



# **BRADON FOREST SCHOOL**

Curriculum Guide

2021 — 2023

# Options Choices: 2021 - 2023

## What can I choose?

### Core Subjects

Everyone will study the following subjects:

- English
- Mathematics
- Science

Your Science Teachers may already have spoken to you about whether you will take Combined Science or Triple Science.

Additionally all students will have PE and Global Citizenship on their timetable.

### Ebacc Subjects

For those of you who are considering going on to university or other higher education, the Government's suggestion is that five EBacc subjects form part of the pathway. EBacc subjects are the core subjects of Mathematics, English and Science (combined or triple), a Modern Foreign Language and a Humanities subject, History or Geography. Computer Science is also an Ebacc subject.

Whilst this pathway is not compulsory for all, it should be a consideration since many of the higher education providers will look at which GCSE subjects have been studied when making an offer. With this in mind, our most able students will be expected to **select one MFL subject and either History or Geography.**

### Choices Block

At Bradon Forest School we are keen to ensure that our curriculum offers breadth and depth, and nurtures learning and skills in a variety of faculty areas. Therefore all students are offered the opportunity to select **two subjects from the choices block.** You also need to choose a **reserve option** as a fall back which you are also prepared to study at GCSE as we may not be able to offer all of your four first options.

To help you, we have divided the options into three bands. These are linked to the levels you achieved at the end of primary school, the bands/grades you are likely to achieve at the end of Year 9, and your plans for when you leave Bradon Forest School.

### How do I make my choices?

The Options process will begin with a presentation and videos from each of the subjects on offer. You will also have the opportunity to discuss Options further during the Virtual Parents' Evening on 4 February 2021. Subject Leaders will be available via email if you have any specific questions that are not answered by the videos and Parents' Evening.

Students' Option choices will be recorded using a Microsoft Forms survey which will be shared with students on 5 February 2021; the deadline will be 26 February 2021. Options decisions are not based on a 'first come first served' basis and students are encouraged to take their time making decisions. If any student or parent wants to discuss their Option choices with someone at school during this time, they can contact Mr McDonald, who will arrange for them to speak to someone.

# **Important Dates**

**Year 9 Options Launch 28 January 2021**

**Year 9 Virtual Parent/Subject Teacher Evening 4 February 2021**

**Electronic Options Form Available from 5 February 2021**

**Options Form Deadline 26 February 2021**

## **The subjects you choose should depend on:**

- ♦ your level of enjoyment
- ♦ your ability within that subject area
- ♦ your plans for the future - whether you are considering going to college, university, applying for an apprenticeship or looking for work with training



# Contents

|  |       |
|--|-------|
| <b>Assessment breakdown</b>                  | 5-6   |
| <b>Core Subjects:</b>                        |       |
| English                                      | 7     |
| Maths  | 8     |
| Science - Combined                           | 9     |
| Triple Science - Separate                    | 10    |
| <b>Humanities:</b>                           |       |
| Geography                                    | 11    |
| History                                      | 12    |
| RS   | 13    |
| Business Studies                             | 14    |
| <b>Computing:</b>                            |       |
| Computer Science                             | 15    |
| Creative iMedia                              | 16    |
| <b>Languages:</b>                            |       |
| Modern Foreign Languages (German and French) | 17-18 |
| <b>English:</b>                              |       |
| Media Studies                                | 19    |
| <b>Design Technology:</b>                    |       |
| Food Preparation and Nutrition               | 20    |
| Design and Technology: Product Design        | 21    |
| Design and Technology: Textiles              | 22    |
| <b>Expressive Arts:</b>                      |       |
| Art  | 23    |
| 3D Art                                       | 24    |
| Music  | 25-26 |
| Drama  | 27    |
| <b>Physical Education:</b>                   |       |
| Sports Science/Studies — Cambridge National  | 28    |
| <b>Global Citizenship:</b>                   | 29    |
| <b>Important Dates</b>                       | 30    |

Many GCSE subjects are purely assessed through terminal examinations taken in May and June of Year 11.

| <b>Subject</b>            | <b>Assessment</b>  |
|---------------------------|--|
| English Language          | 2 Exams  |
| English Literature        | 2 Exams  |
| Maths                     | 3 Exams<br>2 Calculator<br>1 Non-Calculator  |
| Science - Combined        | 6 Exams – 1 hour 15 min<br>2 for Biology, 2 for Chemistry and 2 for Physics  |
| Triple Science - Separate | 6 Exams – 1 hour 45 min<br>2 for Biology, 2 for Chemistry and 2 for Physics  |
| Geography                 | 3 Exams  |
| History                   | 3 exams:<br>Crime & Punishment with The Norman Conquest<br>The Making of America with Life Under Nazi Rule<br>History Around Us: Dover castle  |
| RS                        | 2 Exams  |
| Business Studies          | 2 Exams  |
| MFL                       | You will be assessed in Reading, Listening, Writing and Speaking. Each skill area is worth 25% of the final result.<br>Listening: 35 or 45 minute final exam - 25%<br>Speaking: 10-12 minute recorded test in April Y11 - 25%<br>Reading: 45 minute or 1 hour final exam —25%<br>Writing: 1 hour or 75 minute final exam — 25% |

GCSE course work is now called non-examination assessment (NEA). This will take place in normal lessons in varying degrees of control – ranging from examination conditions to normal class conditions.

| <b>Subject</b>                           | <b>Assessment</b>  | <b>Contribution</b>                 |
|--|--|-------------------------------------|
| GCSE Computer Science                    | 2 Exams<br>Paper 1 Computational Thinking & Programming Skills<br>Paper 2 Computing Concepts   | 50%<br>50%                          |
| I-Media                                  | 1 Exam—Pre-production Skills<br>3 Controlled Assessment units (25% each)   | 25%<br>75%                          |
| GCSE Media Studies                       | 2 Exams<br>1 NEA   | 70%<br>30%                          |
| GCSE Design and Technology               | 1 Exam<br>1 Coursework   | 50%<br>50%                          |
| GCSE Food & Nutrition                    | Written paper<br>NEA   | 50%<br>50%                          |
| GCSE Art and Art 3D                      | Portfolio<br>Exam  | 60%<br>40%                          |
| Music Performance Level 2                | 1 Exam<br>3 NEA  | 25%<br>75%                          |
| GCSE Music                               | 1 Exam<br>Performing<br>Composing  | 40%<br>30%<br>30%                   |
| GCSE Drama                               | 1 Exam<br>Devising Theatre NEA<br>Performance  | 40%<br>40%<br>20%                   |
| Physical Education<br>Cambridge National | <b>Sport Studies</b><br>1 Exam - Contemporary issues in Sport—1hr written paper<br>2 NEA Units<br>Practical<br><b>Sports Science</b><br>1 Exam - Reducing the risk of sports injuries - 1hr written paper<br>3 NEA Units | 25%<br>50%<br>25%<br><br>25%<br>75% |

# **GCSE English Language & English Literature (two separate GCSE qualifications)**

## **English Language**

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

You will study a wide range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, including literature and literary non-fiction.

Students will also be expected to:

- ◆ read and evaluate texts critically and make comparisons between texts
- ◆ summarise and synthesise information or ideas from texts
- ◆ use knowledge gained from wider reading to inform and improve their own writing
- ◆ write effectively and coherently using appropriate Standard English
- ◆ use grammar and punctuation correctly and spell accurately
- ◆ acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- ◆ listen to and understand spoken language and use Standard English effectively

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

100% Examination: External examinations will take place in May/June 2021.

## **English Literature**

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

You will study one play by Shakespeare, a 19<sup>th</sup> century novel, poetry and post-1914 prose fiction and drama.

Students will also be expected to:

- ◆ read a wide range of classic literature fluently and with good understanding as well as making connections across their reading
- ◆ read in depth, critically and evaluatively
- ◆ appreciate the depth and power of the English literary heritage
- ◆ write accurately, effectively and analytically about their reading
- ◆ acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms needed to criticise and analyse what you have read

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

100% Examination: External examinations will take place in May/June 2021.

### **Where can I go next?**

You will find that you will need a pass in English Language in order to study most subjects in post 16 education. Possible pathways are A Levels (for example, English, Literature, History, Classics, General Studies, Media Studies, Drama and Theatre Studies) as well as BTEC (such as Health and Social Care, Business and Sports Studies). You will also need a pass in English Language in order to join most apprenticeship schemes.

Possible career choices include publishing, teaching, television and media as well as politics and government, customer relations, IT and tourism.

# GCSE Mathematics

## Who is it for?

Mathematics is an amazing subject! It is everywhere around you, 24 hours a day! Without Mathematics we would not have any of the fantastic technology that we all use every day - no mobile phones, laptops, tablets, games consoles, satnav etc. Everyone needs to study Mathematics to succeed in everyday life and you will use Mathematics every day for the rest of your life. You will certainly need to use money every day and will need to be able to calculate in your head.

## What will I learn?

Mathematics GCSE is divided into four sections: Number, Algebra, Data Handling and Shape & Space. The examination is at either Foundation Level or Higher Tier.

There is no coursework or controlled assessments. The whole course is examined at the end of Year 11 for most students. Our Express groups will also be sitting a Certificate in Further Maths which helps to bridge the gap between GCSE and A Level. This is also examined at the end of Year 11.

## How will I be assessed?

The GCSE exam consists of three papers, two with a calculator and one without a calculator.

## Where can I go next?

If you decide to take your Mathematics further, you will need to apply for A Level Mathematics at college and possibly take it to degree level at university. With good Mathematics qualifications there is a wide range of careers available to you: banking, engineering, air traffic control, insurance, accountancy, actuarial work, city trading - to name but a few!

# GCSE Combined Science: Trilogy

(Included in the English Baccalaureate)

## Who is it for?

Science is a crucial subject and plays a central role in society. Science courses are focused on how science works and are based on a practical approach in which ideas and theories are integrated. All courses now focus on all three sciences, Biology, Chemistry and Physics and examine them at the end of Year 11.

## What will I learn?

|           |  |
|-----------|--|
| Biology   | Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, and Ecology   |
| Chemistry | Atomic Structure and the Periodic Table, Bonding, Structure and the Properties of Matter; Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, and Using Resources |
| Physics   | Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter and Atomic Structure  |

## How will I be assessed?

A series of six examinations:

Two for Biology, two for Chemistry and two for Physics.

Each paper is a written examination — 1 hour 15 minutes long.

The papers can be taken at Foundation and Higher Tier and each one represents 70 marks which is 16.7% of the overall GCSEs. All papers have a mix of question style including multiple choice, structured, closed short answer and open response

## Where can I go next?

This course will allow you to continue to study Science at Post-16. Grades of Band 6 or more will generally allow you to access the specialised A Levels in any of the three sciences and go on to study at degree level.

# GCSE Triple Science: 3 Separate Sciences

(Included in the English Baccalaureate)

## Who is it for?

This is an alternative to the Combined Science course; you will achieve three GCSEs in Biology, Physics and Chemistry. The course content is largely the same as for the Combined Science but there is an expectation that students will get a deeper understanding of each topic and go a little further in a couple of areas. This is excellent preparation for Science A Levels and university courses. It is a highly challenging course as the three GCSEs are studied in the time normally allocated for two, so you need to be prepared to work independently.

## What will I learn?

|           |  |
|-----------|--|
| Biology   | Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, and Ecology   |
| Chemistry | Atomic Structure and the Periodic Table, Bonding, Structure and the Properties of Matter; Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, and Using Resources |
| Physics   | Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter, Atomic Structure and Space Physics.  |

## How will I be assessed?

Each of the separate Sciences will be examined with two longer written papers, a total of six examinations. Each paper is 1 hour and 45 minutes and represents 50% of the individual GCSE. Papers can be taken at Higher or Foundation level although it will generally be assumed that students tackling the extra content will be doing so at the Higher Tier. As with the combined papers, each one is a mix of question style including multiple choice, structured, closed short answer, and open response.

## Where can I go next?

This course is highly recommended if you wish to take Science specialisms in your post-16 studies. It provides a very strong foundation for taking the study of Science further and following careers in Science.

# GCSE Geography

(Included in the English Baccalaureate)

## Who is it for?

Geography GCSE is a well-recognised qualification that helps students qualify for A Level courses and is highly regarded by employers. It is a dynamic subject that enables you to understand the world we live in and the interactions that take place in the physical and human environment. Geography also equips you with many skills that are useful in the workplace, for example enquiry skills and independent learning. Our world is currently becoming increasingly globalised and many of the main issues facing us are geographical in nature, for example climate change, reducing poverty and living sustainably.

## What will I learn?

**Our Natural World:** This examination paper will include a range of physical geography topics, including Global Hazards (Flooding, Drought, Earthquakes and Volcanoes), Changing Climate, Distinctive Landscapes (Rivers and Coasts) and Sustaining Ecosystems (Rainforests and Polar Regions). There will also be a compulsory fieldwork and geographical skills section.

Physical Fieldwork: Our physical fieldwork includes a trip to the River Cole in Oxfordshire. We investigate how physical processes change the morphology of the landscape.

**People and Society:** This examination paper will include a range of human geography topics, including Urban Futures (the impacts of growing urban population), Dynamic Development (why is there an unequal world?), UK in the 21<sup>st</sup> Century (the geography of the UK) and Resource Reliance (can we feed and supply a growing population). There will also be a compulsory fieldwork and geographical skills section.

Human Fieldwork: Our human fieldwork includes a trip to Bath City centre where we investigate the way land has been used in an urban environment.

**Geographical Exploration:** This examination paper tests your skills in geography and how you apply your geographical knowledge to unfamiliar case study material. We prepare for this throughout the course by developing your skills in all areas of Geography. These include mathematical and statistical skills. Your study from Papers 1 and 2 will have prepared students for the questions in Paper 3.

## How will I be assessed?

|                     |                                 |                          |
|---------------------|---------------------------------|--------------------------|
| Our Natural World   | Written paper 1 hour 15 minutes | 35% of the qualification |
| People and Society  | Written paper 1 hour 15 minutes | 35% of the qualification |
| Geographical Skills | Written paper 1 hour 30 minutes | 30% of the qualification |

## Where can I go next?

There are a wide variety of careers involving geography. You could work in oil exploration for a large company like Shell or BP, become a town planner, develop a career in conservation or tourism or work in social welfare or housing projects. Other careers include:

Teaching, Armed Forces, Geographical information Systems (GIS), Archaeology, Disaster management amongst many more. It will all depend on which aspect of Geography you enjoy!



# GCSE History

(Included in the English Baccalaureate)

## What topics will we look at?

**Crime and Punishment:** You will study the nature and extent of crimes throughout different time periods and their punishments; investigate the enforcement of law and order (policing) in society and how far beliefs, attitudes and values affect the range of crimes and punishments through issues such as capital punishment; evaluate the impact wealth and poverty have had on people's experience of crime and punishment eg early prison systems.

**The Norman Conquest:** You will investigate the main features of Anglo-Saxon society before the invasion and assess the impact of the invasion on both the French and the English; look at what lies behind the "myth of the Norman Yolk" and discover how far this was a turning point in the History of Britain.

**The Making of America:** From the election of the first President to the emergence of America as a dominant power, you will study how territorial expansion affected relationships with the Native and African Americans over time; investigate the discovery of the "wild west" and the methods used to make it successful; judge for yourself the impact it had on other Americans and if they succeeded at making a better life given the challenges of being a Homesteader and analyse what economic, social and political changes occurred to modernise it by 1900.

**Germany 1933-45:** You will have the opportunity to investigate in-depth some of the most popular questions students have about Hitler and Nazi Germany, for example:

- ◆ Study how Hitler creates and maintains his dictatorship over Germany between 1933 and 1934.
- ◆ Analyse his methods of control and assess the levels of opposition he faced.
- ◆ Evaluate how he changed the lives of men, women, children and Jews between 1933 and 1945.
- ◆ Analyse the impact of war on the German people, Nazi occupation of other countries and investigate the Holocaust in depth.

**History Around Us:** The OCR B course allows students to follow a site study to broaden their skills of questioning and the use of physical evidence to interpret the past. Our chosen site is Dover castle as it has a rich history dating back to the Roman times and ending with the Cold war in the 20th century. Students will use the remains of the site to investigate how different turning points in the castle's history are represented and how typical the site is in relation to other castles.

## How will I be assessed?

There is an exam for each subject: The topics are designed to test different history skills such as source interpretation and analysis. All exams have an essay style question and you will be able to choose which essay question you do from a choice of 2. We will train you to be confident in structuring your answers to earn the best marks possible. Each topic is worth 20% of your grade.

**The key to success with History GCSE is that you want to learn about these particular topics and have a keen interest in studying them.**

# GCSE Religious Studies AQA

## Who is it for?

GCSE Religious Studies is modern and engaging. You will gain a deeper understanding of two religions and explore philosophy and ethical studies in the modern world. It will give you the opportunity to engage with current, relevant issues, developing social, cultural, political and historical awareness. You will be encouraged to develop your arguments through discussion and debate, exploring different points of view and beliefs. This will give you skills for today's world, it will open up the possibility of in-depth debate, which leads to critical evaluation and analysis further supporting your studies in English. It doesn't matter whether you are religious or not – Religious Studies, Philosophy and Ethics is suitable for everyone.

## What will I learn?

**Beliefs and teachings and practices of two religions: Christianity and Judaism.** This will include the nature of God, the problem of evil and suffering and life after death. Students also study key religious practices for example, pilgrimage, festivals and rites of passage. In addition to this, students evaluate the work of the worldwide Church, for example, their response to religious persecution and human rights.

**Religion, philosophy and ethics in the modern world.** Students study four ethics themes: Religion, Crime and punishment, Religion and life, Religion and Human Rights, Religion, Peace and conflict. In these units, students explore a wide range of contrasting religious and non-religious views on contemporary ethical issues, for example, abortion, euthanasia, the death penalty, attitudes to war, peace and terrorism, human rights and freedom of religious expression.

## How will I be assessed?

It has a simple, clear assessment structure that consists of two final examinations:

Component 1: Study of Religions

Component 2: Thematic Studies

## Where can I go next?

This qualification may be used as a platform into A Level Philosophy and Ethics, Philosophy, Sociology, Psychology or Critical Thinking. Philosophy and Ethics can lead to a wide range of courses in higher education and is well respected by Universities. It can lead to careers in law, human resources and management, media, journalism, public services, social work, teaching, healthcare, clinical ethicists and psychology.

## What do students studying Religious Studies think of the course?

*"Religious Studies has definitely helped me understand different views. It has played a massive part in my choosing to study Public Services at college and as a career. Topics such as social injustice make me think about other people's religions and opinions. I am more respectful towards others now, which will help me in the future."*

*"I opted to study Philosophy and Ethics because I have had many big questions which I get to delve into and explore during the course. I am looking forward to studying the subject further at sixth form. The subject is compatible with my career choice of being a journalist because of the essay element and learning about different people's beliefs."*

*"I chose Religious Studies because I enjoyed the lessons in Year 9 and excelled in the subject. The ethics discussions are my favourite lessons. I am going on to study Philosophy and Ethics, at college. I would ultimately like to become a psychologist."*

# GCSE Business Studies

## Who is it for?

The subject focuses on many of the issues and decisions that a business must face in its day to day operations, e.g. how to market products, how and where to make them, how the sale of products might be affected by issues beyond the business's control (eg Brexit, adverse weather) and in what format to set the business up. You will also develop transferrable skills such as how to analyse material in order to make informed decisions, improve your written skills and gain a deeper understanding of the business world around us.

## What will I learn?

**Business Activity:** nature of business activity; goods and services; enterprise; business planning; aims and objectives; ownership; growth; location.

**Influences on Business:** technological ; ethical; environmental; economic; globalisation and legislation

**Business Operations:** methods of production; quality; supply chain; sales process;

**Finance:** sources of finance; revenue and costs; profit and loss accounts (income statements); cash-flow; financial performance.

**Marketing:** understanding customers; market research; marketing mix; product; price; promotion; place

**Human Resources:** recruitment; training; motivation; organisational structures; the interdependent nature of business.

## How will I be assessed?

**Component 1: Business Dynamics; written examination 2 hours; 62.5% of qualification** (A mixture of short answer and structured questions based on stimulus material covering all of the specification content.)

**Component 2: Business Considerations; written examination 1 hour 30 minutes; 37.5% of qualification** (Data response questions covering all of the specification content.)

## Where can I go next?

Many students go on to develop their understanding of Business Studies by undertaking A Level and Degree courses. Having learnt about the nature of the economy (the external environment), Economics is very often pursued by students who enjoy Mathematics. There are a large number of employment opportunities for students with a business background such as accountancy, marketing, law, retail and catering.

## What do students studying Business Studies think of the course?

*"Business Studies is taught in a fun and engaging way that gives us an idea about the world of business and is really useful for those of us thinking about setting up our own business. Young Enterprise has also helped us enormously, not only in terms of business but it has also helped to build our confidence, especially talking to professional people who judge the competition."*

# GCSE Computer Science

(Included in the English Baccalaureate)

## Who is it for?

The GCSE in Computing offers students an insight into the role and relevance of computing in the modern world. Students who opt for this subject will no doubt have already gained a range of subject knowledge from their own personal interest in computers and programming. The course will provide an in-depth understanding of how computer technology works and a 'behind the scenes' look at the workings of computer systems. It will also require students to understand a programming language in detail (currently this is Python) and how to use this language to plan, write and test computer programs.

## What will I learn?

The course will cover:

1. Algorithms
2. Programming
3. Data representation
4. Computer systems
5. Computer networks
6. Cyber security
7. Relational databases
8. Ethical, legal and environmental impacts of digital technology

## How will I be assessed?

### Paper 1

This will be assessed in a 2 hour written examination in the summer of Year 11. It is worth 50% of the final grade.

### Paper 2

This will be assessed in a 1 hour 45 minute written examination in the summer of Year 11. It is worth 50% of the final grade.

## Where can I go next?

Suitable for anyone wishing to study A Level Computing/Computer Science/ICT/IT (Cirencester & New College)

BTEC IT Practitioners (Cirencester)

BTEC Games Development Level 3 (New College)

BTEC Software Development & Web Design Level 3 (New College)

# Creative iMedia (Cambridge National)

## Who is it for?

The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector.

They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

## What will I learn?

### R082: Creating digital graphics

Students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.

### R091: Designing a game concept

Students learn the basics of planning and designing digital games for the creative digital media sector. They investigate the capabilities and limitations of different platforms, and identify core features of digital games as they create a games design concept proposal for presentation to a client for critical review.

### R085: Creating a multipage website

Students explore the different properties, purposes and features of multipage websites. They demonstrate their creativity by combining components to create a functional, intuitive and visually pleasing website.

### R081: Pre-production skills

Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques.

## How will I be assessed?

| Unit   | Marks | Duration         | Guided Learning Hours |
|--|-------|------------------|-----------------------|
| <b>R082: Creating digital graphics (Y10)</b><br>Centre-assessed tasks, OCR moderated | 60    | Approx. 10 hours | 30                    |
| <b>R091: Designing a game concept (Y10)</b><br>Centre-assessed tasks, OCR moderated  | 60    | Approx. 10 hours | 30                    |
| <b>R085: Creating a multipage website</b><br>Centre-assessed tasks, OCR moderated    | 60    | Approx. 10 hours | 30                    |
| <b>R081: Pre-production skills</b><br>Written paper, OCR set and marked (Y11)        | 60    | 1 hour 15 mins   | 30                    |

## Where can I go next?

Students will develop skills, knowledge and understanding through this qualification which are relevant to both work and further study. It will support students in a range of subject areas as A 'Levels in Business or IT. It will also support progression into employment through apprenticeships in areas such as Digital Marketing and Business Administrator.

# GCSE Modern Languages (German and French)

(Included in the English Baccalaureate)

## Who is it for?

The internet has brought everyone much closer together so chatting, blogging and networking with people of different languages from all over the world is dead easy. Imagine all the other people you could communicate with and all the amazing places you could travel to or work at and all because you can speak their language. It will also give you a wider outlook of the world and will develop your knowledge and understanding of cultural differences. Modern Languages can also help with a deeper understanding of your own language.

## What will I learn?

- ◆ Family and friends; attitudes to marriage
- ◆ Technology in everyday life
- ◆ Free time activities
- ◆ Customs and festivals
- ◆ Home town, neighbourhood and region
- ◆ Social issues (charity work, volunteering abroad, healthy lifestyle)
- ◆ Global issues (the environment, homelessness, poverty)
- ◆ Travel and tourism
- ◆ Life at school
- ◆ Jobs and career ambitions

## How will I be assessed?

You will be assessed in Reading, Listening, Writing and Speaking. Each skill area is worth 25% of the final result.

In the **Speaking examination** you will be required to talk for up to 12 minutes with your teacher and that will include a short role play, questions about a picture and a conversation.

The **Writing examination** will require you to write 2 to 3 pieces of text of varying length and you will be asked to translate a piece of work into target language.

The **Reading and Listening examination**: You will need to be prepared to respond to some questions in English and in the foreign language. Spelling and grammar will need to be accurate in any foreign language responses. You will be provided with topic based listening and reading tasks during the course to prepare you for the examination. In reading you will also be asked to translate from the target language into English.

# GCSE Modern Languages (German and French)

(Included in the English Baccalaureate)

## Where can I go next?

You can study languages at A Level and go on to university and train for a traditional language job, such as teaching and translating. However, there are a wide variety of job opportunities nowadays, such as engineering, marketing, sales, media, IT and business, where a language is either a necessity or a desired skill. Languages can give you the edge in a competitive market, due to links with Europe and the global economy.

For some universities a foreign language GCSE is a requirement, others will use it to decide between students when offering places on courses which are much in demand.



# GCSE Media Studies

## Who is it for?

Students bring their own experience of a wide range of media to this course. The aims are for students to reflect critically on their own experiences; to recognise the important role of the mass media in our society; to learn about how and why media products are produced as they are; to understand the roles and importance of media industries and to develop a critical understanding of its methods and the impact on its audiences. A wide range of media products are studied— some of these are from different periods in time and they are aimed at a variety of different audiences.

## What will I learn?

Through written and active, practical projects, students will investigate media processes and techniques in a wide range of areas. There is a strong emphasis on theoretical understanding. Students will be equipped with the skills to analyse and decode media texts. Study areas will include set products in: music video, video games, film, magazines, television, websites and radio drama.

## How will I be assessed?

The course is 70% examined (two papers) and 30% non-examined assessment. The three areas of assessment are:

**Textual Analysis:** you will be required to closely analyse a wide range of products. Some of these products will have been studied in class and some will be unseen. You will explore how media products follow generic conventions; use media language; represent events, issues, places, individuals and groups; address audiences and reflect their context.

**Exploring Media:** explore a range of media forms and demonstrate an understanding of media industries. Show an understanding of audiences, industry, media language and representation in relation to products which have been studied in depth.

**Creating Media:** 30% of your final mark will be a creative project to create a magazine which will be based around a brief provided by the examination board.

## Where can I go next?

If you go on to study media at college or university, you could follow a career in advertising, marketing or any job where you need to use a variety of ways of informing and influencing other people. Media Studies equips students with a wide variety of transferable skills, for example analysis, evaluation, independence, critical thinking and design skills.

*“Media is a challenging but interesting subject. You get the opportunity to analyse and write about various types of media forms – from magazine covers to television crime dramas.”*

# GCSE WJEC EDUQAS Food Preparation and Nutrition

## Who is it for?

Do you enjoy working with food and designing your own dishes to suit a certain target market? Do you want to know what goes into the food you eat? Would you like to know why we buy certain food products? If you answer yes to any of these questions then this course may well be for you.

The theory content of the subject is vitally important and accounts for 50% of the course. It is important to appreciate that you will not be cooking every week. Additionally it is the student's responsibility to provide the ingredients for the practical side of the subject as well as suitable containers and occasionally cooking equipment if making specialist recipes.

## What will I learn?

A variety of food-related tasks will develop the skills and knowledge required to enable you to fulfil coursework requirements and prepare you for the written examination. You will study:

- ◆ Nutrition, diet and health throughout life
- ◆ Factors affecting consumer choice
- ◆ Nutritional, physical, chemical and sensory properties of foods in storage, preparation and cooking
- ◆ Food hygiene and safety

## How will I be assessed?

**Component 1: Principles of Food Preparation and Nutrition:** Written paper – 50% (1hr 45mins) at the end of Year 11.

**Component 2: Food Preparation and Nutrition in Action:** Non Examination Assessment - 50% (NEA1— Food Investigation and NEA2—The Food Preparation Task. All require a folder of work and a practical task. All work completed independently. NEA1 is worth 15% and looks at the science behind food and ingredients. This will be a piece of work that consists of 2000 words and a mini scientific cooking experiment. NEA2 is worth 35% of your grade consisting of no more than 30 pages of A4 along with the cooking of 3 dishes and sides/sauces/extras in 3 hours.)

## Where can I go next?

You could go on to a career in food science, food technology, food and consumer studies, biotechnology, food economics or food marketing management. Swindon College offers a variety of courses in catering such as A Level Home Economics and Food and Nutrition or apprenticeships within the food industry. Many of our students have gone on to work in hospitality and catering industries.

## What do students studying Food technology think of the course?

*"I enjoy designing dishes for a specific target market and then creating a time plan and working to it. I also like doing the developments and having different chefs come in as you get to try lots of food!"*

# GCSE Design and Technology

## Product Design

### Who is it for?

Product Design is about all that surrounds us which is man-made. You are encouraged to design and make products with creativity and originality, using a range of materials and techniques including CAD/CAM and hand tools. We will be focusing on the use of plastics, metals wood based materials, graphic media, modelling materials and electronics. You will also evaluate products you produce for their commercial viability.

Ideally you should have a passion for design, good visual communication skills and be interested in developing an understanding of the broad perspectives of the design world. An ability to sketch reasonably well is critical and you should be good at problem solving and have basic ICT skills. You must be prepared both to work in a group and independently. You must also have good time management and personal organisation skills which are essential if deadlines are to be met successfully.

### What will I learn?

You will build on and develop the research, design, making and evaluation skills that you acquired in Key Stage 3. In addition, you will consider the work of famous designers, engineers and architects and look at various design eras from the past, right up to current trends.

### How will I be assessed?

**External examination – Unit 1 50%:** Students will apply what they have learned during the course,

**Coursework – Unit 2 50%:** Students will have to design and make a product using a combination of materials. The process will be documented through a design portfolio.

### Where can I go next?

This course links very well with any design related course at A Level, BTEC etc and also degree level courses later on. Possible career paths could be in many fields such as commercial product design and manufacturing, architecture, fashion, furniture design, interior design, planning etc.

### What do students studying Product Design think of the course?

*"Product design is a fantastic subject that allows you to be really creative and use your imagination and practical skills to design and make a Product of your choice"*

*"Product design is a great option to choose as it allows you to use a whole range of materials, processes and techniques to produce a high quality outcome that you are really proud of."*



# GCSE Design and Technology

## Fashion and Textiles

### Who is it for?

GCSE Textiles explores both the technical and creative aspects of textiles. You should be interested in the exciting ways textiles are used in today's world. GCSE Textiles will appeal if you like working and designing with a wide range of fabrics and enjoy finding out how these fabrics are made, decorated and shaped. If you are imaginative and committed, enjoy problem solving or are interested in working in fashion, retail or design then GCSE Textiles would be a great option for you.

### What will I learn?

In Year 10 you will complete a series of 'design and make' projects to develop your skills. These currently include a decorative revision folder cover, a portable carry-case and some pyjamas. Different design briefs are set to expose you to a range of research contexts and textile processes to prepare you for the coursework requirements. This is done alongside the study of textiles theory and consideration of the social and environmental impact of textiles. Like all qualifications GCSE Textiles requires hard work and commitment. As well as practical work there is a considerable amount of written work.

### How will I be assessed?

In Year 10 you will be assessed on both your theory knowledge and practical abilities throughout the projects. You will be given grades with targets and guidance for development throughout.

From Easter in Year 10 to spring half term in Year 11 you will work on a single controlled assessment coursework project. You will be required to complete one design, make and evaluate task selected from a range of design briefs set by the examination board. All work has to be completed in school under supervision. This coursework, including your final product, will be worth 50% of the total mark.

At the end of Year 11 there is a written examination paper (2 hours) which is worth 50% of the mark.

### Where can I go next?

GCSE Textiles could lead into a wide range of jobs such as fashion designing, interior designing, costume designing, retailing, fashion journalism, fashion trend forecasting, surface decoration, scientific textiles development, textiles technology, pattern cutting, buying, dress making, textiles designing and many more.

### What do students studying Textiles think of the course?

*"I would recommend Textiles to anyone. It's like being a detective by working out how things go together. It's not just sewing – you even get to use a hammer sometimes!"*

*"Textiles is a great option to pick because it allows you to take your practical skills further and learn even more about the world of textiles."*

*"Textiles is a fun and creative breakaway from hard academic subjects and it allows me to show my practical skills in an enjoyable way."*

# GCSE Art

## Who is it for?

Art and Design is both a form of communication and a means of expression of ideas and feelings. It is a language which complements those of the literary, mathematical, scientific and factually based subjects. The course is especially concerned with the development of those complex mental processes involved in visual perception and aesthetic experience. If you enjoy developing your own ideas and expressing yourself through drawings, paintings and other art media, you would enjoy studying art at GCSE.

## What will I learn?

At Key Stage 4 students studying for their GCSE examination in Art & Design will acquire and develop a diverse range of skills and experiment with a wide range of media. Students' experience and knowledge of media is continuously enhanced with each module of work including: drawing, painting, textiles, print-making, photography, sculpture and ceramics. Students may develop work within any of these disciplines.

## How will I be assessed?

At the end of January in Year 11, students will be given the examination question and will spend the next nine weeks producing a further unit of work known as the 'externally set test'. This is developed with support from staff, the final piece of which is produced over two days, unaided under examination conditions.

### **The course is divided into two projects:**

- i) Natural and man-made forms
- ii) Independent project

### **Examination/Portfolio Requirements (including homework)**

|                            |     |
|----------------------------|-----|
| Portfolio Unit 1           | 60% |
| Externally Set Task Unit 2 | 40% |

## Where can I go next?

Careers linked to art include animation, video game design, fashion, cartooning or computer animation. Nick Parks (Aardman Animation, who produced the Wallace and Gromit films) studied art at GCSE and went on to study art at college.

# GCSE Three Dimensional Art

## Who is it for?

Three-Dimensional design/sculpture is usually work designed and created for purpose. Within fine art, sculpture is usually work created in response to a personal idea, theme or intention. You will be introduced to a variety of experiences exploring a range of three-dimensional media, techniques and processes, including both traditional and new technologies.

## What will I learn?

You will acquire and develop a wide range of skills and experiment with a wide range of media. Your experience and knowledge of media will be constantly added to by each module of work; you will explore sculpture, possibly including stone-carving, willow and wire constructions, concrete and plaster mould-making, ceramics and wood. You may choose to develop work within any of these disciplines.

## How will I be assessed?

At the end of January of Year 11, you will be given the examination question and will spend the next nine weeks producing a further unit of work known as the 'externally set test'. This is developed with support from staff, the final piece of which is produced over two days, unaided under examination conditions.

### **The course is divided into two projects:**

- i) Natural and man-made forms
- ii) Independent project

### **Examination/Portfolio Requirements (including homework)**

|                            |     |
|----------------------------|-----|
| Portfolio Unit 1           | 60% |
| Externally Set Task Unit 2 | 40% |

## Where can I go next?

Like the 2D Art course, the 3D course could lead you into animation, video game design or fashion. You might also consider ceramics, furniture design or toy development; 3D computer graphics or medical illustrations are another pathway you might consider.

# Music Performance Level 2 (BTEC)

## General Information

The course will give you a highly recognised qualification in Music Performance which is the equivalent to one GCSE. Our school has all the equipment that is needed to support your learning in Music. We have practice rooms for you to rehearse in your band and a performance space.

The Music department has highly specialist classroom teachers with real industry experience to support your learning and development. We also have excellent peripatetic instrumental specialists to give you support and guidance as you quickly progress with your chosen instrument.

## How is the course assessed?

The qualification consists of one core unit, Live Music Performance assignment which is assessed under controlled conditions, with optional units: Music Rehearsal Skills and Organising a Music Event. Students will study a range of genres and techniques in their instrument. We will also include information about the music industry. Students are also encouraged to work towards Rock school, Trinity and ABRSM graded examinations on their chosen instruments.

## Who's it for?

This course is ideally suited to anyone thinking about a career in music. If you have flair for playing an instrument and love performing either individually or as part of a band then this is the course for you.

## Progression

The course provides an excellent progression route onto a Level 3 Music/Music Technology course and opens up various career options for the future such as a composer, producer, studio technician and many more. It is worth bearing mind that the music industry is one of the UK's biggest and most culturally significant creative industries. It contributes nearly £5 billion annually to the national economy of which £1.3bn comes from export earnings and employs around 130,000 people.

## What students will need to do to achieve:

Attend all lessons. Have instrumental lessons. Practice on their instrument. It is expected that students take part in extra-curricular activities in the department and perform in school concerts and music other events.



# GCSE MUSIC

## Who is it for?

This course is ideally suited to anyone thinking about a career in music or want to expand your knowledge of music. If you have flair for playing an instrument and love performing either individually or as part of a band then this is the course for you.

## How will I be assessed?

**Component 1:** Performing Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated 30% of qualification

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

**Component 2:** Composing Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated 30% of qualification

Two compositions, one of which must be in response to a brief. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

**Component 3:** Appraising Written examination: 1 hour 15 minutes 40% of qualification

This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music Two of the eight questions are based on extracts from the set works

## Where can I go next?

The course provides an excellent progression route onto an A level or BTEC Level 3 courses in Music Performance or Music Technology. It is worth bearing mind that the music industry is one of the UK's biggest and most culturally significant creative industries. It contributes nearly £5 billion annually to the national economy of which £1.3bn comes from export earnings and employs around 130,000 people.

## What students will need to do to achieve:

Attend all lessons. Have instrumental lessons. Regularly practice on their instrument. Take part in extra-curricular activities in the department. It is expected that pupils perform in school music concerts and events.

# GCSE Drama

## Who is it for?

If you enjoy theatre in all its forms, are a keen actor and like telling stories, then this is the subject for you. The Drama course will give you the opportunity to learn a range of skills which include; acting, devising, improvised drama, physical theatre, mask, puppetry, storytelling and for some, technical theatre such as stage management, lighting and sound. You will have numerous opportunities to perform in our nationally recognised professional theatre.

## What will I learn?

GCSE Drama fosters candidates' creativity, personal growth, self-confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding and the exercise of the imagination. The Eduqas GCSE in Drama is an exciting, inspiring and practical course. The course promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members

## How will I be assessed?

**COMPONENT ONE: Devising Theatre (40%):** Students will be assessed on either acting or design. Students will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by Eduqas. You must produce:

- a realisation of their piece of devised theatre.
- a portfolio of supporting evidence.
- an evaluation of the final performance or design.

**COMPONENT TWO: Performing from a Text (20%):** Students will be assessed on either acting or design.

- Students will study two extracts from the same performance text.
- Students participate in one performance using sections of text from both extracts

**COMPONENT THREE: Interpreting Theatre (40%):** Written Examination: 1½ hours

**Section A: Set Text:** A series of questions on one set text from a choice of five:

*The Tempest*, William Shakespeare

*The Caucasian Chalk Circle*, Bertolt Brecht

*Hard to Swallow*, Mark Wheeller

*War Horse*, Michael Morpurgo, adapted by Nick Stafford

*DNA*, Dennis Kelly

**Section B: Live Theatre Review:** One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

## Is this the right course for me?

Students who enjoy this course enjoy thinking creatively about a broad range of subjects. Drama provides the opportunity to capitalise upon many areas of interest and use these to enhance the work of the performer. There are opportunities to develop leadership skills, manage projects and excel in one or two particular areas of expertise.

## Where can I go next?

Drama offers students the opportunity to explore a range of creative as well as critical thinking skills while engaging and encouraging them to become imaginative and confident performers and designers. It implements and instils key skills applicable to a variety of careers as you learn to present yourself in public with confidence. The Creative Industries generate £91.8bn a year to the UK economy. Drama GCSE may facilitate roles in a wide range of careers including those in project management, directly in creative careers, and creative roles in non-creative organisations. The number of jobs in the UK's creative industries rose by 7% in 2018, compared to a 1.2% increase in the wider UK workforce

# Physical Education

## Cambridge National - Sports Science/Studies

### Who is it for?

This course is predominately course work and covers key aspects of Physical Education theory. The level of theory in this course is in-depth and requires students to be able to complete written documents and research to complete the assessment tasks. This would be a useful course for anyone wishing to pursue sport-related courses at sixth form or even at higher level. The Cambridge National in Sport Science and Sport Studies are both alternative courses to GCSE PE and BTEC First in Sport.

### What will I learn?

Students will study and research key areas of Physical Education in theory lessons. They will develop a comprehensive knowledge in sport through the completion of set tasks and coursework throughout the course.

**Sport Science** – Content helps students appreciate how sport science underpins sport at all levels. They learn about anatomy, physiology, injury prevention, improving personal fitness through appropriate training and diet, and the role of psychology in improving performance.

**Sport Studies** – Enables students to develop and apply knowledge of sports-related activities. They explore contemporary issues in sport, different ways of being involved in the sports industry, sport in the media and the impact of sport on wider society.

### How will I be assessed?

#### Sports Science

There are four main areas:

##### Mandatory units

Unit RO41 Reducing the risk of sports injuries  
Unit RO42 Applying principles of training

1 hour external written paper  
Centre-assessed task

##### And a further 2 units from :

Unit RO43 The body's response to physical activity  
Unit RO44 Sport psychology  
Unit RO45 Sports nutrition  
Unit RO46 Technology in sport

Centre assessed task  
Centre assessed task  
Centre assessed task  
Centre assessed task

The same two optional units are completed by all students.

#### Sports Studies

There are four main areas:

##### Mandatory units

Unit RO51 Contemporary Issues in Sport  
Unit RO52 Developing Sports Skills

1 hour external written paper  
Centre-assessed task

##### And a further 2 units from :

Unit RO53 Sports Leadership  
Unit RO54 Sports and the media  
Unit RO55 Working in the Sports industry  
Unit RO56 Developing knowledge and skills in outdoor activities

Centre assessed task  
Centre assessed task  
Centre assessed task  
Centre assessed task

The same two optional units are completed by all students.

### Where can I go next?

The Cambridge National could start you on a career as a coach, or in sport psychology or physiotherapy. You could work also in the leisure industry. A Cambridge National in Sports Science/Studies could allow you to study sport at college and then university.

# Global Citizenship

## Why will I learn Global Citizenship?

Global Citizenship is an important part of the development of young people. It aims to encourage students to participate in decision making, firstly within their own social groups and their school, in their communities and finally on a global level. Young people need to develop an interest in the way decisions are made and consider how they then themselves can influence decision. The Global Citizenship SOW is designed to encourage them to develop the skills and understanding to do this effectively. Students in years 10 and 11 will have one lesson of Global Citizenship per fortnight.

## What will I learn?

The Global Citizenship curriculum is designed to ensure all pupils are given the experience, knowledge and skills to become full and active members of society throughout their life span. There are many elements to the curriculum including relationship and sex education, health & wellbeing, active citizenship, political participation, life in modern Britain and careers.

## Examples of lessons:

Has the UK always been democratic? What is the best method of revision? Should we believe everything the media tells us? What affects our body shape or image?

# **Important Dates**

**Year 9 Options Launch 28 January 2021**

**Year 9 Virtual Parent/Subject Teacher Evening 4 February 2021**

**Electronic Options Form Available from 5 February 2021**

**Options Form Deadline 26 February 2021**

## **How do I make my choices?**

The Options process will begin with a presentation from Mr McDonald and videos from each of the subjects on offer. You will also have the opportunity to discuss Options further during the Virtual Parents' Evening on 4 February 2021. Subject leaders will be available via email if you have any specific questions that are not answered by the videos and Parents' Evening.

Students' Option choices will be recorded using a Microsoft Forms survey which will be shared with students on 5 February 2021, the deadline will be 26 February 2021. Options decisions are not based on a 'first come first served' basis and students are encouraged to take their time making decisions. If any student or parent wants to discuss their Option choices with someone at school during this time, they can contact Mr McDonald, who will arrange for them to speak to someone.