential part of the course.

Diet and good health

Students learn about the many reasons for choosing the foods we eat including our sensory perceptions, seasonality, availability, cultural influences, beliefs or medical reasons.

Food Science

Functions of ingredients and the changes taking place during cooking will be studied in detail.

Food Provenance

Students will learn where and how foods and ingredients are produced and how processing affects sensory and nutritional properties. We consider the impact of food on the environment in the study of British and two International cuisines.

Cooking and Food Preparation

There is an extensive list of high level cooking and food preparation skills to be covered in the course so students will benefit from 3 years of study. These include knife skills, preparation of fruits and vegetables, marinating, shaping, making sauces, baking, bread making, using a range of cooking processes and many more.

Assessment and Examination Structure:

- 50% written examination to be carried out in May/June of year 11
- 50% practical controlled assessment which will also take place in year 11
- 15% of this assessment is a food Investigation task

A Food Investigation will be set that will require each learner to:

- Research and plan the task
 - Investigate the working characteristics, function and chemical properties of Ingredients through practical experimentation and use the findings to Achieve a particular result
 - Analyse and evaluate the task
- (ii) Produce a report which evidences all of the above and includes photographs And/or visual recordings to support the investigation

For example:

Shortcrust pastry should be crisp to the bite and crumbly in the mouth. It can be prepared Using a range of different ingredients. Investigate the working characteristics and the functional and chemical properties where Appropriate, of the different ingredients needed to achieve a perfect shortcrust pastry.

- 35% is a food preparation and cooking task

This assessment will require learners to:

- Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.

Two options for this assessment will be set by WJEC Eduqas that will require the learners to:

- Investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (include trialling and testing)
 - Prepare, cook and present a menu of three dishes within a single session.
 - Evaluate the selection, preparation, cooking and presentation of the three dishes
- (ii) Produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes

For example: A local restaurant is holding an international week. Research, prepare and cook 3 dishes that could be served on a themed menu to promote the cuisine of a specific country or region.

Choice Subject

DESIGN AND TECHNOLOGY

Head of Faculty: Mrs C Roberts

Examination Board: AQA

Qualification: GCSE

Course Description:

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Design and Technology encourages pupils to consider design problems (usually the problems other people face). Pupils develop a range of practical skills associated with modern industry working in Graphics design, Textiles and Resistant materials. Some of the skills they develop are:

- an understanding of drawing as a method of communication.
- Working as a team to solve design problems.
- Learn how to use 2D modelling programs to plan and design products.
- an understanding of aesthetics and its role in the design of everyday items and architecture.
- Developing practical & communication skills that aid them in everyday life.
- Research introduces pupils to the technology of other cultures from an historical and modern perspective.
- Ecology and the environment are serious considerations to any design and technology student.
- Pupils learn the importance of economics when costing projects.
- Consideration is given to the role of designers in history and the modern world.
- The design process is central to project work as a method of problem solving.

Design and technology can set you up for a career in a wide variety of industries such as fashion, engineering, architecture, information technology and even education.

Popular careers for people with design and technology qualifications include: fashion designer, tailor, product designer, architect, software engineer, civil engineer, carpenter

Subject content

- Core technical principles
- New and emerging technologies
- Materials, systems and energy
- Materials and their working properties
- Common specialist technical principles
- Designing and making principles

All students should also develop an in-depth knowledge and understanding of the following specialist technical principles for the following materials only: papers and boards, textile based materials and polymers. They will look at:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- Surface treatments and finishes.

Assessment and Examination Structure:**Exam Assessment:****What's assessed?**

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

Written exam: 2 hours

100 marks

50% of GCSE

Questions

Section A – Core technical principles (20 marks)

- A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

- Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

What's assessed?

- Practical application of:
- Core technical principles
- Specialist technical principles
- Designing and making principles

Non-exam Assessment (Practical Production):**How it's assessed**

Non-exam assessment (NEA): 30–35 hours approximately

100 marks

50% of GCSE

Producing a prototype and portfolio of evidence which involves substantial design and make task

Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

A design brief to be released annually by AQA on 1 June in the year prior to the submission of the practical production.

Work will be marked by teachers and moderated by AQA

Choice Subject

INFORMATION TECHNOLOGIES

Head of Faculty: Mrs C Roberts

Examination Board: OCR

Qualification: Level 1&2 Cambridge National Certificate in Information Technologies
Technical Award (GCSE Equivalent)

Course Description:

The collection and communication of data and storing of data/information happens all around us.

Technology underpins how it's collected and communicated nearly all of the time. It can be seen in all walks of life, from a wearable fitness tracker recording how many steps you have taken, your mobile phone provider recording your usage to create your bill or an online retailer being able to target you with specific promotions based on your purchase history. Knowing how and why data is gathered and being able to turn raw data into something meaningful is essential as you move through education and into employment. To be able to do this you will need to have the confidence to use a range of information technology that is currently available, as well as being adaptable and resilient enough to deal with the rapid advances.

What will this qualification teach you?

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

You will learn about:

- tools and techniques for use in different digital hardware and software technologies,
- How these can be integrated to create digital solutions to manage and communicate data and information. You 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.
- You 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.
- Learn to follow a project life cycle of initiation, planning, execution and evaluation to complete a data management task and use your skills, knowledge and understanding of technology to complete each of the phases of the project life cycle.

The skills, knowledge and understanding you will develop through this qualification are very relevant to both work and further study. They will support you in a range of subject areas such as A Levels in Business or Geography, or Cambridge Technicals in IT. They can also support your progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.

There are two units of assessment.

To claim the Level 1/2 Cambridge National Certificate Information Technologies qualification, learners must complete both units of assessment.

Performance in both assessments will be underpinned by acquiring the knowledge, understanding and skills specified for the qualification through learning by doing. We encourage holistic delivery and require the synoptic application of skills, knowledge and understanding.

Understanding tools, techniques, methods and processes for technological solutions

Assessment and Examination Structure:

Exam Assessment:

- 1 hour 45 minutes written examination
- 80 marks
- OCR-set and marked
- Exam assessment in June 2018 and then every January and June.

Non-exam Assessment:

Developing technological solutions

- You will be given a project to develop a technological solution that processes data and communicates information
- 80 marks
- An assignment set by OCR, marked by teachers and moderated by OCR
- The assignment will include a context and set of tasks
- A new assignment will be released each series

This will directly assess the learning outcomes titled as 'Understand':

LO1: Understand the tools and techniques that can be used to initiate and plan solutions

LO3: Understand how data and information can be collected, stored and used

LO4: Understand the factors to be considered when collecting and processing data and storing data/information

LO6: Understand the different methods of processing data and presenting information.

This will directly assess the learning outcomes titled as 'Be able to':

LO2: To be able to initiate and plan a solution to meet an identified need

LO5: To be able to import and manipulate data to develop a solution to meet an identified need

LO7: To be able to select and present information in the development of the solution to meet an identified need

LO8: To be able to iteratively review and evaluate the development of the solution.

Choice Subject

MEDIA STUDIES

Head of Faculty: Mrs C Roberts
 Examination Board: AQA
 Qualification: GCSE

Course Description:

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Many students choose GCSE Media Studies for its relevance to their lives and for the opportunities it provides for exploring contemporary issues through the use of different media in creative and practical ways. The AQA GCSE Media Studies course you'll learn about media theory and practice, covering:

- The media industries – worth £977 billion globally
- a range of different media – like YouTube sites, websites, films, TV programmes, radio programs and a range of magazines
- New technologies – an exciting aspect of media that's growing in importance.
- Subject content is divided into 4 categories:
 1. Media language
 2. Media representations
 3. Media industries
 4. Media audiences

Course structure

Media Studies involves 1 NON EXAM ASSESSMENT (creating a media product) and a written exam.

All students study the AQA GCSE Media Studies Single Award.

The course is three years in duration

What is Covered by the Course?

- Learning how to 'read' or 'deconstruct' a media text (Looking at how media texts are constructed)
- Understanding narrative and genre
- Representations of different social groups and how they are portrayed in the media
- Developing an understanding of who audiences are, and how media texts are marketed towards different kinds of people
- How to communicate a narrative/message to a specific target audience by creating their own media product by using a range of media including stop frame animation; film; magazines; podcasts; You Tube and social media adverts etc)

Assessment and Examination Structure:**Exam Assessment:****What's assessed?**

Section A – will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:

- magazines
- advertising and marketing
- newspapers
- Online, social and participatory media and video games.

Section B – will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:

- radio
- music video
- newspapers
- online, social and participatory media and video games
- film (industries only).

How it's assessed

Written exam: 1 hour 30 minutes

84 marks

35% of GCSE

Questions

- A range of questions relating to an unseen source and Close Study Products.
- An extended response question (20 marks).

Non-exam Assessment (Practical Project):**What's assessed?**

- Application of knowledge and understanding of the theoretical framework.
- Ability to create media products in one of the following media sectors: moving image, audio, print or online

How is the practical production assessed

A choice of one of five annually changing briefs set by AQA.

60 marks

30% of GCSE

Assessed by teachers

Moderated by AQA.

Tasks

Students produce:

- a statement of intent
- a media product for an intended audience (This could be a film, advert, magazine or an online product like a you tube vlog)

Choice Subject

BUSINESS

Head of Faculty:	Mrs C Roberts
Examination Board:	AQA
Qualification:	GCSE

Course Description:

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject content:

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

The new specification will give students the opportunity to explore real business issues and how businesses work. Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

Students will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision-making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.

The specification requires students to draw on the knowledge and understanding to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills

The knowledge and skills gained from this specification will provide students with a firm foundation for further study.

Assessment and Examination Structure:**Paper 1: Influences of operations and HRM on business activity****What's assessed?**

Business in the real world
Influences on business
Business operations
Human resources

How it's assessed

Written exam: 1 hour 45 minutes
90 marks
50% of GCSE

Questions

Section A has multiple choice questions and short answer questions worth 20 marks.

Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Paper 2: Influences of marketing and finance on business activity**What's assessed?**

Business in the real world
Influences on business
Marketing
Finance

How it's assessed

Written exam: 1 hour 45 minutes
90 marks
50% of GCSE

Questions

Section A has multiple choice questions and short answer questions worth 20 marks.

Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Choice Subject

PHYSICAL EDUCATION

Head of Faculty: Miss S Lambert

Examination Board: AQA

Qualification: GCSE

Course Description:

The GCSE PE course is highly theoretical and as such students will spend 100% of their allocated lesson time in the classroom for the first year of the course.

The course is highly academic, and we would like to stress a strong grasp of both English and Science is essential to enable students to access the course content.

Students will learn about and be assessed on the human body and movement which has its foundation in biology and physics. Students will also learn about and be assessed on the socio-cultural influences in PE and sport, understanding how and why people participate in certain activities, the psychology behind sport and the impact on health. Both of these areas will also cover the use of scientific data and the ability to interpret and explain this data.

The practical element of the course offers only a narrow range of activities and it is expected students will commit to relevant extra-curricular activities to support the course. It is also beneficial if students participate in an activity outside of school listed on the approved practical activity list.



Assessment Structure:

Assessment Structure:

Theory - 70%

This qualification is linear and all exams will be sat at the end of the course.

Students will cover a range of topics in preparation for two written examinations of 75 minutes in length: The Human Body and Movement in Sport, and Socio-cultural Influences and Well-being in Physical Activity and Sport. There is one coursework element which involves analysing performance in one sport.

Practical - 30%

There is a narrow activity list which students can be assessed in. Students will follow at least 4 areas of study, of which they will submit at least 3 marks consisting of at least one team and one individual sport. Within each sport students will be assessed in their individual skill, their competitive play and their knowledge of tactics and strategies or routines and sequences. All students will be expected to lead their peers as well as umpire / coach in all areas of study.

Examination Structure:

Practical element - two written examinations of 75 minutes - Coursework element

Special Requirements:

Each student will be provided with an exercise book that they are expected to maintain.

Students will also be encouraged to invest in some revision resources which will be offered in Years 10 & 11 and attend additional activities where recommended by their teacher. Students will be expected to have the full and correct Brighton Hill PE kit to be able to complete all aspects of the practical component effectively.

Choice Subject

FINE ART

Head of Faculty:	Mrs C Espeseth		Course Leader:	Mrs C Espeseth
Examination Board:	AQA			
Qualification:	GCSE			

Course Description:

Do you enjoy drawing, painting or sculpture? Are you interested in a career in any areas of art and design such as architecture, special effects make-up, illustration and art therapy to name a few? If so, this could be the course for you.

This course will give you variety of experiences exploring a range of art media, techniques and processes, ranging from drawing, painting, printmaking, ceramics, photography and many more.

You will learn to explore relevant images, artwork and resources relating to art and design from the past and from recent times, including European and non-European examples which is the integral part of the investigating and making process.

You will explore drawing for different purposes and needs as part of this course and you will use sketchbooks to record your work throughout the project.

You will complete a series of projects and activities exploring the following possible areas:

- Still Life
- Food
- Mechanical objects
- Current Affairs
- The Human Body

**Assessment and Examination Structure:**

AQA GCSE Art and Design – Fine Art (single award)

Component 1 – Portfolio

- No time limit – Several extended projects
- 60% of GCSE
- You are now required to show an ability to draw and give written annotations throughout your portfolio.
- The portfolio must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during your course or study.

Component 2 – Externally set assignment

- Preparatory period from January in Y11
- 10 hours supervised time to produce final outcome in April/May
- 40% of GCSE

Special Requirements:

- You need to have a good skill level in art, especially in drawing. You need to be committed to attending workshops
- You need to be able to work independently both in school and at home. You need to be open minded in exploring new materials and subject matter.
- **Due to the workload it is not advisable to take BOTH Fine Art and Art Textiles.**

Choice Subject

ART TEXTILES

Head of Faculty: Mrs C Espeseth | Course Leader: Mrs C Espeseth
 Examination Board: AQA
 Qualification: GCSE

Course Description:

Do you enjoy textiles? Are you interested in developing your skills further and learning intricate textiles techniques along with how to design for home accessories, fashion or costume? If so, this may be the course for you.

This course will give you a variety of experiences exploring a range of textile media, techniques and processes, including both traditional and new technologies e.g. computerised embroidery and digital printing.

It will give you the opportunity to specialise in areas of particular interest and allows the creation of designs and products of woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

You will explore drawing for different purposes and needs as part of this course and you will use sketchbooks to record your work throughout the project.

You will complete a series of projects and activities exploring the following possible areas:

- Mexican Day of the Dead
- Natural Forms
- Steam Punk
- Under the sea
- Theatre costume and design

**Assessment and Examination Structure:****AQA GCSE Art and Design – Textiles (single award)****Component 1 – Portfolio**

- No time limit – Several extended projects
- 60% of GCSE
- You are now required to show an ability to draw and give written annotations throughout your portfolio.
- The portfolio must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during your course or study.

Component 2 – Externally set assignment

- Preparatory period from January in Y11
- 10 hours supervised time to produce final outcome in April/May
- 40% of GCSE

Special Requirements:

- You need to have a good skill level in art, especially in drawing. You need to be committed to attending workshops
- You need to be able to work independently both in school and at home. You need to be open minded in exploring new materials and subject matter.
- **Due to the workload it is not advisable to take BOTH Fine Art and Art Textiles.**

Choice Subject

DANCE

Head of Faculty: Mrs C Espeseth | Course Leader: Mrs V Britton
 Examination Board: AQA
 Qualification: GCSE

Course Description:

This course is suitable for students who are considering a career in the performing arts sector, teaching or choreography.

Dance is a powerful and expressive subject and so encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Students will study a range of dance styles allowing them to choose any style to perform and choreograph in, providing it meets the assessment criteria.

A new element of the course which is the study of an anthology of professional works will develop students' ability to critically appraise dances of different styles and cultural influences and provides a springboard for engaging practical tasks.

Commitment to the course is essential, and students taking this GCSE are expected to commit to extra-curricular dance clubs/activities in order to strengthen and practice essential performance and choreography skills.

The aim of GCSE Dance is to engage students in the process of dance in order to develop as effective and independent learners and as critical and reflective thinkers. Students are encouraged to develop their skills, knowledge and understanding of a range of dance styles through the process of performances, creating and appreciating dance. Students will develop technical, physical and expressive skills through which they are able to communicate choreographic intention and develop their individual qualities as performers. Throughout the three years, students will develop a critical appreciation of dance.



Assessment Structure:

Written examination: 40% of total marks

The written paper will be focussing on critical analysis and perceptive understanding of professional dance works, as well as using dance terminology to reflect on and evaluate own performance and choreographic work.

Practical Examination through controlled assessment: 60% of total marks

The practical elements will be focussed on choreography and performance. Candidates will demonstrate their physical competence and effectiveness as a performer. They will also have to choreograph their own work to demonstrate their ability to select appropriate choreographic elements in response to a chosen stimulus.

Choice Subject

DRAMA

Head of Faculty:	Mrs C Espeseth		Course Leader:	Mr P Penney
Examination Board:	AQA			
Qualification:	GCSE			

Course Description:

Do you have a passion for drama?

Are you a budding actor or actress?

Do you have creative flair?

This course is suitable for students who have an interest in live theatre or the performing arts.

The course leads into further qualifications such as AS and Advanced level or progression onto the National Diploma in Performing Arts (performing at QMC).

Career pathways include performing and working in the performing arts industry. Candidates will then complete their own portfolio, made up of their most successful work, from common starting points.

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre.

GCSE Drama is divided into three components: Understanding drama, devising drama and texts in practice

Students will gather many invaluable skills, they will learn to collaborate with others, think analytically and evaluate effectively. They will gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

**Assessment and Examination Structure:**

- Component 1: Knowledge and understanding of drama and theatre - study of one set play and complete an analysis and evaluation of the work of live theatre makers (Written exam: 1 hour 45 mins)
- Component 2: Devising drama - students will learn the process of creating devised drama and complete a performance of devised drama (Devising log and performance)
- Component 3: Texts in practice - Performance of two extracts from one play. (Performance of Extract 1 and 2)

Choice Subject

MUSIC

Head of Faculty: Mrs C Espeseth | Course Leader: Miss F Earwood
 Examination Board: AQA
 Qualification: GCSE

Do you have a passion for music? Do you play an instrument or sing? Do you have a creative flair for composition or song writing?

You may already play in a school ensemble or be involved in a school production.

Did you know that a GCSE in music can eventually lead to one of the following careers?

- Session musician
- Songwriter
- Composer
- DJ
- Teacher
- Marketing in the music industry
- Radio
- Producer
- Music journalist
- Singer

**Course Description:**

The AQA GCSE music course is designed to develop four core skills; composing, performing, listening and appraising. Students also study a wide variety of genres: Western Classical tradition since 1910, Traditional World Music, The Western Classical Tradition 1650-1910 and popular music. Students are taught to compose music using technology and explore the following strands through the four core skills:

- Strand 1: Rhythm, meter, texture, melody, structure and form
- Strand 2: Harmony, tonality, timbre (sonority), dynamics, phrasing and articulation

Assessment and Examination Structure:

- Performing Music [controlled assessment] 30%
- Composing Music [controlled assessment] 30%
- Listening and Appraising [examination] 40%

Special Requirements:

If you take GCSE music it is recommended that you enrol in instrument/vocal lessons, if you do not already take them.



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