

BRIGHTON HILL COMMUNITY SCHOOL

# GUIDED CHOICES 2022 - 2025



**Brighton Hill  
Community  
School**

*Making success inevitable*







# 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 now have the opportunity to refine the subjects you study, developing a level of expertise in those you choose to continue with. 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 very difficult 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 (the latter two of which are included in the My World tutor sessions)** - you will be able to choose, with guidance from your teachers, between two 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.

If there are more students wishing to study a subject than there are spaces, we will prioritise students who have shown a high level of attendance and commitment to that subject in Years 7 and 8. We may also have to cancel a course if an insufficient number of students choose it. In either case, or if there is any reason why we aren't able to offer you your first choice of subjects, a senior member of staff will contact you to discuss your options.

## 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

## Guided Choices Evening:

To help you make your choices, there will be an Information Evening on Wednesday 4th April which will include a presentation by Mrs Hallum Barnard about the Guided Choices Process as well as a talk from Mr Watkins about Labour Market Information. This evening will be followed by the virtual Guided Choices parents' evening that you and your parents will be invited to on Wednesday 27th April (Side A) and Wednesday 4th May (Side B). During this evening, there will be an opportunity to have individual, pre-booked appointments with your subject teachers to talk about your progress in Key Stage 3 and choices for Key Stage 4.

Finally, there will be the opportunity for you and your parents to meet with your tutor to discuss your Guided Choices following the information you have received from the information and parents' evenings before we will ask you to finalise your Guided Choices course decisions through completion of a Microsoft form by Friday 13th May 2022.

# 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 they 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 broad, balanced and relevant curriculum for all of our students where success is inevitable.

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 child 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).
- is 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 their chosen courses, they will be contacted individually by a senior member of staff.

## 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. We make every effort to allocate students' preferences, or suitable second choice, although this is not always possible.

## Information about public examinations (GCSE)

As a result of government reforms to examinations and GCSE, which took effect in 2017, the qualifications and structure of subjects 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 only appears in Maths, Science and Modern Foreign 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 examination 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 GCSE Certificate

Each candidate (student) will be given a certificate by the relevant awarding body setting out the grade awarded for each subject. GCSE grades will be awarded from 9 to 1 with 5 being the national 'strong' pass rate.

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 March 2022.



# INFORMATION AND GUIDANCE FOR PARENTS / CARERS

## BHCS Careers Vision Statement

The Brighton Hill Community School careers provision vision is to firmly embed a comprehensive careers programme within the curriculum, rooted in the Gatsby 8 Benchmarks.

The provision will recognise the needs of each individual student in our care, enriching and empowering them to access the next stage of their education, while being aspirational in these Post-16 choices, providing a pathway towards well informed career decisions which will change their lives for the better.

As a result, students will be happy, responsible citizens, prepared for the challenges they may face in life, who will continue to be aspirational in their life and career choices and so make positive contributions to society.

Parents and students are welcome to attend a labour market information (LMI) evening as part of the BHCS guided choices process that will provide insight into the developing labour market both locally and nationally. We are always willing to work with education & training providers as well as employers so if you are interested in working with us to promote any of these channels, please contact our Senior Leadership Team Careers Lead Mr D. Watkins via email [dwatkins@brightonhill.hants.sch.uk](mailto:dwatkins@brightonhill.hants.sch.uk) or call on 01256 350 606.

The BHCS Careers & Enterprise web pages hold a wealth of information about our careers programme and includes both a 'Student Zone' and a 'Parent Zone'. To help you and your child independently explore a range of useful information we are pleased to signpost the additional websites below to help make the right guided choices.

## BHCS Preferred Careers Platforms

### [www.unifrog.org](http://www.unifrog.org)

The preferred BHCS careers platform that supports students in comparing career opportunities and supporting their post-16 choices. From year 7 students have directed time using this platform as part of the BHCS Tutor Programme.

## Government Platforms

### [www.nationalcareers.service.gov.uk](http://www.nationalcareers.service.gov.uk)

Government information advice and guidance to help make decisions on learning, training and work.

### <https://www.gov.uk/topic/further-education-skills/apprenticeships>

Find out more about and apply for apprenticeships.

### <https://nationalcareers.service.gov.uk/>

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

### [www.gov.uk/topic/further-education-skills/apprenticeships](http://www.gov.uk/topic/further-education-skills/apprenticeships)

Find out more about and apply for apprenticeships

## Cross Industry Platforms

### [www.careerpilot.org.uk](http://www.careerpilot.org.uk)

Expert careers information and tools for 11-19 year olds, all in one place

### Hampshire Futures Careers Information Service

#### <https://tinyurl.com/2p89cvbn>

Hampshire County Council website developed to support young people making career choices.

### [www.how2become.com](http://www.how2become.com)

Award-winning insider guidance on passing recruitment processes.

### [www.successatschool.org](http://www.successatschool.org)

The place for young people to explore careers, get the lowdown on the top employers, and search for the latest jobs, course and advice.

### [www.amazingapprenticeships.com](http://www.amazingapprenticeships.com)

A leading organisation in the education sector, founded to tackle misconceptions about apprenticeships and promote the benefits.

### [www.icould.com](http://www.icould.com)

Video clips of people who have experience of working in a variety to visit our webpage dedicated to further information and links to a range of careers and enterprise websites.

## Industry Specific Platforms

### [www.apply.army.mod.uk](http://www.apply.army.mod.uk)

Looking for a job in the army? You might be the person we are looking for.

### [www.stepintohenhs.nhs.uk](http://www.stepintohenhs.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](http://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](http://www.bda.org)

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

### [www.bps.org.uk](http://www.bps.org.uk)

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

### [www.iop.org](http://www.iop.org)

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

### [www.tomorrowseengineers.org.uk](http://www.tomorrowseengineers.org.uk)

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

### [www.whynotchemeng.com](http://www.whynotchemeng.com)

Website promoting chemical engineering as a rewarding career choice.

### [www.mathscareers.org.uk](http://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](http://www.careers-in-sport.co.uk)

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



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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; Foundation (Grades 1-5) and Higher (Grades 4-9).

At both tiers, there will be three final examinations, each of 90 minutes in length.

One paper is non-calculator and for the other two, the use of calculators is allowed.

**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 recommendation letter

# 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 Grade 4 at Key Stage 3, in both Science and Maths. Prospective Triple Science students will be recommended 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 must demonstrate an excellent attitude to learning in their Key Stage 3 studies.
- Prospective Triple Science students will be recommended 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:

Students will continue to receive 2 lessons of PE regardless of other options. 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.

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, PSHE & RS

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 responsible citizens in our local community and wider society and uphold our cornerstones of kindness, courage, collaboration and commitment.

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

Citizenship and Personal, Social, Health and Economic Education (PSHE) are delivered through 'My World' sessions, resourced with videos, texts, discussion points and podcasts (created by our students for our students).

These sessions take place in tutor time. As well as covering Citizenship and PSHE, the 'My World' programme also includes aspects of the following range of statutory topics that prepare our students for life in the 21st Century:

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



Core Religious Studies is also taught to our Key Stage 4 students in discrete sessions through the tutor programme. The programme is designed to explore a range of societal topics and investigate how they are approached by different religions, following the Living Difference IV syllabus.

Through our comprehensive tutor 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 empowered to access 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: Mrs H Humphreys

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:

**Our 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.



## Assessment and Examination Structure:

There are three written exams:

- Our Natural World: 35% of the GCSE
- People and society: 35% of the GCSE
- Geographical Exploration: 30% of the GCSE

## Choice Subject

# HISTORY

Head of Faculty: Mrs H Humphreys

Examination Board: AQA

Qualification: GCSE

## Course Description:

The study of history is a window into the past that provides understanding of the present day and how individuals, nations and the global community might develop in the future. Historical study instructs how societies came to be and examines cultural, political, social and economic influences across time.

We follow the AQA exam board for History with a particular focus on WWI and the rise of the Nazis.

The GCSE History content comprises the following elements:

**One period study - Germany 1890 -1945: Democracy and Dictatorship**

- Germany and the growth of democracy after the First World War
- The rise of the Nazis
- The experiences of Germans under the Nazis including the Holocaust

**One thematic study - Britain: Power and the people c1170 to present day**

- Challenging authority and feudalism
- Challenging royal authority
- Reform and reformers
- Equality and rights

**One wider world depth study - Conflict and Tension: The First World War 1894 - 1918**

- The causes of the First World War
- The First World War: stalemate and key battles such as Verdun and the Somme
- Ending the war

**One British depth study including the historic environment - Elizabethan England c1568 - 1603**

- Elizabeth's court and Parliament
- Life in Elizabethan times
- Troubles at home and abroad
- The historic environment of Elizabethan England. This will include a visit to a historical site

## Assessment and Examination Structure:

There are two exam papers

**Paper 1: Understanding the modern world**

In Section A there is a period study, with a focus on two key developments in a country's history over at least a 50-year period. In Section B there is a wider world depth study. This focuses on international conflict and tension.

**How it's assessed:**

- Written exam: 2 hours
- 50% of the GCSE

**Paper 2: Shaping the nation**

In Section A there is a thematic study which looks at key developments in Britain over a long period. In Section B there is a British depth study incorporating the study of a specific historic environment.

**How it's assessed:**

- Written exam: 2 hours
- 50% of the GCSE

## Choice Subject

# RELIGIOUS STUDIES

Head of Faculty: Mrs H Humphreys

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 of this component 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, and the final examination of this component makes up 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:** Miss C Roggeman**Examination Board:** AQA**Qualification:** GCSE**Course Description:**

In Year 9 students will follow a foundation course 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.
- In years 10 and 11, students will be advised to purchase the Pearson AQA Grammar and Translation workbook to support their learning in and out of lesson

## Choice Subject

# SPANISH

**Head of Faculty:** Miss C Roggeman  
**Examination Board:** AQA  
**Qualification:** GCSE

## Course Description:

In Year 9 students will follow a foundation course 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 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.
- In years 10 and 11, students will be advised to purchase the Pearson AQA Grammar and Translation workbook to support their learning in and out of lesson

## Choice Subject

## LATIN

Head of Faculty: Miss C Roggeman

Examination Board: Eduqas

Qualification: GCSE

## Course Description:

This is an intensive course for students who are motivated to learn a new language and culture in 3 years. The course will build on the learning from the Year 8 extra-curricular club that Mr Edwards has run this year which whilst beneficial, will not be a crucial prerequisite for students wishing to study Latin (see Special Requirements for further information).

In Years 9, 10 and 11 students will follow the Cambridge Latin Course in preparation for the Eduqas GCSE in Year 11. The course aims to provide a foundation in linguistic and cultural competence, enabling learners to gain knowledge and understanding of the Roman world through reading and responding to its language and literature. In particular, this specification enables learners to:

- develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret straightforward Latin
- develop their knowledge and understanding of Latin literature and its associated values and society through the study of original texts, adapted and abridged as appropriate
- select, analyse and evaluate evidence to draw informed conclusions from the literature studied to
- demonstrate knowledge and understanding of the historical, literary and cultural context of a text and
- identify and appreciate its literary form and impact on the reader
- develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources
- develop insights into the relevance of the Latin language, its literature and Roman culture to the modern world.



## Assessment Structure:

Students will be regularly assessed during the 3-year course through informal in-class quizzes to check understanding and more formal end of unit cumulative assessments.

## Examination Structure:

The final GCSE examination consists of 3 components:

**Component 1: Latin Language**

Written examination: 1 hour 30 minutes / 50% of qualification

**Component 2: Latin Literature and Sources (Themes)**

Written examination: 1 hour 15 minutes / 30% of qualification

**EITHER Component 3A: Latin Literature (Narratives) OR Component 3B: Roman Civilisation**

Written examination: 1 hour / 20% of qualification

## Special Requirements:

- Students who have not attended the Year 8 Latin extra-curricular club may be required to complete some initial additional study to help them to access the Year 9 curriculum.
- Students will have access to ICT in some lessons and in their own time at school for internet access to the language, access to listening and reading tasks on the VLE, word processing, etc.



## Choice Subject

# FOOD PREPARATION AND NUTRITION

Head of Faculty: Mrs A Carson

Examination Board: Eduqas

Qualification: GCSE

## Course Description:

The new GCSE Food Technology course ensures that 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% is a Food Investigation task that will require each learner to:
    - (a) Research and plan the task
    - (b) Investigate the working characteristics, function and chemical properties of Ingredients through practical experimentation and use the findings to Achieve a particular result
    - (c) Analyse and evaluate the task
    - (d) 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 which 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:

- (a) 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)
  - (b) Prepare, cook and present a menu of three dishes within a single session
  - (c) Evaluate the selection, preparation, cooking and presentation of the three dishes
  - (d) 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 A Carson

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 Graphic Design, Textiles and Resistant Materials. Some of the knowledge and 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 which introduces pupils to the technology of other cultures from an historical and modern perspective
- an understanding of how and why 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 importance of the design process in 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, interior designer, silversmith, graphic designer.

### Subject content

- Core technical principles
  - New and emerging technologies
  - Materials, systems and energy
  - Materials and their working properties
- Specialist technical principles
  - Common specialist technical principles
  - Specialist principles of Timber based materials
- Designing and making principles

All students should also develop an in-depth knowledge and understanding of the following specialist technical principles for the materials of 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.

## Non-exam Assessment (Practical Production):

#### What's assessed?

Practical application of:

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

#### 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 is 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 or your mobile phone provider recording your usage to create your bill, to 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
- what data and information are and the legal, ethical and moral considerations when using technology to gather, store and present data and information

- how to mitigate the risks of cyber-attacks
- how 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

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 three units of assessment:

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

Performance in all 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.

## Assessment and Examination Structure:

### Exam Assessment:

- 1 hour 30 minutes written examination
- 70 marks
- 40% of qualification
- OCR-set and marked
- Exam assessment in June 2019 and then every January and June.

### Non-exam Assessments:

1. Data manipulation using spreadsheets
  2. Using Augmented Reality to present information
- For each NEA, you will be given a project to develop a technological solution that processes data and communicates information
  - Each is 60 marks
  - Each is 30% of qualification
  - An assignment set by OCR, marked by teachers and moderated by OCR
  - The assignment will include a context and set of 3-5 tasks

This will directly assess the learning outcomes:

**TA1:** Design topics

**TA2:** Human Computer Interface (HCI) in everyday life

**TA3:** Data and testing

**TA4:** Cyber-security and legislation

**TA5:** Digital communications

**TA6:** Internet of Everything (IoE)

New assignments will be released each series (January and June).

This will directly assess the learning outcomes

**Topic Area 1:** Planning and designing the solution

**Topic Area 2:** Creating the solution

**Topic Area 3:** Testing the solution

**Topic Area 4:** Evaluating the solution



## Choice Subject

# COMPUTER SCIENCE

**Head of Faculty:** Mrs C Roberts  
**Examination Board:** OCR  
**Qualification:** GCSE (9–1) Computer Science

## Course Description:

### What is Computer Science?

Computer Science is a modern, fascinating subject. The world depends on computers. In this GCSE course you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges. Computer Science is a great subject and combined with other subjects it can open a whole world of opportunities.

### Why choose GCSE Computer Science?

- Develop problem solving skills
- Learn through exploration
- Change the world
- Solve real-world problems
- Learn how to create your future
- Open the door to your future career

### What will I study?

#### Component 01: Computer Systems

Introduces student to systems architecture, computer memory and storage, computer networks, connections and protocols, network security, data representation, and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

#### Component 02: Computational thinking, algorithms and Programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming fundamentals, producing robust programs, computational logic and translators, programming language and integrated development environment.

#### Practical programming:

Students are to be given the opportunity to undertake a programming task(s) during their course of study which will allow them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02.

#### Developing programming skills helps to:

- Break down problems effectively
- Solve complex problems
- Think logically
- Learn through exploration

## Assessment and Examination Structure:

### Paper 1: Computer Systems (01):

#### What's assessed:

- System architecture
- Memory and storage
- Computer networks, connection and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

#### How it's assessed:

- Written paper, 1.5 hours
- Comprises 50% of total GCSE
- 80 Marks

#### Questions:

- This is a non-calculator paper.
- All questions are mandatory.
- This paper consists of multiple-choice questions, short response questions and extended response questions.

### Paper 2: Computer Systems (02):

#### What's assessed:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

#### How it's assessed:

- Written paper, 1.5 hours
- Comprises 50% of total GCSE
- 80 Marks

#### Questions:

- This is a non-calculator paper.
- All questions are mandatory.
- In section B, questions assessing student's ability to write or refine algorithms must be answered using a high-level programming language.

#### Practical Programming:

All students will be given the opportunity to undertake a programming task either to a specification or to solve a problem during their course of study.

GCSE (9-1) Computer Science is a qualification that will enable students to progress to further qualifications, either vocational or general.

## Special Requirements

- All students are expected to practise for 60 minutes a week to refine their coding skills, this is an essential requirement in order to progress and keep up with the technicality of the lessons
- In addition, for us to be pre-emptive and proactive, our students who may be needing additional support may be invited back after school for a few sessions for one-to-one support. Again, we strongly urge our students, if offered, to take up this support to ensure progress.
- These are the expectations for all our students opting for this subject.

**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 in 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 2 written papers.

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.

Students will be expected to take part in a practical project every half term so they can practise and refine their practical skills for their final NEA. This will involve them working with still and video cameras + their own phone camera features, edit suites, photoshop suites. This will form a core part of what is issued for their weekly home learning. It would be highly beneficial for students to have access to a laptop or PC to work on at home with broadband access. If this is not possible, students will be expected to attend 1 x home learning session in school to access the technology provided by the school so they can complete some of the home learning tasks. This is a subject which will involve using a variety of technical software and hardware, so students need to be prepared to learn how to use it.

**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 for section A and section B  
84 marks

35% each 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 the practical production is 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 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 with 70% assessed through written exams and as such students will spend 100% of their allocated lesson time in the classroom for the first term.

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, ideally at a county level or higher.

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.



## Assessment and Examination 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:

- It is expected that any students selecting GCSE PE will compete at a minimum of district level in at least one of the activities within the specification.
- It is expected that students will attend at least one extra-curricular PE club per week throughout the course.
- 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.

**\*Please note that the GCSE PE and Health and Fitness courses discount each other and so only one of these courses can be selected by students. Students' PE teachers will be able to advise as to which course would be better suited to each student's strengths.**

## Choice Subject

# HEALTH AND FITNESS

Head of Faculty: Miss S Lambert

Examination Board: NCFE

Qualification: VCERT

## Course Description:

NCFE course is designed for learners who want an introduction to Health and Fitness that includes a vocational and project-based element. The course is assessed through 100% written work.

The course is assessed over two units. Unit 1 provides learners with the underpinning and understanding required for health and fitness. Learners will develop their knowledge and understanding of the structure and function of key body systems and the short-and long-term effects that health and fitness activities can have on the body. Learners will also know and understand the components of fitness and the principles of training.

Unit 2 provides learners with the knowledge and understanding to be able to prepare and plan for health and fitness. Learners will know and understand the impact of lifestyle on health and fitness and be able to apply health and fitness analyses to set goals. Learners will know and understand how to test and develop components of fitness, how to structure a health and fitness programme and how to prepare safely for health and fitness.



## Assessment Structure:

### Theory - 100%

#### External assessment - 40%

Externally set written examination of 90 minutes in length with a mixture of multiple-choice answer and extended response questions.

Two resits permitted

#### Internal assessment – 60%

Externally set synoptic project which is internally graded. The completion time for this internal synoptic project is 21 hours of supervised time.

The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.

Two resubmissions permitted

\*Please note that the GCSE PE and Health and Fitness courses discount each other and so only one of these courses can be selected by students. Students' PE teachers will be able to advise as to which course would be better suited to each student's strengths.

## 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 to 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:

- Food
- Mechanical Objects
- Disguise
- The Human Body
- Environmental Issues



## Assessment and Examination Structure:

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

### Component 1 – Portfolio (Final deadline: December of Year 11)

- No time limit – Several extended projects
- 60% of GCSE
- You are required to show an ability to draw and include written annotations throughout your portfolio
- You must have the ability to take your own photography
- 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 of Y11
- 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 open studio workshops after school
- 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

## Choice Subject

# PHOTOGRAPHY

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

## Course Description:

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider GCSE Photography. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.

GCSE Photography is a practical course in which you learn by doing, so you will be guided to create imaginative work through workshops and the creation of a portfolio leading to an independent project in year 11. You will be introduced to camera functions, composition, perspective, lighting, viewpoints, aperture, depth of field, shutter speed and movement to name a few. Alongside this you will learn digital processes and digital editing. You will also be introduced to a variety of photographers and use these as your inspiration. You will develop your creativity and independent thought, learn to express yourself visually and let your imagination flourish. Photography is a great companion to all other subjects as creativity, imagination and problem solving skills can give you great ideas for other areas.

Photography is about looking, learning, thinking and communicating ideas. It inspires creative thinkers. Photography means 'drawing with light' and that is what photographers do when they take a picture. Many photographers have explored various techniques to create images that make a personal statement about things that have interested or concerned them. The most exciting aspect of photography is that you are capturing the world as you see it.

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

- Portraiture
- Landscape photography
- Still-life photography
- Documentary photography
- Photojournalism
- Fashion photography
- Abstract photography
- Multimedia



## Assessment and Examination Structure:

AQA GCSE Photography (single award)

### Component 1 – Portfolio

- No time limit – Several extended projects
- 60% of GCSE
- You are required to draw on the course but this can be in the format of quick sketches to plan out a photoshoot and is not as detailed as GCSE Fine Art. You will also be required to include 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 of Y11
- 40% of GCSE

## Special Requirements:

- You must have access to your own camera at home (this can be any of the following; a phone; a simple point and shoot camera; bridge camera or even a DSLR camera (the school will have cameras to use for photoshoots completed in school)).
- You need to be committed to attending open studio workshops after school.
- 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.



## 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, expressive and mental 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 and Examination 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. Students 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

**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

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

**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.

## Choice Subject

# HEALTH & SOCIAL CARE

Head of Faculty: Mrs C Tucker | Course Leader: Mrs C Tucker  
 Examination Board: Pearson  
 Qualification: BTEC Tech Award

## Course Description:

BTEC Health and Social Care is designed for learners who are interested in Health and Social Care and want a vocational introduction to this sector.

In component One, learners will explore how individuals develop physically, emotionally, socially and intellectually over time. Component one also includes the investigation of how various factors, events and choices impact individuals' growth and development. In this component students will also discover how people adapt to life events and cope with making changes.

Throughout component Two, learners will investigate how the Health and Social Care sector works and the care values that lie at the core of it. For example, students will learn which health and social care services are available and they will identify why people might need to use these services. Learners will explore who is involved in providing these services and what might stop people from accessing the services they need. Overall, component two looks at the care values the sector has to make sure people get the care and protection they need.

Component Three is where learners will pull together all they have learned and apply their knowledge in a 'real life' scenario. They will explore what 'being healthy' means to different people and the different factors that might influence a person's health and wellbeing. Learners will assess an individual's health using their knowledge and use this to create a health and well-being improvement plan which includes targets and recommendations of support services available.



## Assessment and Examination Structure:

**Component 1: Human Lifespan Development – 30%**

- Internally set assignments

**Component 2: Health and Social Care Services and Values – 30%**

- Internally set assignments

**Component 3: Health and Wellbeing – 40%**

- Externally assessed examination (2 hours), in which students create a health and wellbeing improvement plan for an individual, based on a brief.



## Choice Subject

# TRAVEL AND TOURISM

Head of Faculty: TBC  
 Examination Board: Pearson  
 Qualification: BTEC Tech Award

## Course Description:

BTEC Travel and Tourism is designed for learners who are interested in a practical course that offers them an introduction to life and work in the dynamic travel and tourism industry.

In Component One learners will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. They will explore the role of different consumer technologies within the travel and tourism industry. Learners will understand the different types of tourism and different types of visitor and will investigate the features of and routes to popular tourist destinations.

Throughout Component Two learners will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.

Component Three is where learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.



## Assessment and Examination Structure:

- Component 1: Travel and Tourism Organisations and Destinations– 30% Internally set assignments
- Component 2: Customer Needs in Travel and Tourism– 30% Internally set assignments
- Component 3: Influences on Global Travel and Tourism– 40% Externally assessed examination (2 hours)





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