



KINGS NORTON  
GIRLS' SCHOOL & SIXTH FORM

## **Key Stage 4 Options 2019-2021**

***A Guide for Students, Parents and Carers***



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## Your Options – February 2019

### The Curriculum at Key Stage 4

At Kings Norton Girls' School we aim to provide a broad and balanced curriculum that will motivate and encourage everyone. In Years 10 and 11 the curriculum is divided into two parts: the **core** and the **option** subjects.

The **core is the compulsory** part of the curriculum and is largely determined by the government. The core itself has 2 parts – **Level 2 qualifications (GCSE's, OCR Cambridge Nationals, NVQ) which are examined, and subjects which are not examined.**

**The examined part of the core** consists of the following subjects; in these subjects students will achieve a formal examination board qualification.

- Mathematics
- English Language
- English Literature
- Science
- One language from French, Spanish or German
- One humanities subject from history or geography

**The non-examined part of the core is:**

- PE
- PSHE (including Citizenship, Careers and Work Related Learning)
- Religious Education (Religious Studies GCSE can be chosen as an option)

### **MFL option**

Students choose one language as a core subject. If you choose a second language as an option this will be French so please indicate either Spanish or German in the MFL option. If you only studied French in Years 7-9 then French must be chosen in the MFL section.

### **Humanities option**

All students will choose either history or geography in the humanities section. A second humanities subject can be chosen in the open option choices.

### **Open options**

Choose two subjects and one reserve subject.

However, make sure that you only choose one from Art and Design, Art and Design Photography, or Art and Design Textiles if these subjects are in your choices

Make sure you only choose one from only one from Food Preparation and Nutrition, D&T Graphics or Art and Design Textiles if these subjects are in your choices

### **Deadlines**

- Option forms must be completed online **Thursday 14<sup>th</sup> March** by students.
- ICT 2 or 3 will be open from 8.00 to 8.30 from Friday 8<sup>th</sup> March to Thursday 14<sup>th</sup> March if you require advice or help in completing your option choices online.
- Choices will be printed for students to gain **signatures by parents or carers and your form tutor** after Thursday 14<sup>th</sup> March.
- Parents or carers and form tutors will verify this choice by **Friday 22<sup>nd</sup> March 2019.**
- Failure to meet these deadlines may mean options choices are no longer open to you.

### Guidance and courses

- After the initial choices are made we may have an uneven balance of students in certain subjects and there may be too many or too few in certain groups. In these cases we will look at reserve choices and then advise, counsel and discuss choices to ensure that they are right for students and that the school can get a workable programme for all.
- Final decisions on options chosen will take place as soon as possible. You will receive a letter advising you of your final option subjects.
- Once the option subjects have been agreed by parents, students and the school *we cannot change them*.

***Please be aware that after the September start in Year 10 it is not possible to change option subjects. It is therefore vital that you and your daughter thoroughly understand what is involved in the subjects she is choosing and that she is happy with her choices.***

### Contact details

If you have any questions or need to speak to a member of staff please do not hesitate to contact us.

#### Key members of staff:-

**Heads of House:** Overview of your daughter and her achievement

<b>Keller</b>	Miss Cawley
<b>Nightingale</b>	Miss Bromley
<b>Goodall</b>	Mr Steele
<b>Sharman</b>	Miss Wattison

<b>Deputy Headteacher</b> (curriculum, teaching and learning)	Mrs Shakespeare
<b>Deputy Headteacher</b> (students/pastoral)	Mr Gunn

**Form Tutors:** Overview of student and personal development of each student.

Please do not hesitate to contact your daughter's Form Tutor, subject teachers or myself should you have any concerns.

Yours sincerely



**Mrs L Shakespeare**

**Deputy Headteacher**

[lshakespeare@kngs.co.uk](mailto:lshakespeare@kngs.co.uk)

## *Frequently Asked Questions about the options process*

### *Guidance for Students*

#### ***Do I need to choose subjects based on what I want to do when I leave school?***

The core subjects give the variety, breadth and qualifications required. A career choice made now may alter as you mature and have different experiences of life. The option subjects will therefore broaden your education further, choose options that you enjoy and interest you.

#### ***Are there any 'easy' choices?***

All subjects offer level 2 qualifications. Therefore, there will be challenges in all areas. All courses are validated by the appropriate examination boards. The differences in the subjects will lie in the subject content, type and percentage of course work required and the weighting given to the final examination. Subjects do differ slightly in the percentage of the final grade that is taken up by written examinations; it is advisable to look at this closely.

#### ***Who can I seek advice from?***

Your form tutor, subject teachers and your Head of House can all help. Mrs Shakespeare, Deputy Headteacher, oversees the options process, if you have any queries regarding options generally then have a chat with Mrs Shakespeare.

#### ***Why are we asked to put down a reserve choice on the options form?***

We try very hard to match student choice. Sometimes option subjects are under or oversubscribed; it is at these times that we need to use the reserve choice subject to direct you to other subjects. If this applies to you, you will be spoken to before any changes are made and options are finalised.

#### ***What if I am still in doubt about the choice of courses as the deadline for the return of the form approaches?***

It is vital that the completed form is not late and is submitted by **14<sup>th</sup> March 2019**. If you feel that the deadline may be missed please contact Mrs Shakespeare beforehand. Seek advice as soon as possible.

#### ***What happens if too many or too few students choose a subject?***

Every effort will be made to meet everyone's needs. If a course is under subscribed we may not be able to offer it. Students will then be placed into their reserve option choice. Should a course be oversubscribed, it may be necessary to direct students into other options on the basis of the professional judgement of the teaching staff. We must stress that depending on numbers, students may have to study a reserve choice subject.

#### ***Will I be able to change options if I change my mind in Year 10?***

No. It is up to you to research the subject fully before starting the course. Any queries should be sorted out before making your choices.

## Things to think about while making option choices

### Guidance for Parents and Carers

The most important thing is to discuss the options process with your daughter to make sure they have properly considered their choices and that they are happy and comfortable with their decisions. From our experience of previous years it may be helpful if parents and carers consider the following:

#### 1. Please make sure you have the facts

- Do students know what each subject involves? They **must** read the options booklet.
- Get as much information as possible from subject teachers and form tutors during the Parents as Partners evening and Parents Evening.
- Think about where their skills, interests and abilities lie.

#### 2. Please be careful that your daughter does not choose a subject:

- Just to be with friends.
- Just because they like or do not like a particular teacher. Staffing in Years 10 and 11 can be different.
- Because they think it is going to be easy.
- **Because they are influenced by what you as parents/carers want for them, rather than what they want for themselves!**

#### 3. Be realistic

- Make sure students have thought carefully about a reserve choice subject.
- All of us have got talents and abilities, but none of us are perfect and we all have some limitations. Think very carefully about strengths and weaknesses.

**Remember: All the courses in this booklet can lead to level 2 qualifications.**

#### Most subjects are GCSEs

- The level 2 qualifications that we offer are GCSEs, OCR Cambridge National and NVQ level 2,
- Level 2 simply means that a qualification is at a particular level in the UK qualifications system – for example the next level up is level 3, and the most common of these are A Levels.

## Changes to grading of GCSEs

The government have introduced a new grading system which has been used for all GCSE courses since September 2017. Students will be awarded a grade on a scale of 1 -9, where 9 is the highest. The government have said that a grade 4 is a Pass and the equivalent to the bottom 2/3 of an old C grade. Grade 5 is equivalent to the average attainment of 16 year olds in high performing countries; this equates to a current B/C+ grade.

**Ofqual**  
.....

### Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	C
3	D
2	E
1	F
	G
U	U



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# The Core 2019 – 2021

# Examination Subjects

# Core: English Language

**Exam board: AQA**  
**Syllabus number: 8700**  
**GCSE**

## Course Content

The specification offers a skills-based approach to the study of English Language

- All assessment is via examination.
- All students will sit the same examinations.
- There are two examinations both assessing reading and writing skills.

**Reading:** Students will be required to read a range of high quality and challenging texts, including literature and literary non-fiction as well as other writing such as reviews and journalism from 19th, 20th and 21st centuries.

**Writing:** Students will be required to write creatively and effectively for different purposes and audiences.

**Spoken Language:** Will be assessed by the teacher throughout the course and will not count towards the final GCSE grade; students will receive a separate certificate. Students will be expected to use standard English and respond to a variety of situations.

## Skills required for success

This course draws on the good practice observed during Key Stage 3.

### Reading:

- Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; identifying bias and misuse of evidence; reflecting critically and evaluatively on text; recognising the possibility of different responses to a text.
- Summary and synthesis: identifying the main themes; summarising ideas and information from a single text; synthesising from more than one text; comparing two or more texts critically.
- Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness of a text.

### Writing:

- Producing clear and coherent text: writing effectively for different purposes and audiences; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text.

## The type of learning activities which will take place in lessons

There will be a lot of reading, writing and talking in lessons, listening to the ideas of others, drafting and re-drafting work, working individually and independently and also within groups.

## How the course will be assessed

### External Examinations:

**Paper 1:** Explorations in Creative Reading and Writing – 50% of GCSE, 1hr 45 minutes  
Section A: Reading, questions based on one literature fiction text

Section B: Writing, one piece of descriptive or narrative writing

**Paper 2: Writers' Viewpoints and Perspectives** – 50% of GCSE, 1 hour 45 minutes

Section A: Reading, questions based on one non-fiction text and one literary non-fiction text

Section B: Writing, one piece of writing to present a viewpoint

### **Homework tasks**

Students will be given a variety of tasks for homework. It might require some reading, some examination questions, drafting ideas for writing tasks, or simply finding examples of texts to bring into class.

### **Future progression in this subject**

Students cannot continue onto further education without an English qualification.

### **Useful websites and publications**

All non-fiction web sites and publications have the potential to be useful in order for students to begin to interpret writers' ideas and perspectives.

Oxford University Press English Language Revision Guide.

## *Core: English Literature*

**Exam board: AQA**

**Syllabus number: 8702**

**GCSE**

### **Course Content**

The specification offers a syllabus to enable students to acquire knowledge about a range of literature.

- All assessment is via examination.
- All students will sit the same examinations.
- There are two examinations.

### **Skills required for success**

The ability for independent learning will continue to be important in English. There is now a greater emphasis on 19th century texts. The ability to offer individual interpretations and support these ideas with evidence from the texts is essential.

### **The type of learning activities which will take place in lessons**

As usual reading and writing will be at the core of this subject. We hope students will benefit from the more open-ended possibilities of deeper and wider reading, research and exploration and apply these skills and knowledge to the texts studied. A range of active learning strategies will encourage students to take ownership of their learning.

### **How the course will be assessed**

#### **External Examinations:**

**Paper 1:** Shakespeare and the 19th century novel – 40% of GCSE, 1hr 45 minutes, closed book

Section A: Shakespeare plays

Section B: The 19th century novel

**Paper 2:** Modern prose/drama, poetry – 60% of GCSE, 2 hour 15 minutes

Section A: Modern prose or drama text

Section B: The poetry anthology

Section C: Unseen poetry

### **Homework tasks**

Students will be given a variety of tasks for homework. It will often require some reading, some examination questions, drafting ideas for writing tasks, or research and investigation of literature.

### **Future progression in this subject**

The obvious one is A Level; this particular course is particularly suited to A Level and independent study.

### **Useful websites and publications**

GCSE Bitesize

York Notes

## Core: Mathematics

**Exam board: EDEXCEL**

**Syllabus number: 1MA1**

**GCSE**

Mathematical thinking is important for all members of a modern society as a habit of mind, for its use in the workplace, business and finance; and for personal decision-making. Mathematics is fundamental to national prosperity in providing tools for understanding science, engineering, technology and economics. It is essential in public decision-making and for participation in the knowledge economy.

Mathematics equips students with uniquely powerful ways to describe, analyse and change the world. It can stimulate moments of pleasure and wonder for all students when they solve a problem for the first time, discover a more elegant solution, or notice hidden connections. Students who are functional in mathematics and financially capable are able to think independently in applied and abstract ways, and can reason, solve problems and assess risk.

Mathematics is a creative discipline. The language of mathematics is international. The subject transcends cultural boundaries and its importance is universally recognised. Mathematics has developed over time as a means of solving problems and also for its own sake.

### Course Content

The KS4 curriculum is broken into a series of stages. Each stage is incrementally more difficult. Once students have completely mastered a stage they move onto the next. Students complete regular stage tests which highlight strengths and weaknesses, and all have a stage checklist glued in the back of their book informing them of what they are currently working on.

### Skills required for success

To get the best possible grades in this subject, students must be prepared to:

Work with best effort at any task offered by teachers

Make mistakes and learn from them

Persevere when something is challenging

Accept responsibility for learning- ask their own questions, push themselves, look things up in a textbook, use Mathswatch or Pixl, and see teachers for extra help

Complete all classwork and home learning to the best of their ability

Each checklist comes with its own revision area on StudentShare. This means that once a student has identified strengths and weaknesses from their checklist they can immediately access additional support.

### The type of learning activities, which will take place in lessons

Mathematics is a 'hands on' subject. The best way to learn is by doing. Students experience a wide variety of lesson styles and activities, including discussion, group work, sorting cards, matching activities, written work, games, and interactive computer based learning. The maths curriculum lends itself to interesting, engaging lessons in a variety of styles.

### How the course will be assessed

Mathematics is assessed by three terminal papers at the end of year 11:

- The non-calculator exam is 90 minutes.
- Two calculator exams are both 90 minutes.

To get good marks in a maths exam, students should complete all the work set by their teachers. The KS4 coordinator will provide all students with a comprehensive programme of revision. Taking advantage of this

will ensure students achieve their very best. In their exam they will have to apply the understanding they have built up over the course to new problems in three ways; demonstrating knowledge and skills, choosing and using the right methods in context and problem solving.

There is currently no coursework for mathematics. In year 11 students are given exam papers regularly both to assess them and to inform them on the best way to improve. Lessons are tailored towards the needs of the students.

### **Homework tasks**

Mathematics independent study is set at the discretion of the teacher. At least one task per week will be based on their current area of study or intended as a review task to help aid retention of prior stages. This could be practising a skill from past paper questions, an investigation into a conjecture or demonstrating what they know about a particular topic. Some homework may be set on the online learning platforms which are Mathswatch and the Pixl maths app which can be viewed by the teacher and give instant feedback. If a student does not understand the homework they have several options, which may be looking back over work, using videos on mathswatch, asking a friend, seeing their maths teacher, attending maths clinic for additional support or completing further practice exam questions on the topic.

### **Future progression in this subject**

Mathematics is a highly prized and employable qualification. The skills involved, such as problem solving, working systematically, generalising and working with numbers are useful for life and work. So much so, that should students continue to study maths after GCSE they are likely to earn 15% more than someone who doesn't!

### **Useful websites and publications**

[www.mathswatch.co.uk](http://www.mathswatch.co.uk) – is the ideal way to prepare yourself for the course.

[www.mathsapp.pixl.org.uk](http://www.mathsapp.pixl.org.uk) – can be used to analyse mock papers and feed forward learning.

[www.nrich.maths.org](http://www.nrich.maths.org) - the best place to find interesting problems to work on for fun.

## *Core: Science*

All students will study science and will follow one of two pathways:

### **1. Combined Science**

Most students will study combined science, worth the equivalent of two GCSEs. The course has an equal amount of biology, chemistry and physics, which will be taught by specialist teachers. This course can lead to 'A' Level study in any science.

### **2. Separate Sciences**

The study of separate sciences leads to three GCSE qualifications – biology, chemistry and physics. This is a more demanding course that is especially suitable for students who have a passion for science, and are considering further study of one or more of the science subjects at A-Level. Some students will be given the opportunity to study separate science. These students will be identified in the spring term by the science department through science assessments.

Should students take this opportunity they will be required to attend a compulsory period 6 once a fortnight on a day timetabled by school to ensure completion of the course.

Students who study separate science will study the RE core curriculum through science and off timetabled days.

## *Core: Combined Science*

**Exam board: Edexcel**

**Syllabus number: Combined Science 1SC0GCSE**

**GCSE**

The Combined Science GCSE course looks at how science features in our everyday lives. During the course students will find out about explanations, theories and modelling in science along with the implications of science for society.

### **Course Content**

Students will have separate biology, chemistry and physics lessons throughout the GCSE courses. They will study a variety of different units in each strand of science in years 10 and 11.

### **Skills required for success**

There will be lots of new facts to learn and concepts to understand in a range of scientific topics so it is important that attendance is excellent. Students need to be able to think about how and what they have learnt in lessons affects the everyday world and how the values of society influence the development of science and technology. Students will develop the ability to describe scientific ideas and explain scientific processes. They will develop skills in presenting data using mathematical techniques and they will also undertake analysis of data. Working scientifically is an integral part of the course, and students will develop their scientific thinking, plan and carry out experiments and carry out analysis and evaluation of their own and other people's data.

### **The type of learning activities which will take place in lessons**

Students will be looking at everyday life and identifying scientific links and their implications for society. They will develop this understanding through a variety of ways including practical activities and experiments, problem solving tasks, video clips and modelling.

### **How the course will be assessed**

At the end of year 11 there are two written exams in each subject – 6 in total - with a mixture of multiple choice, calculations, short-answer & long answer questions and analysis of data. Each exam will last for 1 hour 10 min and is worth 16.67% of the Combined Science GCSE. The exam papers are available at the Higher tier (grades 4-9) and Foundation tier (grade 1-5).

### **Homework tasks**

Regular homework is set in all three areas of science, which will help consolidate learning in class and prepare for new learning. The homework activities will be varied – short answer questions, research, posters, leaflets, mind maps etc.

### **Future progression in this subject**

Combined Science GCSE help develop understanding of the world that we live in. The courses also provide the knowledge that students need if they want to go on to study a vocational science course. It is possible to study A-level biology, chemistry or physics although separate sciences would be a preferred route. There are a wide variety of career opportunities that require science including medicine, nursing & engineering.

### **Useful websites and publications**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html> (specification of course)

<https://www.bbc.com/bitesize/examspecs/zqkww6f> (*good for revision*)

## **Core: Separate Sciences**

### **Exam board: Edexcel**

**Syllabus number:** Biology 1BI0; Chemistry 1CH0; Physics 1PH0

### **GCSE**

The biology, chemistry and physics GCSE courses look at how science features in our everyday lives. During the courses you will find out about explanations, theories and modelling in science along with the implications of science for society.

### **Course Content**

Students will have separate biology, chemistry and physics lessons throughout the GCSE courses. A wide variety of different topics will be studied in each strand of science in years 10 and 11. The courses will lead to GCSEs in biology, chemistry and physics, at the end of year 11.

### **Skills required for success**

Taking separate sciences is very demanding as there will be a lot of new facts to learn and concepts to understand in a range of scientific topics. Compared to the Combined Science GCSE, there is greater depth and breadth to the content, which makes the courses more challenging. It is important that attendance is excellent and that students are able to learn a large amount of information for exams at the end of year 11. Students need to be able to think about how and what they have learnt in lessons affects the everyday world and how the values of society influence the development of science and technology. Students will develop the ability to describe scientific ideas and explain scientific processes. They will develop skills in presenting and analysing data using mathematical techniques. Working scientifically is an integral part of the course, and students will develop their scientific thinking, plan and carry out experiments and carry out analysis and evaluation of their own and other people's data.

### **The type of learning activities which will take place in lessons**

Students will be looking at everyday life and identifying scientific links and their implications for society. They will develop this understanding through a variety of ways including practical activities and experiments, problem solving tasks, video clips and modelling.

**How the course will be assessed**

All separate science examinations papers are taken at the end of year 11. There are two written exams for each GCSE subject – six in total - with a mixture of multiple choice, calculations, data analysis, short-answer and long answer questions.

Each exam will last for 1 hour 45 min and is worth 50% of each GCSE. The exam papers are available at the Higher tier (grades 4-9) and Foundation tier (grade 1-5).

**Homework tasks**

Students will have regular homework in all three areas of science, which will help them to consolidate what they have learnt in class and prepare for new material. The homework will be varied and will include short answer questions, research, posters, leaflets, mind maps and past paper questions.

**Future progression in this subject**

Separate Science GCSEs help students to understand the world that they live in and provide the knowledge and understanding that they need if they want to go on to study biology, chemistry or physics at A-level. There are a wide variety of career opportunities that require science including medicine, nursing & engineering.

**Useful websites and publications**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html> (specification of course)

<https://www.bbc.com/bitesize/examspecs/zy984j6> (good for revision)

## Core: Modern Languages

**Exam board:** AQA GCSE New Specification

**Syllabus number:** GCSE - 8658 (French) / 8668 (German) / 8698 (Spanish).

Students will prepare for a level 2 qualification in languages to build on the topics they have covered and the skills they have developed in Key Stage 3.

The GCSE course is divided into three themes:

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

Within each theme, there are some sub-topics, so that students can break things into shorter, more manageable units.

### Course Content

The GCSE course is divided into three themes, within which there are sub-topics as listed below:

- Identity and Culture (Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in the target-language-speaking countries/communities)
- Local, national, international and global areas of interest (Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism)
- Current and future study and employment (My studies, Life at school/college; Education post-16; Career choices and ambitions)

Students will have covered many of the sub-topics during their Key Stage 3 studies, but will add more depth to their learning during the GCSE course. They will have the foundations in place but will extend their range of grammar, structures and vocabulary during the course. Students will study each of the topic areas in preparation for the listening, reading, speaking and writing examinations at the end of the course.

### The type of learning activities which will take place in lessons

**GCSE** French / German / Spanish cover a range of skill areas:

1. Listening and reading comprehension work usually involves little writing – answers may be given non-verbally eg ticking boxes / multiple choice or by means of short phrases in the target language or English.
2. Speaking French/German/Spanish is a big part of the GCSE course – we encourage students to be as active as possible in pair work and group work activities to boost their confidence and fluency.
3. Written work in lessons may be completed individually, in pairs or small groups, where students will share ideas and develop their understanding. Activities will range from lists and short messages to structured and open-ended written tasks (approximately 150 words in length)
4. Students will spend some time doing ICT based activities, including making recordings or preparing presentations/activities to deliver to their group, for example.
5. Translation of sentences into and out of the target language will help students prepare for the translation questions on the reading and writing examination papers

## How the course will be assessed

### GCSE

Unit 1: Listening (25% of the final score) – 35 minutes (foundation tier) / 45 minutes (higher tier) – summer 2021

Mixed question styles in unit 1 - usually multiple choice, true or false, one or two word answers, gap-fill, short answers in English or the target language etc.

Unit 2: Speaking (25% of the final score) – 7-9 minutes (foundation tier) / 10-12 minutes (higher tier) – summer 2021

A role-play, questions based on a photo-card and general conversation on themes covered during the course

Unit 3: Reading (25% of the final score) – 45 minutes (foundation tier) / 1 hour (higher tier) – summer 2021

Questions in English which will be answered in English/non-verbally and questions in the target language which will be answered in the target language/non-verbally and also, a translation from the target language into English of between 35 and 50 words.

Unit 4: Writing (25% of the final score) – 1 hour (foundation tier) / 1 hour 15 minutes (higher tier) – summer 2021

Various tasks, to include lists, messages, structured writing tasks (approximately 90 words) and open-ended writing tasks (approximately 150 words) and also, a translation from English into the target language of between 35 and 50 words.

- There is a preparation phase of a few minutes duration prior to the GCSE speaking test to allow students time to familiarise themselves with the role-play and photo-card, but no access to dictionaries or any other resources is allowed during this time. The GCSE speaking test will be conducted by the student's class teacher but marked externally.
- Students will score well in each of the units if they have a broad range of vocabulary, structures and ideas to draw on and can apply what they've learnt in lessons to the tasks they are set.

### Future progression in this subject

Languages are an extremely valuable asset – a life skill, in fact. A GCSE qualification in languages can open many doors for students in the future and shows they are a talented communicator with a good memory; someone with initiative and intuition who can “think on their feet” and cope with the unexpected. These skills are a huge advantage for them when they are looking for a job – either locally or abroad. Who knows where they will be in a few years' time? A GCSE in French/German/ Spanish can take them there! A GCSE in French/German/Spanish is one of the subjects required for the E-Bacc qualification.

### Useful websites

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

[www.linguascope.co.uk](http://www.linguascope.co.uk)

[www.atantot.com](http://www.atantot.com)

[www.wildfrench.co.uk](http://www.wildfrench.co.uk)

[www.bbc.co.uk/education](http://www.bbc.co.uk/education) (Bitesize)

[www.ashcombesurrey.sch.uk](http://www.ashcombesurrey.sch.uk)

[www.klar.co.uk](http://www.klar.co.uk)

[www.lightbulblanguages.co.uk](http://www.lightbulblanguages.co.uk)

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

## *NVQ French, extra English and Maths*

**Please note:** For a very small number of students a GCSE language course is not an appropriate pathway. Some of these students will study Level 2 NVQ Business French in Year 10 and use the time in Year 11 for additional support in English and maths. Others will be given additional support in English and maths over the two years and will not study a language at KS4. Parents and carers will be advised as to which pathway is more appropriate.

## Core Humanities: Geography

**Exam board: Edexcel Geography B**

**Syllabus number: 1GB0**

**GCSE**

### Course Content

In year 10 students will set a global context for physical and human geography with a focus on our global development and our urbanizing world, covering topics such as megacities and the scale of global inequality and how it can be reduced. Students will also study The UK's evolving human and physical landscape and undertake fieldwork to consider human and physical landscapes. Fieldwork involves two days in the field with a river and an urban study.

In year 11 students will study global hazards, covering topics such as earthquakes and extreme weather events. They will investigate why and how these hazards are increasingly impacting on people and how we might manage such disasters. Students also develop decision making skills linked to a range of topical issues, such as global waste, biome destruction and energy consumption.

### Skills required for success

A whole range of geographical skills will be taught throughout the course covering cartographic, graphical, geographical enquiry, ICT, decision making and GIS skills.

Students will also develop organisation, independence, teamwork, research, decision making and become an effective participator.

### The type of learning activities which will take place in lessons

Geography is taught using a variety of learning styles. In particular, fieldwork and learning outside the class room are an important component of GCSE geography. Group work, role-plays, decision-making exercises, presentations and ICT are all examples of active learning within geography.

### How the course will be assessed:

**Component 1: Global Geographical Issues** - Written examination: 1 hour and 30 minutes

37.5% of the qualification

**Component 2: UK Geographical Issues**– Written examination: 1 hour and 30 minutes

37.5% of the qualification

**Component 3: People and Environment Issues – Making Geographical Decisions**– Written examination: 1 hour and 30 minutes

25% of the qualification

### Homework tasks

Homework will be set each week. This will include wider research tasks to support geography's topical nature, completion of exam type questions and reviewing and revising work.

### Future progression in this subject

Geography is a versatile subject that creates a range of transferrable skills and importantly stimulates an interest in and a sense of wonder about places, people and the environment. It helps young people make sense of a complex and dynamically changing world and how society, the economy and environment combine to bring about change.

Geography is a respected, academic and valued subject that supports and links to all other subjects across the curriculum. Studying geography can lead students to a range of employment opportunities in fields such as journalism, logistics, data analysis, media, engineering, ICT, travel and tourism, environmental management, marketing, business management and teaching.

### Useful websites and publications

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

## Core Humanities: History

Exam board: AQA

Syllabus number: GCSE 8145

GCSE

### Course content

#### Paper 1

##### Understanding the Modern World

###### Germany 1890-1945:

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change.

###### International Relations: Conflict and Tension 1918-1939:

This is a wider world depth study. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement after World War One. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

#### *How is it assessed?*

Written exam: 1 hour 45 minutes

84 marks including 4 for SPAG

The paper comprises a mixture of source based and knowledge based questions. There are 10 questions in total

50% of GCSE

#### Paper 2

##### Shaping the Nation

###### Britain: Health and the people: c1000 to the present day:

This option focuses on the following questions:

- Why has there been progress in the health of the British people?
- How and why has the pace and scale of medical development varied at different times?
- What impact has medical progress had on people and society?
- How and why have different factors been more important than others for individual medical developments?
- What is the significance of key individuals or events in the history of medical development?

###### Elizabethan England, c1568-1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. For example, students will study the difficulty of Elizabethan being a female ruler, the impact of Raleigh and Drake's voyages, Elizabeth's religious settlement and the Spanish Armada.

#### *How is it assessed?*

Written exam: 1 hour 45 minutes

Section A: 4 compulsory questions (40 marks) related to Elizabethan England

Section B: 4 compulsory questions related to a specific historic site (linked to Elizabethan England)

84 marks including 4 for SPAG

50% of GCSE

### **Skills required for success**

- Knowledge and understanding e.g. ability to recall detailed examples
- Explanation and evaluation skills e.g. reaching judgements about historical events
- Interpretation skills e.g. ability to weigh up different viewpoints
- Critical thinking skills e.g. evaluation of historical sources e.g. ability to make links between factors

### **The type of learning activities which will take place in lessons**

- Discussions and debates
- Student presentations
- Role play and drama techniques
- Peer and self-assessment of exam questions

### **Homework tasks**

Homework will be set each week. Each week there will be a revision homework in preparation for a knowledge test on recent or past content. Homework will also include research tasks, completion of exam type questions and reviewing work.

### **Future progression in this subject**

History is useful for many different jobs and careers where you need to study evidence and make decisions e.g. the law, Civil Service, newspaper/magazine/radio/TV, journalism and education. It will also help students to understand the world in which they live. GCSE History will also provide very useful academic skills for continuing into AS/A2 studies.

### **Useful websites and publications**

History students should watch/listen to the news – look out in particular for changes in the world of medicine and for how present day events are influenced by the past.

The AQA website gives more detailed information about the course: [www.ocr.org.uk](http://www.ocr.org.uk)

Also, have a look at the BBC Bitesize website for a summary of the type of content covered on the GCSE course.



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# The Core 2019 – 2021

## Non - Examination Subjects

## *Core: Religious Education*

### **Non-Examined**

#### **Course Content**

The content of this course will reflect the fact that the religious traditions of Great Britain are, in the main, Christian, whilst taking into account other principal faiths represented in this country - Buddhism, Hinduism, Islam, Judaism and Sikhism.

The following are some of the questions that pupils will be exploring:

- Does God exist?
- Why is there suffering?
- What is the meaning of life?
- What does it mean to be human?
- Do you need to be religious to be moral?
- How do religion and science relate to each other?

#### **Skills required for success**

- knowledge and understanding of religious teachings
- inquisitiveness
- critical thinking
- interpreting and evaluating

#### **Also remember these top tips:**

- know and understand religious teachings about, and responses to the issues being studied
- keep an open mind – be aware how and why others think differently to them
- read the papers and watch the news – faith issues come up all the time
- contribute to discussions and debates – be willing to share viewpoints and learn from others
- be ready to challenge ideas – including your own – but respect and value the views of all

#### **The type of learning activities which will take place in lessons**

Research-based tasks, group work, discussions and debates. External speakers will also be invited and trips organised as appropriate.

#### **How the course will be assessed**

Assessment will be project-based. There will not be an examination.

#### **Homework tasks**

Students will be given a range of out of classroom tasks including preparing presentations, mind-maps and utilising online resources including StudentShare, to enhance their learning.

#### **Future progression in this subject**

Religious Studies is a very popular A level option that requires students to take an in depth study of the philosophy of religion, critically reflecting on various arguments including about the nature and existence of God, science and religion, language as it applies to God, life after death, determinism and human freedom, and religious experience. In the ethics modules they study a range of ethical theories and their application to practical issues within medicine, business and sexual relationships. In Developments in Christian Thought students will look at the evolution of Christian doctrine from the writing of the Bible, through to the early Church fathers and right up to the 21<sup>st</sup> century with a focus on gender, feminism and secularism.

## Careers

Studying Religious Studies can provide invaluable life skills, offer opportunities to further education and enhance careers. Visit this website to see real-life examples of how RS has helped people in various fields, including law, medicine and journalism:

<http://casestudies.reonline.org.uk/>

## Useful websites and publications

<http://www.bbc.co.uk/programmes/articles/3lKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs> - an A-Z guide of religion and beliefs. Although it is aimed at Key Stage 3, it is very beneficial for GCSE level

<http://re-definitions.org.uk/> - popular terms with meanings and pronunciations

<http://www.bbc.co.uk/programmes/b03zf45d/clip> - a series of short programmes exploring Christian, Muslim and non-religious perspectives about a range of issues

BBC Religion and Ethics <http://www.bbc.co.uk/religion>

## Core: Careers Education

During Years 10 and 11 students will continue to receive a structured programme of careers guidance, information and advice through the PSHE programme, including a number of planned activities to help develop knowledge and understanding of careers and the world of work. In Year 11 students will receive one to one guidance with a personal, independent careers advisor.

## Core: Work Experience

During the summer term of Year 10, all students will take part in 5 days of work experience. Students choose and apply for a placement and will be thoroughly prepared for their time in the workplace during the careers module in PSHE lessons. During work experience students will gain an insight into life in the workplace, developing confidence, learning new skills and how to develop relationships with the people they work with and members of the public. In the past year, Kings Norton Girls have undertaken their work experience in many different and exciting fields of work such as retail, catering, medicine and even the emergency service, some were even rewarded for their hard work by being offered Saturday and holiday jobs.

## Core: PSHE (Personal, Social, Health Education)

The PSHE (Personal, Social, Health, Economic education) programme is an opportunity to learn about a range of key issues and topics. PSHE topics are covered in weekly PSHE lessons and Health days. On health days students have a little longer to explore topics and hear from external facilitators with specific expertise. Topics are issues that are relevant to students in Years 10 and 11 or topics that they may have to consider in the near future. Some of the issues covered include alcohol, drugs, sexual relationships, parenting, self-esteem, domestic abuse, work related learning and careers.

## Core: Citizenship

As part of the PSHE programme all students will study a course in citizenship which explores global issues such as global warming, the role and function of government, local and national, British values, roles in the democratic processes, rights and responsibilities in various areas e.g. in the family and the world of business. Students will approach these issues so that they cover the following three areas or strands:

- Develop knowledge and understanding of what is involved in being an informed and good citizen.
- Develop skills of communication and enquiry, analysing different sources, discussing, debating and making presentations.

Students show how they participate in school and community activities and demonstrate that they can reflect on their participation.

## ***Core: Physical Education***

Students will participate in a variety of practical activities in three lessons per fortnight of one hour duration.  
***Not examined.***

### **Course Content**

- In Year 10 the course will provide opportunities to develop new and existing sporting skills and interests.
- Activities will include trampolining, dance, games and fitness.
- You will be given the chance to develop leadership skills.
- In Year 11 you will undertake further study and practical work in the area of health and fitness, and have the opportunity to select from a range of sports.

### **Skills required for success**

- Leadership, teamwork, communication, organisation and self-motivation.
- We encourage all students to stay in SHAPE:

S- safe

H- healthy

A- Active

P- positive attitude

E- enjoy

### **The type of learning activities which will take place in lessons**

Practical lessons:

- Skill development, progressive practices and competitive situations
- Individual and group tasks
- Self and peer observations and assessments
- Officiating and coaching
- Leading practices and sessions

### **How the course will be assessed**

Assessment is on-going through teacher observations, peer and self-observations and analysis.

### **Homework tasks**

Students are encouraged to attend extra-curricular clubs.

### **Future progression in this subject.**

- Leadership - opportunities to coach and volunteer
- Help to achieve a healthy lifestyle
- New sporting opportunities



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## Option Subjects 2019 – 2021

*You will make **two** choices and a  
**reserve choice***

## Art & Design

**Exam board: AQA**

**Syllabus number: 8201, 8202**

**GCSE**

The GCSE Art and Design course comprises of two components:

Component 1 (60% of the final mark): Portfolio of work

Component 2 (40% of the final mark): Externally set assignment

### **Course Content**

Component one consists of a portfolio of work produced throughout year 10 and during the first term of year 11. This includes more than one project and will demonstrate skills when working with a range of media, processes and techniques. Research and analysis of the work of artists is essential in the development of ideas.

### **Component 1 project examples:**

- Natural Forms & Structures
- Images of Women in Art & Design
- Art Forms of Non-Western Cultures
- Fears and Phobias
- Architecture and Man-Made Structures

**Component 2:** This is an additional complete project with a choice of starting points, or themes, set by the exam board. Students work on this from January in Year 11 with the final piece or series of outcomes being produced in exam sessions adding up to 10 hours of supervised time. Initially students are guided through the stages required to meet the assessment criteria, although they are expected to develop a more independent approach.

### **Skills required for success**

This course is not solely for talented artists as success is more dependent upon interest and enjoyment in art practice and history. In both components, students will be going on a creative 'journey' developing their techniques and enhancing creativity. Students should be keen to develop skills and be open-minded about developing their work.

### **The type of learning activities which will take place in lessons**

The majority of work will be practical, working across a wide range of media and in 2D & 3D, including drawing, painting, mixed-media, sculpture, ceramics and textile-based work. We encourage students to use photography as a way of recording ideas and further develop ideas through digital image manipulation. Research and analysis of the work of artists is required to aid the development of their own work. Opportunities to visit galleries and work with artists support learning.

### **Assessment is based on the AQA Art & Design criteria.**

Each project and artwork produced is assessed on 4 different aspects:

1. Developing ideas resulting from research and analysis of artists
2. Refining ideas through experimentation
3. Recording ideas visually through drawing and writing
4. Presenting ideas in quality artwork

Progress and achievement is assessed regularly and informs ways to further improve and work towards achieving a higher grade.

Final assessment is at the end of the course where both components are marked internally and moderated externally by the exam board, AQA.

**Homework tasks**

Homework is usually a practical task such as drawing, photography or a written record of your on-going progress; evaluating successes and recording ideas for future explorations. Research into artists and designers and describing and analysing their work is also on-going as the links between the practical and the contextual is vital.

The Art Department offers an open door policy to enable students to access studio facilities and materials outside of lesson time where needed.

**Useful websites and publications**

[www.aqa.org.uk](http://www.aqa.org.uk) – AQA (exam board) has the specification and more details about the assessment objectives

[www.tate.org.uk](http://www.tate.org.uk) – Tate Galleries – a great resource for British and modern art

[www.vam.ac.uk](http://www.vam.ac.uk) – Victoria & Albert Museum – the national museum of art & design

[www.bmag.org.uk](http://www.bmag.org.uk) – Birmingham Museum & Art Gallery

[www.accessart.org.uk](http://www.accessart.org.uk) – Access Art – useful resource for art activities

[www.thisiscolossal.com](http://www.thisiscolossal.com) – Colossal – an amazing blog about art and visual culture

[www.artsy.net](http://www.artsy.net)- Artsy- an amazing blog about art and visual culture

[www.uk.pinterest.com](http://www.uk.pinterest.com)- Pinterest- a is a visual discovery tool that you can use to find ideas and artists.

# Art & Design Photography

**Exam board: AQA**

**Syllabus number: 8206**

**GCSE**

The GCSE Photography course comprises of coursework components.

Component 1 (60% of the final marks) a portfolio of work set and marked by the school and moderated by AQA.

Component 2 (40% of the final marks)

Externally Set Assignment – from January in Year 11, students will produce work, choosing one starting point from a list of seven set by AQA, also marked by school and moderated by AQA.

## Course Content

Component 1: Students will produce a portfolio of work in a sketchbook on 3 topics set by the school. These topics will allow them to express their creativity and technical skills in one or more genres (portraiture, landscape, still-life, documentary, experimental or photographic installation or video). They will study the work of photographers from the mid-19th century to the present which will inform and inspire their own work. Throughout the course students will learn about and use a range of photographic media, techniques and processes. There is normally a whole day trip in June of year 10 which provides a valuable opportunity for students to put their skills in to action and to take a large number of photos.

Component 2: For the externally set task students will choose one starting point (topic) from a choice of seven; this will commence in at the beginning of January in Year 11. Students will have about 12 weeks or so to produce a sketchbook containing research on relevant photographers and several sets of their own work to produce a 'personal response' to their chosen starting point. Then there will be 10 hours of supervised sessions (April/early May) at the end in which the component is completed with the production of their final photographs.

In both components students will be going on a creative 'journey' developing their techniques and enhancing their creativity.

## Skills required for success

The ability to be a self-motivated, independent learner is a huge advantage. An ability and desire to explore the familiar world around us with a fresh and enquiring eye is also an asset. The understanding that there are no absolute 'right' or 'wrong' answers but their own, supported by the knowledge that they will acquire during the course. The ability to produce a 'personal response' to the tasks is crucial. They will need to learn and develop the appropriate camera and post production (e.g. Photoshop) skills in order for them to realise their chosen intentions. These are obtained through constant practice throughout the course.

## The type of learning activities which will take place in lessons

Students will experience a variety of activities from researching their chosen photographers using the internet or our extensive photography library, taking photographs around the school or in our studio using professional lighting equipment, learning and using Photoshop to produce the finished photographs. Students will also spend some time in the darkroom learning about and experiencing traditional photographic processes such as making a pinhole camera or using film and photographic paper.

Written work is used to record observations, to analyse researched images and work on own photography. Writing is necessary to support their visual work and to help explain and communicate their intentions and actions to others.

Students will receive advice and support relevant to their own needs both in and out of lesson time.

They will need have their own camera for this course, either a digital SLR (DSLR) or a 'mirrorless' compact system camera is preferable. In certain instances the school may be able to lend a suitable camera for the duration of the course.

### **How the course will be assessed**

Component 1 is a coursework portfolio of work produced in year 10 and the first term of Year 11. The portfolio will take the form of sketchbook(s) containing research, annotations, students' own images and evidence of the use and understanding of photographic techniques. There are 4 assessment objectives (AOs) where they are assessed on their ability to develop their ideas, experiment, refine their ideas and present a personal and meaningful response. This represents 60% of the total marks.

Component 2 is an externally set task of one topic from a choice of seven titles set by the exam board. The work is presented in another sketchbook and will contain similar material to unit 1. Students receive this unit at the beginning of January of year 11 and have about 10-12 weeks to prepare before a series of supervised sessions (10 hours in total) when their work will be completed independently. The same AOs apply in this component.

### **Homework tasks**

A lot of images for their portfolio will be taken out of school, either at home or further afield in Birmingham or beyond. Students will have homework tasks where they will research and explore photographic techniques (by taking their own photographs). Homework could also include self-directed visits to art galleries and exhibitions. Students will also need to continue their photography research work at home, online. There is an expectation that students will do three hours a fortnight outside contact time.

## *Art and Design : Textiles*

**Exam Board: AQA**

**Syllabus 8204**

**GCSE**

The GCSE Textiles course comprises of two components:

Component 1 (60% of the final mark): Portfolio of work

Component 2 (40% of the final mark): Externally set assignment

There is no written exam for this qualification, instead there is a practical portfolio of evidence produced throughout the course and a practical exam where students will make a textiles outcome from a pre-selected question given in advance.

### **Who is this course for?**

This course is for students with a keen interest in fashion and / or textiles not solely for talented artists as success is more dependent upon interest and enjoyment in application of colour and textures and a willingness to experiment with a variety of textiles. After the initial portfolio development of textile skills, students can really tailor the course content to meet their personal interests. If they are interested more in theatrical textiles or fashion or interiors, for example, we can tailor the course more for them. This is a really exciting and dynamic course with unlimited potential.

### **Course Content**

Component one consists of a portfolio of work produced throughout year 10 and during the first term of year 11. This includes more than one project and will demonstrate skills when working with a range of materials, processes and techniques. Students will develop a portfolio of material investigations and undertake a wide range of skills based workshops to develop a range of textiles techniques which will form the basis of their textile outcomes, including both traditional and new technologies. Students are required to work in one or more area(s) of Textile Design, such as those listed below. They may explore overlapping areas and combinations of areas:

- Fashion and/or costume
- Printed and/or dyed materials
- Domestic textiles
- Constructed and/or applied textiles
- Constructed and/or stitched and/or embellished textiles.

Potential Projects might include:

- Natural Forms
- Growth and decay
- Graffiti inspired garments
- Shabby Chic Interior

**Component 2:** This is an additional complete project with a choice of starting points, or themes, set by the exam board. Students work on this from January in Year 11 with the final textile piece or series of outcomes being produced in exam sessions adding up to 10 hours of supervised time. Initially students are guided through the stages required to meet the assessment criteria, although they are expected to develop a more independent approach.

**Assessment is based on the AQA Art & Design Textiles criteria.**

Each project and artwork produced is assessed on 4 different aspects:

1. Developing ideas resulting from research and analysis of artists and designers
2. Refining ideas through experimentation with particular emphasis on exploring materials and creating samples
3. Recording ideas visually through drawing, writing and photography
4. Presenting ideas in quality textiles outcomes

Progress and achievement is assessed regularly and informs ways to further improve and work towards achieving a higher grade.

Final assessment is at the end of the course where both components are marked internally and moderated externally by the exam board, AQA.

**Homework tasks**

Homework is usually a practical task such as drawing, developing textile samples, photography or a more contextual task such as research into artists and designers and describing and analysing their work in order to inform students own design development progress.

The Textile Department offers an open door policy to enable students to access studio facilities and materials outside of lesson time where needed.

**Useful websites and publications**

[www.aqa.org.uk](http://www.aqa.org.uk) – AQA (exam board) has the specification and more details about the assessment objectives

[www.artsy.net](http://www.artsy.net)- Artsy- an amazing blog about art and visual culture

[www.uk.pinterest.com](http://www.uk.pinterest.com)- Pinterest- is a visual discovery tool that you can use to find ideas and artists.

# Business

**Exam board: EDUQAS**

**Qualification Accreditation Number: 603/0305/0**

**GCSE**

## **Course Content**

The course concentrates on students developing a good understanding of how businesses are set up and run, how they make their decisions and how they are affected by the world around them.

All aspects of business life are covered; from marketing, operations management, accounting and finance, to people at work and social and environmental responsibilities. Students will apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

## **Skills required for success**

Students must be prepared to think for themselves and work with other students.

Students need to be familiar with current issues and investigate the real business world to develop an understanding of business influences and opportunities. Students will require good literacy and numeracy skills in order to be successful at extended writing, calculations and data interpretation.

## **The type of learning activities which will take place in lessons**

Business Studies involves looking at the real world and how businesses operate. Discussions, videos and case studies will be used to provide students with current examples. Students will participate in challenges, workshops and competitions to develop their business skills and understanding. Throughout the course there will be opportunities for visits and guest business speakers.

## **How the course will be assessed**

Subject content will be assessed through two written exams:

**Component 1: Business Dynamics** – This exam is two hours long and has 100 marks. It is worth 62.5% of the final qualification. It will consist of a mix of short answer and structured questions based on case study material covering all of the specification content

**Component 2: Business Considerations** - This exam is one and a half hours long and has 60 marks. It is worth 37.5% of the final qualification. It will contain data response questions covering all of the specification content.

Both components assess content from all six topic areas, so learners will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.

## **Homework tasks**

Homework will be given weekly and provide an opportunity to put theory learnt in school into real life business scenarios to demonstrate understanding.

## **Future progression in this subject**

Business Studies gives a good start to people who want to work in management, accountancy, law, marketing, production, sales, human resources, general office work and of course setting up your own business!

# Computer Science

**Exam board: OCR**

**Syllabus number: J276**

**GCSE**

## Course Content

This course gives students a real, in depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science, technology and medicine.

Below is a summary of the course details for GCSE Computer Science:

### Component 1: Computer systems

- Exam Based
- 1hr 30mins
- 50% of the GCSE

**In this unit, students will cover topics such as:** Systems architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, Network security, System software, Moral, social, legal, cultural and environmental concerns

### Component 2: Computational Thinking, Algorithms and Programming

- Exam Based
- 1hr 30mins
- 50% of the GCSE

**In this unit, students will cover topics such as:** Translators and facilities of languages, Algorithms, High- and low-level programming, Computational logic, Data representation

### Component 3: Programming project

- 20hr project completed in class time
- Mandatory part of GCSE.

**Students will be expected to demonstrate their ability to use the following criteria effectively:**

- Programming techniques
- Design
- Development
- Effectiveness and efficiency
- Technical understanding
- Testing, evaluation and conclusions

### Skills required for success

- Organising time – students must ensure that they are up to date with any work. This may mean completing their class work during break and lunch times!
- Organising work – students must ensure their folder is organised and well presented so that it can be assessed and graded.
- Work independently – students will be expected to work hard and work through problems by themselves.

- Be creative but flexible – students will be expected to plan their work in detail for their client. However, they must be prepared to change their plans to ensure it meets the needs of their client (even if they think they know best!).
- Have a genuine interest – students should have a genuine interest in programming and the use of technology to solve and programme solutions to problems. This makes up the majority of the course.

### **The type of learning activities which will take place in lessons**

Most learning involves learning practical skills in the use of various programming applications as well as learning theory elements associated with hardware devices and legal implications of using computers. Most of the course will involve evidence of being able to use specific skills in software packages. Students will then show through controlled assessments that they have understood the skills and can apply them to a new scenario. There will be some theory based learning mainly in year 10 to ensure students are prepared for the examination.

### **How the course will be assessed**

The assessment for this course is twofold. Firstly, there is a programming project, which will take place across year 10 and 11. The project will involve students completing programming tasks that enable candidates to design, develop and test a solution to a problem. This is a compulsory component of the GCSE course. The course grade is achieved through two written exams covering a range of topics and programming techniques taken at the end of Year 11.

### **Homework tasks**

Students can research around subject content to enhance their subject knowledge and skills. In addition they can practice skills to consolidate learning that has occurred in the classroom and to prepare them for controlled assessments. Students will be expected to program outside of lessons either at home or using school computers at lunch or after school. **Access to a proper computer and not an iPad or similar is essential.**

### **Future progression in this subject**

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in computing and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

### **Useful websites and publications:**

[www.ocr.org.uk/qualifications/by-subject/computing](http://www.ocr.org.uk/qualifications/by-subject/computing)

[www.cambridgegcsecomputing.org/new-course](http://www.cambridgegcsecomputing.org/new-course)

<https://student.craigndave.org/gcse-videos>

# Drama

**Course Details: Level 1/Level 2 GCSE (9-1) in Drama**

**Exam board: Pearson Edexcel**

**Syllabus number: 1DRO**

**GCSE**

## Course Content

The course is divided into three components

### Component 1: Devising

**Coursework 40% of the qualification -60 marks**

#### Content overview

- Students will create and develop a **devised piece from stimulus**
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance

#### Assessment overview

- Internally assessed and externally moderated.
- There are **two parts** to the assessment:
  - 1) a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks). The portfolio submission can be typed evidence between 1500–2000 words *or* can be recorded/verbal evidence between 8–10 minutes
  - 2) a devised performance/design realisation (15 marks)

### Component 2: Performance from Text

**Coursework 20% of the qualification – 48 marks**

#### Content overview

- Students will either perform in or design for **two key extracts** from a performance text.

#### Assessment overview

- Externally assessed by visiting examiner.
- The performance/design realisation of each key extract is worth 24 marks.

### Component 3: Theatre Makers in Practice

**Written examination: 1 hour 30 minutes (40% of the qualification)- 60 marks**

#### Content overview

- Practical exploration and study of **one complete performance text**
- Live theatre evaluation

#### Assessment overview

##### **Section A: Bringing Texts to Life (45 marks)**

- This section consists of one question broken into five parts (short and extended responses) based on an **unseen extract** from the chosen performance text.

##### **Section B: Live Theatre Evaluation (15 marks)**

- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

### **Skills required for success**

Students need to be:

- Well motivated
- Enthusiastic about creating their own drama work
- Willing to explore a range of issues through drama.
- A good group member
- Confident enough to perform in front of an audience and an external examiner
- A good attender as attendance is vital for success in this subject

### **The type of learning activities, which will take place in lessons**

Students will learn:

- How drama is created, including all the acting and staging skills that help them communicate with an audience.
- How to create a character and play this character in a performance.
- A variety of skills that are highly valued in all walks of life. This includes teamwork and how to confidently present themselves in public.
- Students will develop their ability to analyse and evaluate live theatre.

### **Homework tasks**

Students may be given Homework activities to help develop and improve the quality of their drama work. Some of the work may include research, learning lines, sourcing and bringing in props and costume. They will most certainly be expected to rehearse their drama work at home. Many students choose to rehearse as a group during some breaks and lunchtimes as this really helps improve their drama work. Students will also be given writing tasks to ensure their confidence and ability to structure their written work is well established before the written exam.

All coursework is completed under controlled conditions and supervised within lessons.

### **Future progression in this subject**

After students have completed GCSE Drama they can go on to higher levels of study.

These include:

- GCE Drama and Theatre Studies at AS and A Level
- BTEC National Performing Arts (Acting).

GCSE Drama helps students to build confidence, discipline and communication skills. All of these skills will be beneficial to any future career path.

# Food Preparation & Nutrition

**Exam board: AQA**  
**GCSE**

## Course Content

GCSE Food Preparation and Nutrition is a new exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## Subject Content – What is covered?

Food preparation skills are integrated into five core topics:

1. Food, nutrition and health – Macro Nutrients, Micro Nutrients, Nutritional Needs and Health.
2. Food science – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food.
3. Food safety – Food Spoilage, Contamination and the Principles of Food Safety.
4. Food choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing
5. Food provenance – Environmental Impact and Sustainability of Food, Food Processing and Production.

## Assessments

**EXAM: Paper 1: Food preparation and nutrition (50%) Written exam: 1 hour 45 minutes**

The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks.

**NON- EXAM ASSESSMENT (NEA): Task 1: Food investigation (15%) Written Report**

Students' understanding of the *working characteristics, functional and chemical properties of ingredients*. Students will submit a written report (1,500–2,000 words) including photographic evidence of the practical investigation.

**NON- EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%) Written Portfolio**

Students' knowledge, skills and understanding in relation to the *planning, preparation, cooking, presentation of food and application of nutrition* related to the chosen task.

Students *will prepare, cook and present a final menu of three dishes* within a single period of no more than three hours, planning in advance how this will be achieved.

Students will submit a written portfolio (15 A4 pages) including photographic evidence.

## Which careers can this course lead to?

Studying food preparation and nutrition can lead to exciting and well paid career options. Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines, radio and television – for more information on food careers please visit [www. http://tastycareers.org.uk/](http://tastycareers.org.uk/)

## *Design & Technology– With a Graphic Design specialism*

**Exam board: OCR**

**Syllabus number: J310.**

**GCSE**

### **Course Content**

This course is constructed to develop design and thinking skills that open up a world of possibility. Students will gain authentic real-world awareness of iterative design practices and strategies used by the creative, marketing, engineering and manufacturing industries giving them the skills to create, or analyse and select the products of the future. Students will gain a broad knowledge and understanding of a range of materials and products including papers and boards, timber, metals, polymers and textile fibres and fabrics. Understanding the characteristics of materials will make them more effective designers and/or better informed consumers having gained the ability to confidently critique products. They will also develop an understanding of systems, programmable components and mechanisms along with wider design principles and the effect of design on users and the world we live in.

Students will develop a deeper knowledge and understanding of at least one of the material areas and related techniques and processes. Use of critical thinking will lead towards invention and design innovation, to develop, make, and market prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Students will learn new drawing techniques and how to communicate ideas and products to potential clients. They will be taught how to use graphic media to produce or alter images using computer aided design (CAD). Students will also look into commercial materials and production methods. Environmental issues will be considered as well as cost efficiencies in the commercial setting.

### **Skills required for success**

Good organisation is key to keep up with the project portfolio. Neat presentation skills are useful but students will develop these skills in the course. Being creative is another bonus.

### **The type of learning activities which will take place in lessons**

Design and making is a large feature of the course; this will include designing and developing ideas, researching, surveying clients, modelling and making products or prototypes.

### **How the course will be assessed**

50% of the final grade comes from a design and make project. This will include a design folder, developing models and a prototype. This is assessed by KNGS staff then moderated by the exam board. The remaining 50% is assessed through a 2-hour exam. The exam is split 55% questions on core materials and 45% on a specialism. There are elements of maths and science which are also covered in the course.

### **Homework tasks**

Some of the research, questionnaires etc. will be carried out for homework. Also analysing existing products and some drawing practice.

### **Future progression in this subject**

Critical thinking, analysing, evaluating, and good organisation, are skills valued by all employers. Some students go on to A Level product design, careers in product design, engineering, architecture, fashion and graphic design; Some past students have then studied graphic design at university and one now owns her own design studio!

### **Useful websites and publications**

<http://www.ocr.org.uk/qualifications/gcse-design-and-technology-j310-from-2017/>

More will be issued throughout the course.

Please see Mr Steele ([psteele@kngs.co.uk](mailto:psteele@kngs.co.uk)) for further information or clarification.

## *Health and Social Care*

**Exam board: OCR**

**Cambridge National Level 2 Certificate: Health and Social Care**

### **Course Content**

Two compulsory units and two optional units will be studied over two years

#### Compulsory units

- Essential values of care for use with individuals in care settings - (Externally assessed - 25% of the course).
- Communicating and working with individuals in health, social care and early years setting - (Internally Assessed- 25% of the course).

Two optional units will be selected by the teacher from six options (each 25% of the course)

- Understanding body systems and disorders.
- Pathways for providing care in health and social care and early years settings.
- Understanding life stages.
- Planning for employment in health, social care and children and young people's workforce.
- Creative activities to support individuals in health and social care and early years settings.
- Understanding development and protection of young children in early years setting.
- Understanding nutrients needed for good health.
- Using basic first aid procedures.

#### **Skills required for success**

- Ability to work independently
- Ability to conduct original research
- Ability to share and discuss ideas
- Ability to plan practical tasks
- Ability to produce good or high quality coursework
- Ability to present portfolio of work in an exciting manner
- Ability to use ICT for coursework
- Ability to present work in front of small groups
- Organise yourself to compile a collection of work to complete coursework
- To analyse and evaluate different scenarios in depth to prove understanding of knowledge

#### **The type of learning activities which will take place in lessons**

- Independent research
- Analytical responses in verbal form
- Analytical responses in written form
- Group work and group discussions
- Supervised study, reading of subject content
- Role plays and presentation of activities

#### **How the course will be assessed**

Two units will be assessed over one year, four units in total over two years. Teaching will consist of both formal and practical sessions. Assessment will be based on the completion of set tasks and assignments, which vary in quantity within the four different units. The grading criteria is Pass/Merit/Distinction/Distinction \* and these are clearly stated within set tasks and individual targets are set. The distinction grade depends on the quality of work in relation to the depth and description of focussed tasks. The unit 'Essential values of care for use with individual care settings' is assessed externally through a one-hour exam. All other units are internally assessed and finally moderated by an external moderator.

### **Homework tasks**

- Planning
- Improving plans
- Researching
- Note making
- Exploring activities
- Reading
- Reviewing work

### **Future progression in this subject**

On successful completion of the course students can progress onto Level 3 in Health and Social Care as well as the potential to progress onto higher education. Careers in a wide variety of Health and Social Care and Early years settings including, social work, carer, nurse, profession where you care for the elderly or vulnerable or individuals with additional needs.

### **Useful websites and publications**

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

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

[www.cot.co.uk](http://www.cot.co.uk)

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

# Media Studies

**Exam board: Eduqas**

**Syllabus number: C680QS**

## **GCSE Course Content**

This subject is NOT about watching films and TV. It is a subject where we examine how texts like television programmes, comics and films are put together to create meaning. We live in a media saturated society so we also look at the impact the media has on our lives and how it can determine what we think about the world in which we live. We also demonstrate our understanding of the processes involved in making meaningful media by carrying out production and pre-production tasks involving TV soaps, horror films or magazines.

## **Skills required for success**

Students need to be interested in the world of media outside of the classroom, listen to the news, read about media issues and go to the cinema. They need to be interested in the media, have a keen eye for detail and plan their time effectively and they will be a successful media student.

## **The type of learning activities which will take place in lessons**

Media Studies is a combination of many subjects including English and therefore writing is an important element. For the practical work there is a written evaluation and essays are often set to check students understanding. As well as essays, there are internet research tasks that take the form of question and answer as well as short justifications for interim practical work. Students will also be required to complete assessments in the form of textual analysis, presentations, tests, quizzes, essays, mind maps, posters, storyboards and internet searches. How the course will be assessed

## **Exam**

Two written exams – each one is 1 hour and 30 minutes

## **What is assessed in the final exams?**

**Component 1:** Exploring the Media Written examination: 1 hour 30 minutes 40% of qualification

### **Section A: Exploring Media Language and Representation**

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

There are two questions in this section: one question assessing media language in relation to one set product (reference to relevant contexts may be required) one two-part question assessing representation in relation to one set product and one unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

### **Section B: Exploring Media Industries and Audiences**

This section assesses two of the following media forms: film, newspapers, radio, video games. It includes: one stepped question on media industries one stepped question on audiences.

**Component 2:** Understanding Media Forms and Products Written examination: 1 hour 30 minutes 30% of qualification This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

### **Section A: Television**

- one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- one question on media industries, audiences or media contexts. Section B: Music (music videos and online media)
- one question on either media language or representation (reference to relevant contexts may be required)

- one question on media industries, audiences or media contexts.

**Coursework:**

**Component 3:** Creating Media Products Non-exam assessment 30% of qualification An individual media production for an intended audience in response to a choice of briefs.

**Examples of Briefs:-**

## Television

Create a sequence from a new television programme or a website\* to promote a new television programme.

## Advertising and Marketing: Music

Create a music video or a website\* to promote a new artist/band.

## Advertising and Marketing:

Film: Print-based marketing material for a new film.

Magazines: Create a new print or online magazine.

**Future progression in this subject**

To be media literate is a bonus in a world that bombards us with hidden messages and ideas so students become a more media savvy teen and adult. It will help them to get an insight into the world of the media and possible careers in journalism, radio, TV, publishing, marketing and promotion.

**Useful websites and publications:**

[www.eduqas.co.uk](http://www.eduqas.co.uk)

[www.mediaknowall.co.uk](http://www.mediaknowall.co.uk)

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

<https://www.bbc.com/bitesize/subjects/ztnygk7>

# Music

**Exam board: Edexcel**

**National Qualifications Framework Code – 601/8204/0**

**Specification Code: 1MU0**

**GCSE**

## **Course Content**

GCSE Music develops and extends students learning from KS3 and builds on their musical experiences outside of class time. Students combine composing, performing and listening to broaden their musical knowledge, skills and experience. Students will cover three units of work:

**Unit 1:** Performing Music – comprising 1 assessed solo performance and 1 assessed ensemble performance.

**Unit 2:** Composing Music – comprising 2 assessed compositions

**Unit 3:** Appraising – Comprising of a listening and analysis written examination lasting 1hr 45 mins

In Unit 3 we focus on eight Set Works, which come from four distinct Areas of Study:

### **Instrumental Music 1700-1820**

J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major

L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

### **Vocal Music**

H Purcell: Music for a While

Queen: Killer Queen (from the album 'Sheer Heart Attack')

### **Music for Stage & Screen**

S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)

J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

### **Fusions**

Afro Celt Sound System: Release (from the album 'Volume 2: Release')

Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

### **Skills required for success**

Students who do well at GCSE Music possess the following skills:

- Creativity – in order to try out new musical ideas when composing or performing
- An open minded attitude to listen carefully to a wide variety of musical styles
- An enthusiasm or willingness to learn how to compose their own music
- Discipline – in order to practise their instrument/voice to at least Grade 4 standard
- Resilience and persistence – being prepared to refine and revise performances and compositions in light of advice and feedback in order to get the best mark possible
- Confidence in their own ability is extremely important as you will regularly be performing on their instrument and demonstrating the progress of their compositions to the rest of the class
- Organisation – they will need to be able to organise their individual practise time at home and to liaise with their instrumental/vocal teacher on suitable pieces to play for their group and solo performances. Being able to stay on top of the two compositions they have to produce is vital.

### **The type of learning activities which will take place in lessons**

- Group work when composing, performing and analysing set works
- Individual study during listening, writing, performing and composing activities
- Some short essay writing for one aspect of the listening assessment
- Paired and whole class discussion
- Peer assessment of each other's performances and compositions

- Practical work on instruments/voice when performing and composing
- Listening tasks
- Independent research
- Self-review of work, e.g. evaluating performances, redrafting written work

### **How the course will be assessed**

Solo Performance(s) on an instrument or voice - 15% of the GCSE

Ensemble/group performance(s) on an instrument or voice - 15% of the GCSE

One composition based on a brief set by the exam board – 15% of the GCSE

One free composition of the student's choosing – 15% of the GCSE

One listening & appraising written examination at the end of the course – 40% of the GCSE grade.

### **Homework tasks**

- Regular daily practise on an instrument/voice of choice
- Listening and research/analysis tasks relating to the Set Works
- Composition exercises in preparation for the 2 main coursework tasks

### **Future progression in this subject**

- Ideal for progression onto a music related course e.g. Music A Level or Music Technology A Level.
- Also teaches important skills for other subjects at A level, for example, creativity, research skills, analytical skills, fine motor skills, communication skills, persistence and discipline.

### **Useful websites and publications**

edexcel.com (for further information regarding the new GCSE Music specification.

YouTube videos of performances and analysis of the set works

# Physical Education GCSE

**Exam board: AQA**

**Syllabus number: 8582**

**GCSE**

Students will study theoretical components and participate in a variety of practical activities. The practical aspect is worth 40% of the overall mark. The theory aspect is worth 60% of the overall mark.

The theory work is divided into two sections:

- The human body and movement in physical activity and sport.
- Socio-cultural influences and well-being in physical activity and sport.

In order to fulfil the requirements of the course pupils have five GCSE PE lessons per fortnight, two practical and three theory lessons.

## Course Content

Year 10 Theory Topics:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- End of unit tests and end of Year 10 test

Year 11 Theory Topics:

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data
- End of unit tests and mock examination

Year 10 and 11 Practical Activities:

- Examples include: Netball, trampolining, swimming, dance, gymnastics, football
- Performance analysis (year 10)

## Skills required for success

- Students are required to have a keen interest in all aspects of sport.
- Good knowledge and understanding of the skills required in their preferred sport or activity.
- Be able to perform in a range of sporting activities. (team and individual sports/ activities, from the specification list)
- Compete in at least one sport outside of school.
- Regular participation at extra-curricular clubs.
- Good communication and teamwork skills.
- Commitment, perseverance and determination to improve practical ability.
- Analytical skills.

## The type of learning activities which will take place in lessons

Practical lessons:

- Skill development, progressive practices and competitive situations.
- Individual and group tasks
- Self and peer observations and assessments

Theory lessons:

- Past paper questions and use of marking schemes
- Research tasks and discussions
- Independent tasks and group tasks

### **How the course will be assessed**

**Theory:** All students will sit two external examinations at the end of Year 11. Each written paper is a combination of multiple-choice, short answer and extended writing questions. The duration of each examination is 1hour 15mins and each is marked out of 78. Both papers combined are equivalent to 60% of the overall GCSE (30% per exam).

**Practical:** The practical assessment is marked out of 75 plus an additional 25 marks for the performance analysis, totalling 100 marks. It is equivalent to 40% of the overall course. Three assessments as a player/performer are put forward to the examination board. One assessment must be a team sport or activity, one assessment must be in an individual sport or activity and a third can be from either a team or individual sport or activity. Students can ONLY be assessed in activities listed in the specification. Students can only be assessed in activities outside of school e.g. rowing and hockey, if they are able to get video footage of competitions/ matches.

The three practical activities are internally assessed by the PE department in lessons or video footage (as required for those activities participated in outside of school). An external moderator from AQA will visit the school to assess students in the Spring Term of year 11 to verify the marks.

The performance analysis assessment involves analysing their own or others performance in a chosen sport, identifying strengths and weaknesses in performance and suggesting ways improvements can be made, showing progression. This is completed under teacher supervision during lessons.

### **Homework tasks**

Homework is set weekly, including practice exam questions, questions requiring extended answers for a range of scenarios and revision for end of unit assessments. Tasks will also involve group work and research activities.

Students will be expected to attend and show commitment to extra-curricular clubs.

### **Future progression in this subject**

Studying GCE AS/A Level in Physical Education or Sports Studies, BTEC's.  
A career within the sport and leisure industry or the Armed Forces.

### **Useful websites and publications**

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

# Religious Studies GCSE

**Exam board:** AQA  
**Syllabus number:** 8062  
**GCSE**

## Course Content

A new and exciting GCSE Religious Studies course will allow girls to:

- 1) study the beliefs, teachings and practices of two religions\*
- 2) investigate religious texts and/or explore different religious, philosophical and ethical arguments and themes, and their impact and influence in the modern world

\* Christianity and Islam – these are the world’s largest two religions

During the course, pupils will examine a range of areas including authority of scripture, key beliefs, forms of religious expression, diversity within and between Christianity and Islam, and the place of these religions in the 21st century in the context of human relationships, science, conflict and social justice.

GCSE RS is a great subject for anyone who is interested in people’s beliefs and values, fascinated by the nature and impact of religion, and willing to develop critical thinking. You might want to know that:

- GCSE RS results have been among the best at KNKS
- an average of 39% achieved A\*-A, and 78% achieved A\*-C over three years when all Year 11 students did the full course
- we have consistently outperformed similar schools across the country
- many of our pupils go on to achieve well in A level RS and are inspired to study more about religion or theology at university
- skills gained by studying RS are valued by employers and higher education institutions
- Russell Group universities recognise that “Religious Studies ... provides suitable preparation for entry to university in general”

## Skills required for success

- sound knowledge and understanding of Christian and Muslim teachings
- inquisitiveness
- critical thinking
- interpreting and evaluating

Also remember these top tips:

- know and understand religious teachings about, and responses to the issues being studied
- keep an open mind – no one is expecting students to change their belief or opinion but be aware how and why others think differently to them
- read the papers and watch the news – faith issues come up all the time and these are always discussed in lessons
- contribute to discussions and debates – be willing to share viewpoints and learn from others
- be ready to challenge ideas – including your own – but respect and value the views of all

## The type of learning activities which will take place in lessons

Research-based tasks, group work, discussions and debates. External speakers will also be invited and trips organised as appropriate.

## How the course will be assessed

Students will have full course examinations at the end of Year 11 – 2x 1hr 45 minute papers will be sat by all students.

## Homework tasks

Students will be given a range of out of classroom tasks including preparing presentations, mind-maps and utilising online resources including Kerboodle and StudentShare, to enhance their learning.

### **Future progression in this subject**

Religious Studies is a very popular A level option that requires students to take an in depth study of the philosophy of religion, critically reflecting on various arguments including about the nature and existence of God, science and religion, language as it applies to God, life after death, determinism and human freedom, and religious experience. In the ethics modules they study a range of ethical theories and their application to practical issues within medicine, business and sexual relationships. In Developments in Christian Thought students will look at the evolution of Christian doctrine from the writing of the Bible, through to the early Church fathers and right up to the 21<sup>st</sup> century with a focus on gender, feminism and secularism.

### **Careers**

Studying Religious Studies can provide invaluable life skills, offer opportunities to further education and enhance careers. Visit this website to see real-life examples of how RS has helped people in various fields, including law, medicine and journalism:

<http://casestudies.reonline.org.uk/>

### **Useful websites and publications**

GCSE Religious Studies for AQA A: Christianity & Islam textbooks

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062> - full specification on AQA website

<https://senecalearning.com/> - revision website for different subjects including GCSE RS AQA (register for free)

<http://re-definitions.org.uk/> - popular terms with meanings and pronunciations

<https://eitheroessays.com/> - examples of model answers to exam-style questions

<http://www.bbc.co.uk/programmes/b03zf45d/clip> - a series of short programmes exploring Christian, Muslim and non-religious perspectives about a range of issues

<http://www.bbc.co.uk/programmes/articles/3IKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs> - an A-Z guide of religion and beliefs. Although it is aimed at Key Stage 3, it is very beneficial for GCSE level.

BBC Religion and Ethics <http://www.bbc.co.uk/religion>

Charlotte Vardy revision videos on YouTube

Mr McMillan revision videos <https://www.youtube.com/user/MrMcMillanREvis>

# Sociology

**Exam board: AQA**

**Syllabus number: AQA 8192 GCSE Sociology**

**GCSE**

## **Course Content**

Unit One: The Sociology of Families and Education

Unit Two: The Sociology of Crime and Deviance and Social Stratification

## **Skills required for success**

Students will need to take an interest in social issues and watch the news on television / read newspapers. They will need to be well organised, show a willingness to participate in group debate and frequent participation in discussion and backed up by reading of the pre-prepared notes is essential.

## **The type of learning activities which will take place in lessons**

These include discussion, group work, videos, research, and use of Internet.

## **How the course will be assessed**

There are two final exam papers, both 1 hour 45 minutes, and each worth 50% of the marks. The exams have some longer writing and then some sub-divided part-questions

## **Homework tasks**

Regular homework is set and this ranges from mind mapping, to preparing for test essays or revising for tests.

## **Future progression in this subject**

Sociology students go onto a wide range of careers, from jobs in the media such as being researchers and journalists to teaching, law work, health care (nursing/midwifery), counselling, and personal management. Sociology is ideal for any career where you have to understand and work with people. Additionally, sociology graduates have one of the highest average starting salaries of any degree (£23,000)

## **Useful websites and publications**

There are a number of really good sites you can look at. These include the following:

GCSE: AQA Sociology: <http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

Office of National Statistics: <https://www.ons.gov.uk/>

BBC Bitesize Sociology: <https://www.bbc.co.uk/education/subjects/zbbw2hv>

Resourcd: <http://www.resourcd.com/@sociologyexchange>

Podology: <http://www.podology.org.uk/#/home/4556339389>

Sutton Trust: <https://www.suttontrust.com/>

The Fawcett Society

[https://www.fawcettsociety.org.uk/?gclid=Cj0KCQiAyszSBRDJARIsAHAqQ4qzE6jVvezs\\_c9G0O2zb9KbAW7rs50ZvcfZoGEiv9bV9Z7IsALqSO8aArlzEALw\\_wcB](https://www.fawcettsociety.org.uk/?gclid=Cj0KCQiAyszSBRDJARIsAHAqQ4qzE6jVvezs_c9G0O2zb9KbAW7rs50ZvcfZoGEiv9bV9Z7IsALqSO8aArlzEALw_wcB)

The Census 2011: <https://www.ons.gov.uk/census/2011census>

## Choosing your Options – Make a note of your ideas here

Remember that you will not be able to choose your options online until 8 – 14 March 2019

### Step One: Modern foreign language option (core):

- Every student must choose one language as a core subject.
- Place a tick next to the language you wish to study in the core.
- ONLY TICK ONE LANGUAGE IN THE BOX BELOW.
- If you wish to choose a second language as one of your OPTIONS, this will be FRENCH, so your core language indicated in the box below will need to be either SPANISH or GERMAN.
- If you have ONLY studied French in years 7-9, then choose FRENCH in this section

Core Language Option	Place a  (ONE ONLY HERE)
FRENCH	
GERMAN	
SPANISH	

### Step Two: Humanities option: Every student must choose either GEOGRAPHY or HISTORY

Humanities Option	Place a  (ONE ONLY HERE)
GEOGRAPHY	
HISTORY	

### Step Three: Open option choices:

- Choose TWO option subjects from the list below and ONE reserve.
- Think about your priority order with 'Option 1' being your first preference, followed by 'Option 2' and your 'Reserve Option'.
- DO NOT choose more than ONE from Art and Design, Art and Design Photography, or Art and Design Textiles (these subjects are marked with \*)
- DO NOT choose more than ONE from Food Preparation and Nutrition, D&T Graphics or Art and Design Textiles (these subjects are marked with \*\*)

* Art & Design	Business Studies	Health & Social Care	Sociology
* Art & Design (Photography)	Music	History	GCSE Religious Studies
** Art & Design (Textiles)	Computer Science	Media Studies	
** Food Preparation and Nutrition	Drama	Modern Foreign Language (This is a 2 <sup>nd</sup> language)	
** D&T Graphics	Geography	GCSE PE	

Option 1:		Option 2:		Reserve option:	
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Information to help you complete your options choices

**Remember that it is important that you discuss your choices with your parents/careers and teachers before completing your online options form.**

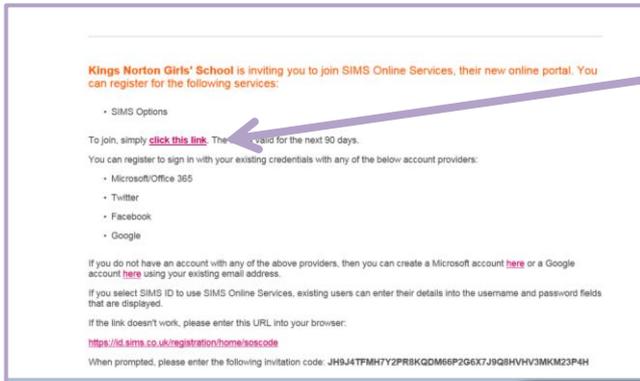
Modern Foreign Language Option (core)
<ul style="list-style-type: none"><li>a. Every student MUST choose ONE language as a core subject.</li><li>b. If you have chosen a SECOND language as one of your OPTIONS, this will be FRENCH, therefore your core language will be a choice of SPANISH or GERMAN.</li><li>c. <b>If you have only studied FRENCH in years 7 to 9, then tick FRENCH in the core modern foreign languages box.</b></li></ul>
Humanities option
<ul style="list-style-type: none"><li>a. Every student MUST choose either HISTORY or GEOGRAPHY</li></ul>
Open option choices
<ul style="list-style-type: none"><li>a. Choose two option subjects and one reserve.</li><li>b. Remember to place them in priority order.</li><li>c. It will NOT be possible to study more than one of Art and Design, Art and Design Photography, or Art and Design Textiles and it will only be possible to study one of Food Preparation and Nutrition, D&amp;T Graphics or Art and Design Textiles. <i>You don't have to study any of these, they are all optional.</i></li></ul>

You will not be able to complete your online options form until after parents evening on Thursday 7<sup>th</sup> March.

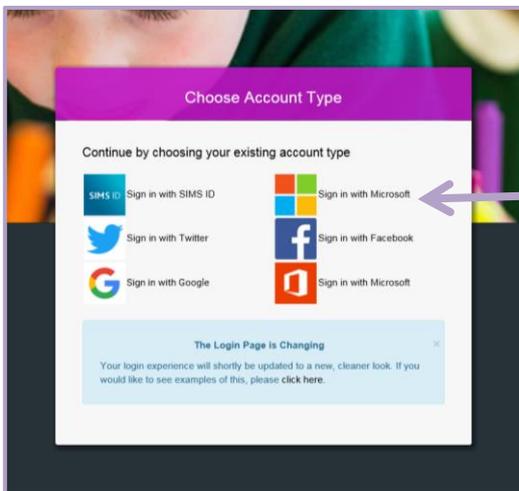
## Filling in your online options form

You will receive an email which invites you to SIMS online options. This will not be until the Challenge Day on 12<sup>th</sup> February. During Challenge day, open the email and click on the link. This will enable the school to set up your options forms so that after Thursday 7<sup>th</sup> March you will be able to log in and choose your options.

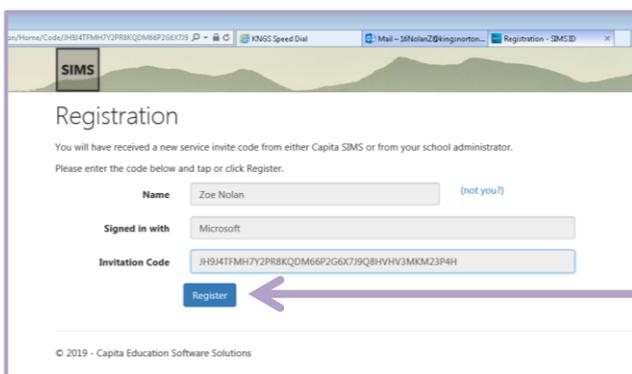
The email will look like this:



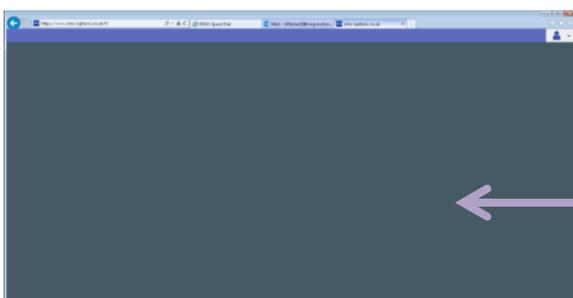
Click here once you receive your email.



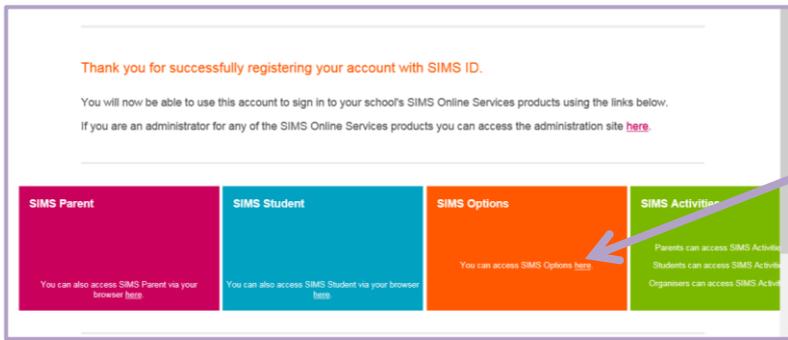
Use the Microsoft section and sign in with your usual school account details.



Your name and invitation code will be ready filled in for you. Now just click 'register'.



Don't worry if your screen goes blank. You have already registered.



You should now have another email which welcomes you to SIMS. Remember that your options won't be available until after Parents' Evening on 7<sup>th</sup> March. However, when you are ready to complete your options form, go the orange SIMS Options section on your email or through <https://www.sims-options.co.uk/#/student/> You will need to log in via the Microsoft section again and use your usual school details.

## Filling in the Options form

**Language**  
If you wish to study two languages, please do not choose French here. Pick either Spanish or German and choose French in your further option choices box. Only choose a language which you have studied in Years 8 and 9.

You have chosen 1 of 1 courses from this list

**GERMAN** GCSE Full Course    FRENCH GCSE Full Course  
SPANISH GCSE Full Course

**Humanity**  
Choose either history or geography here. You can follow both by choosing another humanity in the further option choices.

You have chosen 2 of 1 courses from this list

**GEOGRAPHY** GCSE Full Course    **HISTORY** GCSE Full Course  
This course is also available in Further option choices

**Further option choices**  
Choose two options from this list. If you wish to study two languages, choose option French. Choose a reserve choice if you wish.

You have chosen 2 of 2 courses and 1 of 1 reserves from this list

<b>ART</b> GCSE Full Course	Reserve	<b>BUSINESS S</b> GCSE Full Course	Reserve
Computing GCSE Full Course	Reserve	DRAMA GCSE Full Course	Reserve
FOOD GCSE Full Course	Reserve	Option French GCSE Full Course	Reserve
<b>GEOGRAPHY</b> GCSE Full Course This course is also available in Humanity	Reserve	GRAPHICS GCSE Full Course	Reserve
HISTORY GCSE Full Course You have selected this course in Humanity	Reserve	H and S GCSE Full Course	Reserve
MEDIA STUD GCSE Full Course	Reserve	MUSIC GCSE Full Course	Reserve
PHOTO GCSE Full Course	Reserve	GCSE PE GCSE Full Course	Reserve
RE GCSE Full Course	Reserve	SOCIOLOGY GCSE Full Course	Reserve
Textiles GCSE Full Course	Reserve		

1. Choose one language here by clicking on the subject you would like to study. The subject you have chosen will turn blue. Clicking again will deselect the subject.

2. Choose one humanities subject here by clicking on the subject you would like to study. You will see a message in red if you choose too many options here.

3. Choose two options in this section. Clicking on the main subject bar, allows you to select the subject. Click 'reserve' to choose one reserve option. This will appear in orange. Again, if you choose too many, you will see a red warning.

4. On the right of the screen, you will see the choices which you have chosen. You may change the order or these choices to show us which subject is more important to you. If groups are full, this allows us to prioritise the subject which is more important to you.

**My Choices** (Total Choices: 2)

To change your order of preference select a choice and click the position in the list you would like to move it to.

- BUSINESS S** GCSE Full Course Further option choices
- GEOGRAPHY** GCSE Full Course Further option choices

**My Reserves** (Total Reserves: 1)

To change your order of preference select a reserve and click the position in the list you would like to move it to.

- ART** GCSE Full Course Further option choices



5. Remember to save your choices at the top of the form!

## *Deadlines*

- Option forms must be completed online **Thursday 14<sup>th</sup> March** by students.
- ICT 2 or 3 will be open from 8.00 to 8.30 from Friday 8<sup>th</sup> March to Thursday 14<sup>th</sup> March if you require advice or help in completing your option choices online.
- Choices will be printed for students to gain **signatures by parents or carers and your form tutor** after Thursday 14<sup>th</sup> March.
- Parents or carers and form tutors will need to verify this choice by **Friday 22<sup>nd</sup> March 2019**.
- Failure to meet these deadlines may mean options choices are no longer open to you.

We will try very hard to make sure that as many students as possible get their first choices *but we cannot guarantee this*.

*Please make sure that you have chosen wisely as it is very unlikely that we can make changes later.*

If you have any issues *about* your choices that you need to discuss, please talk to your form tutor, Head of House or Mrs Shakespeare.



