



English Martyrs' Catholic School



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# Year 8

# KS4 OPTIONS

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## **A Prayer**

### **Let me know clearly**

Lord,

Let me know clearly

the work which you are calling me to do in life.

And grant me every grace I need

to answer your call with courage

and love and lasting dedication to your will,

Amen

### **Making Decisions**

Lord,

I am about to make an important decision

and the day before me is charged with uncertainty.

Enable me to sense Your presence and to feel

Your undergirding power, to be assured of

Your guiding concern.

Amen

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Dear Parents,

### Year 9 Option Choices

From the beginning of Year 9 your son/daughter will be studying a transition year between Key Stage 3 and Key Stage 4. Their choices will be the subjects they will eventually take as public examinations at GCSE or BTEC in Year 11.

From Year 9 onwards, your child may take three options courses. Students receive a wealth of guidance to enable them to choose the most suitable programme of courses, taking into account their ability, current progress, interests and possible future careers.

Students will be following the reformed syllabuses in all of their qualifications. The grading for these GCSEs is:

Current Grade	(Previous grades)
9	A <sup>x</sup>
8	A <sup>x</sup>
7	A
6	B
5 (strong pass)	C
4 (pass)	C
3	D
2	E
1	F

I recommend that you familiarise yourself with the contents of this booklet to make well-informed decisions and in advance of the parents' consultation meeting on:

**Thursday 7<sup>th</sup> March, 3.30pm-6.00pm**

At this meeting your child's teachers will be able to offer advice about his/her progress in individual subjects. **Online Choice Forms will be emailed out to parents on Friday 8<sup>th</sup> March and must be returned by Tuesday 12<sup>th</sup> March please.**

The online form will assist you to rank order all of the subjects in each option block in order of preference. **You must place French / Geography / History as a first preference** in at least one block. If a subject is over-subscribed, we will assign places on a first come, first served basis.

If you have any further queries, please speak to:

Miss L. Ukah- Head of Year 8,

Mr S. Cajkler - Vice Principal,

or your child's subject teacher directly.

Thank you for your continued support.

Yours sincerely,



M. Calen  
Principal



ut omnes unum sint  
May they all be one

## KEY STAGE 4 QUALIFICATIONS

All students study:

**English and English Literature**    2 GCSEs  
**Mathematics**    1 GCSE  
**Biology, Chemistry, Physics**    2 or 3 GCSEs  
**Religious Education**    1 GCSE  
**Careers**  
**Citizenship**  
**Physical Education**  
 + at least one at French, Geography, History

Students take 3 option subjects, one from each block.

OPTION A	OPTION B	OPTION C
French GCSE	French GCSE	French GCSE
Geography GCSE	Geography GCSE	Geography GCSE
History GCSE	History GCSE	History GCSE
Textiles GCSE	Art GCSE	Music GCSE
Drama GCSE	Food Preparation & Nutrition GCSE	Computer Science GCSE
PE GCSE	Design & Technology GCSE	IT BTEC Tech Award Level 1/2
IT BTEC Tech Award Level 1/2	Dance BTEC Tech Award Level 1 & 2	

## English and Mathematics

Very few careers require students to choose specific option subjects at KS4, but success in core GCSEs such as English and Mathematics are crucial for many careers.

## English Baccalaureate

**All students must choose at least one subject from French, Geography and History. We would strongly advise all students to select French AND either Geography or History to proceed to Sixth Form and top universities.**

## Examinations and Coursework

GCSE subjects no longer have coursework, although some do have controlled assessments for which students complete written work in class. Some GCSEs also require students to complete practical work (e.g. Art and Drama).

## Tiers of Entry

In some subjects there are two tiers of examination entry (one covers grades 1 to 5 and the other covers grades 4 to 9), and in some subjects there is a single tier of examination entry (covering grades 1 to 9).

## BTEC Courses

For BTEC courses (such as ICT and Dance), a student's grade is mainly determined by coursework. Each BTEC has one exam.

A BTEC award is equivalent to a GCSE:

BTEC PASS	-	equivalent to a grade 4 at GCSE
BTEC MERIT	-	equivalent to a grade 6 at GCSE
BTEC DISTINCTION	-	equivalent to a grade 7 at GCSE
BTEC DISTINCTION*	-	equivalent to a grade 8 at GCSE

## Making Choices

Staff will be talking to students about the range of subjects available to them.

When students choose option subjects, they should take into account a variety of factors, including:

- Current attainment in the subject and progress made in year 8
- Method of assessment - some students excel in examinations and some excel in coursework
- Their enjoyment of particular subjects and future career plans

## **GCSE AND BTEC AWARDS ARE DEMANDING.**

PARENTS CAN HELP BY:

- *providing a quiet place for homework*
- *taking a continual, supportive interest in current studies in all subjects*
- *checking homework assignments and seeing that they are completed*
- *reading completed homework and offering encouragement and praise.*

## **INCLUSION**

The Inclusion Faculty works in partnership with staff and students to facilitate access to the curriculum and prepare students for public examinations.

Support is provided by teachers, and may also be provided by teaching assistants who work alongside students in class. Small groups may be created for short or longer periods of time. These groups can help students to focus on particular skills which may need reinforcement. Individual support with course assignments may also be provided.

Support may also be provided through the Morning Interventions which operate some mornings during registration. Students can take advantage of this support without missing any lesson time. Sixth Form students are available to give advice about coursework, study skills and examination revision.

Students with an Education Health Care Plan and those who are placed on the Special Educational Needs register continue to benefit from support and advice from a variety of outside agencies. It is possible to apply for special arrangements for examinations for students with particular needs. The Inclusion Faculty works with students to ensure that the necessary detailed information is provided to support concession applications. If you feel that your child may be eligible for examination concession, please contact Mrs Webster as soon as possible.

Please contact Mrs Webster, Director of Inclusion, should you wish to discuss any of the information above.



# RELIGIOUS STUDIES - GCSE

## KEY FEATURES OF THE COURSE

All students study a full GCSE in Religious Studies. This allows them to combine practice of faith as it is experienced in the school with academic study of a well-respected subject. Students study AQA Religious Studies B: Catholic Christianity.

## METHOD OF ASSESSMENT

50% of the course covers the beliefs and teachings of Roman Catholic Christianity.

25% of the course covers the beliefs and teachings of Judaism.

The final 25% of the course involves a study of Catholic teaching on Family Relationships and Peace and Conflict.

## EXAMINATION

Two exams will be taken at the end of year 11 and each exam will last for 1 hour and 45 minutes.

As well as requiring knowledge, the exam tests skills in explaining, evaluating and arguing a point of view.

# ENGLISH LANGUAGE & ENGLISH LITERATURE - GCSE

## KEY FEATURE OF THE COURSE

Our intentions are to develop the ability of students to communicate effectively in speech and writing, as well as to appreciate, analyse and evaluate a wide range of texts.

Students develop an informed personal response to a variety of material in different contexts. We aim to enhance their understanding of what lies below the surface meaning of texts, and their appreciation of the ways in which writers use language and structure to create impact. Their own writing skills in a variety of genres are thereby improved.

## METHOD OF ASSESSMENT

### English Language

100% terminal examination consisting of two papers, each lasting one hour and forty five minute, to test reading of previously unseen material and writing.

Controlled assessment of speaking in a formal situation.

### English Literature

100% terminal examination consisting of two papers, one lasting one hour and forty-five minutes and the other two hours and fifteen minutes.

Together these test responses to two novels, one Shakespeare play and a collection of poems from different centuries; students will also be tested on their ability to respond to a poem that they have not studied before.

## KEY FEATURES OF THE COURSE

We aim to provide students with a stimulating experience of Mathematics and enable students to be fluent in key maths skills. This fosters a core of expression through Mathematics, as well as preparing students for their next steps in education and life.

The subject content is:

- |     |  |
|-----|--|
| A01 | Multi-step questions – greater fluency mathematically to develop skills and build confidence |
| A02 | Mathematical Reasoning and Communication to develop problem-solving                          |
| A03 | Making connections between different concepts of Mathematics                                 |

The Foundation course is more challenging than in previous years, with topics such as quadratics, trigonometry, simultaneous equations and harder geometry now on the course.

The Higher content now takes on additional topics such as geometric sequences, equation of circles, growth & decay problems, turning points of quadratic equations, functions, tangents to a curve, rates of change and outliers, to name a few.

## METHOD OF ASSESSMENT

The grading system covers U (unclassified) and 1 to 9

Foundation tier covers grades 1-5 and Higher tier covers grades 3-9

The GCSE is assessed by 3 examinations at the end of Year 11, each 90 minutes in duration.

Paper 1 is non-calculator and paper 2 and 3 are calculator papers.

We have recently invested in new textbooks for the whole of KS4. We also subscribe to the Mymaths and Sparx Maths websites which we make use of in our teaching and for setting homework.

It will be extremely useful for students to have a scientific calculator to support their learning in maths. The Casio FX-83GTX and Casio FX-991EX are both popular models.

## KEY FEATURES OF THE COURSE

All students at English Martyrs' study Biology, Chemistry and Physics. In Year 11, some students will be entered for Separate Sciences and some will be entered for Combined Science.

We begin the foundations for these courses in Year 9 and the curriculum is designed to promote the development of knowledge and understanding through opportunities to work scientifically. There is a great deal of practical content and students will have the opportunity to carry out experiments throughout their GCSEs.

A broad scientific education is vital to allow students to contribute to what is an increasingly scientific and technological world and equip them to make informed, evidence-based decisions about their lives, and lifestyles, as well as preparing them for further studies in scientific subjects.

## METHOD OF ASSESSMENT

The Biology, Chemistry, Physics and Combined Science courses are administered by the AQA exam board.

The courses will be examined terminally at the end of Year 11. There is no internal assessment or coursework.

The examinations are available at 2 tiers:

- Foundation tier allows access to grades 1-5.
- Higher tier gives access to grades 4-9.

Final decisions about which tier a student will be entered for will be made following the mock exams in December of Year 11.

Each course will have 2 examinations, up to 1 hour 45 minutes long. These exam papers will comprise a combination of multiple choice, structured, closed short answer and open response questions.

# PHYSICAL EDUCATION

## - Non Examination

### KEY FEATURES OF THE COURSE

Physical Education builds upon the previous skills learnt. Students are encouraged not only to develop their standard of performance, but also their ability to analyse and evaluate their performance and the performance of others. Students will continue to participate in indoor and outdoor lessons and will continue to need their full and correct PE kit.

Physical Education makes a distinctive contribution to the ethos of our school.

The Core PE programme will provide many opportunities to:

#### **Create successful learners**

PE helps students acquire the knowledge, skills and understanding they need to participate successfully in and enjoy physical activities both now and in the future. Students will also develop analytical and evaluation skills by deciding how to improve the quality of their own and others' work.

#### **Develop confident individuals**

It will develop competence in physical education and the sense of enjoyment brought about by being active and successful, engendering a sense of confidence and self-esteem in the students and enabling them to become increasingly independent. This confidence will encourage them to get involved in physical activity for its own sake and as part of a healthy, active lifestyle.

#### **Become responsible citizens**

PE encourages students to be enterprising and work cooperatively and effectively with others. Taking on the roles of leader or official helps develop a sense of respect for others and the ability to apply rules fairly and act with integrity. PE will encourage students to make regular physical activity part of their lives and to get involved in healthy physical activity, sport and dance regularly both in school and in the community.

# ART & DESIGN - GCSE

## KEY FEATURES OF THE COURSE

This course is for you if you love Art and enjoy being creative and developing your knowledge and understanding of a range of materials and techniques. The course asks for your commitment and personal response to a variety of themes. You will have the opportunity to explore a range of media, including drawing and painting, printmaking, mixed media and photography.

Preparatory studies and research on themes are very important. Such research may, at first, be tutor led, but you will be expected to become more independent as you progress through the course and complete preparatory work and research as homework. This will include collecting source material and taking high quality photographs.

## METHOD OF ASSESSMENT / REQUIREMENTS

**Portfolio (Coursework) - 60%**

***More than one project, covering all four assessment objectives. Evidence of drawing and some written annotation are essential.***

Coursework will take the form of practical projects and all the work produced will be coursework. This is called the Portfolio.

You will be taught how to develop your recording from observation and your knowledge and skills of a range of drawing methods will develop. You will also develop the ability to analyse your own work along with the work of other artists and this will allow you to see your work in a wider context and how you can take inspiration from other artists. You will use the influence of the artists' work you study to help you to develop your own work. You will grow in confidence in your knowledge and control a range of different materials and techniques, handling them skillfully. Your practical work will be supported by written statements as appropriate, this must display a good standard of written English. Art Club is a relaxed and supportive environment, available to all students throughout the course for one hour a week after school and you are encouraged to come along to complete your homework or catch up on any incomplete work or any pieces in need of development.

**Externally Set Assignment (Examination) - 40%**

***One practical paper of 10 hours - spread over two sessions of 5 hours per session.***

The examination paper is issued several weeks in advance to enable you to conduct research and for your preparatory studies to be created. These studies (which are usually drawings, colour studies, experiments with a variety of media, practices for the exam piece and photographs taken by yourself) are brought into the examination room for reference. In essence, the examination takes the form of another coursework project, although completed in less time and with the final outcome being created under examination conditions. You will be able to practise this beforehand, so you will be confident during the ten hours. The work completed during the preparatory period starting in January of Year 11 will account for most of the marks, so a focused approach is necessary.

## COURSEWORK DEADLINES

Projects require completion and presentation by the end of December/beginning of January in Year 11.

## KEY FEATURES OF THE COURSE

This GCSE offers students an exciting, practical focus on real-life programming and developing skills relevant to the future.

It is an engaging qualification that equips students with the knowledge and practical skills to thrive in the fast-changing world of Computer Science. It provides a practical approach to developing computational skills, including innovative, practical onscreen assessment to ensure all students develop the computational skills they need for an exciting digital future beyond the classroom.

### The course is made up of 6 topics:

- Topic 1:** Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms, ability to construct truth tables.
- Topic 2:** Data – understanding of binary, data representation, data storage and compression.
- Topic 3:** Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- Topic 4:** Networks – understanding of computer networks and network security.
- Topic 5:** Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- Topic 6:** Problem-solving with programming - understanding what algorithms are, what they are used for and how they work in relation to creating programs. Students will understand how to decompose and analyse problems with the ability to read, write, refine and evaluate programs.

## **METHOD OF ASSESSMENT**

**There are 2 externally assessed examinations, one theory, one practical.**

### **Principles of Computer Science - theory**

Externally assessed, the paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items.

### **Application of Computation Thinking - practical**

Students are required to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice. They will be provided with: coding files, a hard copy of the question paper, the Programming Language Subset (PLS) – as an insert in the question paper and in electronic format. Students should then answer the questions onscreen using Python 3. This assessment consists of six compulsory questions.



## KEY FEATURES OF THE COURSE

The WJEC Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems.

Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The course will be 'hands on' but you need to be prepared to work hard on the written and design elements of the work as well as the practical. You will also acquire *research* skills and explore *enterprise* opportunities.

## HOW IT IS ASSESSED

Unit Number	Unit Name	Assessment
Component 1: 50% of qualification	Design and Technology in the 21st Century	Written examination: 2 hours
Component 2: 50% of qualification	Design and make task	Non-exam assessment: approx. 35 hours

## WHAT CAN IT LEAD TO?

There is an immense breadth of jobs within the Design and technology industry that require the skills you will learn. The skills and knowledge developed are suited for further study and careers in; Product design, Furniture design, Engineering, interior/Architecture, Retail design, Transport concepts, Construction, Desktop publishing, Game design plus many more.

# DRAMA - GCSE

## KEY FEATURES OF THE COURSE

This course has been specifically chosen for students who have enjoyed their Drama lessons, so that they can build upon the skills they have acquired. 60% of the course is for devising and performing plays, with additional opportunities to learn about stage design, lighting, sound and costume.

## METHOD OF ASSESSMENT

### COMPONENT 1: DEvised PRACTICAL PERFORMANCE - 40%

#### *Task One: Devised Performance (30%)*

Students will devise a practical performance based on a theme and linked to a practitioner performance style.

- Students may choose **either** Acting or
- A Theatre Design Skill: Lighting, Sound, Costume Design or Stage Design

#### *Task Two: Devised performance portfolio (10%)*

Students will complete a portfolio of supporting evidence and evaluation based on the work completed in Task One.

### COMPONENT 2: PERFORMANCE FROM A TEXT - 20%

Candidates are required to study a whole play. They will rehearse and develop ideas for performance and production of a short extract.

### COMPONENT 3: WRITTEN EXAMINATION - 40%

Students will be assessed on their ability to analyse **ONE** set text as an actor, designer and director and to evaluate one piece of live theatre they have seen whilst on the course.

As a GCSE Drama student, you will be involved in mainly practical lessons, devising plays of your own, as well as performing plays from a script. You will learn about all aspects of theatre, including design and directing. You will also have many opportunities to perform in front of an audience, and see professional performances at local theatres on a regular basis.

## KEY FEATURES OF THE COURSE

The GCSE in Food Preparation and Nutrition is centred on learning to cook a repertoire of many different dishes from basic dinners and desserts to restaurant-standard meals worthy of a master chef. Learners will acquire the skills required to plan, prepare and cook a variety of food commodities whilst using extensive cooking techniques

Students will also learn about the principles of food science that underpin the successful cooking of different foods as well as the nutritional impact of foods and healthy eating.

By studying food preparation and nutrition, learners will:

- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

# FOOD PREPARATION AND NUTRITION- GCSE

## *continued*

### **METHOD OF ASSESSMENT**

**The qualification consists of two components:**

#### **Component 1:**

##### **Principles of Food Preparation and Nutrition**

**Written examination: 1 hour 45 minutes**

##### **50% of qualification**

This component is an on-screen exam that will contain short, visual, stimuli questions where students are asked about the cooking skills they have acquired by being given photos and recipes, and some slightly longer questions covering the nutritional aspect.

#### **Component 2:**

##### **Food Preparation and Nutrition in Action**

**Non-examination assessment: internally assessed, externally moderated**

**Assessment 1: 8 hours**

**Assessment 2: 12 hours**

This component comprises two practical exams and is worth 50% of qualification.

As this is a linear assessment students can gain marks at each stage of the assessment and they all count. This means that if the students do not gain highly in assessment 1 they can make this up in assessment 2 and vice versa.

##### **Assessment 1: The Food Investigation Assessment (15%)**

Learners will complete a scientific food investigation which will assess their knowledge, skills and understanding of scientific principles underlying the preparation and cooking of food.

##### **Assessment 2: The Food Preparation Assessment (35%)**

Learners will prepare, cook and present a menu which assesses their knowledge, skills and understanding of the planning, preparation, cooking and presentation of food.

## KEY FEATURES OF THE COURSE

French is an interactive and topical course which enhances students' career choices by giving them an awareness of French culture and lifestyle, while also developing their ability to understand and communicate in French through the balanced study of four skills:

### LISTENING

### SPEAKING

### READING

### WRITING

Students' skills in the language are developed in a variety of ways including:

- ★ **use of authentic reading materials** from up-to-date magazines, brochures and websites.
- ★ **use of recorded live material** of native French speakers.
- ★ **More relevant, engaging and condensed context** arranged in three separate contexts.
- ★ **Less stressful** speaking assessments with new subject criteria.
- ★ **Use of online learning materials** and apps for vocabulary and learning
- ★ **Questions** in Listening and Reading papers in English and French.

In Year 9, students who study French will also be offered the chance to go on a KS4 residential trip to Paris.

## TOPIC AREAS

Students study all of the following themes on which the assessments are based:

### Theme 1: People and Lifestyle

**Topic 1; Identity and relationships with others**

**Topic 2; Healthy living and lifestyle**

**Topic 3; Education and work**

### Theme 2: Popular Culture

**Topic 1; Free-time activities**

**Topic 2; Customs, festivals and celebrations**

**Topic 3; Celebrity culture**

### **Theme 3: Communication and the world around us**

**Topic 1; Travel and tourism, including places of interest**

**Topic 2; Media and technology**

**Topic 3; The environment and where people live**

### **METHOD OF ASSESSMENT**

#### **Paper 1: Listening**

Examination - 25%

Foundation tier 35 minutes

Higher tier 45 minutes

#### **Paper 2: Speaking**

Examination - 25%

Foundation tier 7-9 minutes (plus preparation time)

Higher tier 10-12 minutes (plus preparation time)

#### **Paper 3: Reading**

Examination - 25%

Foundation tier 45 minutes

Higher tier 1 hour

#### **Paper 4: Writing**

Examination - 25%

Foundation tier 1 hour

Higher tier 1 hour 15 minutes

Studying French will help you achieve the English Baccalaureate.

## KEY FEATURES OF THE COURSE

The world is always changing. Geography gives you the chance to learn about these changes. There are three units to study:

### Unit 1: Living with the physical environment

This unit is based on physical geography and you will learn about the following:

- Global Hazards – how can we predict, plan and protect ourselves against extreme weather, earthquakes and volcanoes?
- Changing Climate – are we really to blame?
- Distinctive Landscapes – beautiful Britain?
- Sustaining Ecosystems – why should they matter to us?
- Geographical Skills & Fieldwork - **This will involve at least a day's fieldwork outside school.**

### Unit 2: Challenges in human environment

This unit is based on human geography and you will learn about the following:

- Urban Futures – why are cities Mega?
- Dynamic Development – why are some countries richer than others?
- UK in the 21st Century – is the UK losing its global significance?
- Resource Reliance – can we feed 9 billion people by 2050?
- Geographical Skills & Fieldwork - **This will involve at least a day's fieldwork outside school.**

### Unit 3: Geographical applications

This unit allows you to apply your understanding of Units 1 & 2 in the following ways:

- Using your Geographical Skills
- Making Decisions

The knowledge and transferable skills gained from this course will prepare you for A Level studies and employment.

## GEOGRAPHY - GCSE *continued*

### METHOD OF ASSESSMENT

Unit	Weighting	Explanation
1 Living in the physical environment	35%	1 ½ hour exam to test how well you have learnt your physical geography topics and skills.
2 Challenges in the human environment	35%	1 ½ hour exam to test how well you have learnt your human geography topics and skills
3 Geographical applications	30%	1 ½ hour exam to apply your geographical skills and make decisions

Units 1, 2 and 3 will be all taken at the end of Year 11. There is no course work; however, there will be at least two days' fieldwork which will be examined in Unit 3.

There are no Higher or Foundation tiers for these examinations, though questions are carefully scaffolded to allow students to achieve their best.

There is a greater focus on written communication skills and numeracy.

**Students will need to have a good grasp of English, Mathematics and Science to access the higher Levels of this qualification.**

Studying Geography will help you achieve the English Baccalaureate.



**“Study history, study history!**

**In history lie all the secrets to life and leadership.”**

**Winston Churchill**

## KEY FEATURES OF THE COURSE

History GCSE is a lively, stimulating subject that encourages a deeper understanding of the world which we inhabit today, as well as promoting an enquiring and critical mind-set which ultimately develops a much deeper way of thinking about all aspects of life. The new and exciting Edexcel syllabus is taught through a variety of media, including source material, film, fieldwork, art, music and oral communication. Each topic is set in the style of an investigative enquiry, which promotes independent thought through individual and collaborative learning techniques.

The Department offers a visit to Berlin in Year 10 to develop and deepen learning about the International Relations, Cold War and Germany Depth Study units. Whilst there, we encounter many of the key features which are studied over the GCSE, such as the Reichstag, Sachsenhausen concentration camp, the site of the Potsdam Conference and the Holocaust Memorial.

In History we offer a support system to help students as they meet challenges in the course. A variety of expert resources and advice are on hand from the start of your studies to give you all the help you need in the final year of the course before undertaking exams. We follow the new Edexcel History course, which is divided into three examination papers:

- **Migrants in Britain, c.800-present and Notting Hill, c1948-1970;** focusing on the story of ‘who are the British?’, we examine the changing nature and experience of migrants to Britain from the Viking settlers in the 800s, the impact of the Norman Conquest, the Huguenots in the 1600s, Jewish and Irish migrants in the 1800s, and the multi-faceted nature of modern Britain including Windrush, Afro-Caribbean and Asian immigration.
- **Superpower relations and the Cold War 1941-91;** focusing on the start of the Cold War, the Berlin crises, the Berlin Wall, the Cuban Missile Crisis, the war in Afghanistan, and the Reagan / Gorbachev relationship which ended the Cold War. The second half of this is on **Early Elizabethan England 1558-1588**; which includes Elizabeth’s religious changes, the threats from both Puritans and Catholics, the Revolt of the Northern Earls, and the continuing conflict with Spain, and the Spanish Armada.
- **Weimar and Nazi Germany 1918-39;** focusing on Weimar attempts to create a democratic Germany, the rise of the Nazis, the steps to a Nazi dictatorship, and the experience of different groups of people living in Nazi Germany.

## HISTORY - GCSE *continued*

GCSE History is a popular subject which is enjoyed by pupils. Indeed, a number of our pupils have decided to opt for A-Level History in the Sixth Form because they have found the subject so rewarding and enjoyable. The GCSE History course gives students grounding in British, European and World history in preparation for progression to the AS and A2 course the department offers.

All students are encouraged to work to their limits and undertake all the examination papers which lead to grades being awarded ranging from 9-1. We aim to challenge all students to ensure they achieve the best grades which they are capable of.

Our department ethos is **'We debate. We argue. All the time. That is what makes a good historian. We challenge the conventional. We question the accepted view. We look for the evidence behind every statement. We question the supposed truth, in search of the truth.'** If you enjoy History you would like to take your studies further and in more depth then you should definitely consider studying History at GCSE. We aim to open up your eyes to the world around you and the reasons why it is as it is.

### WHAT CAREERS COULD A HISTORY GCSE LEAD TO?

Law  
Journalism  
Research  
Media  
Education  
Literature  
Politics  
Military  
Police  
Management  
Museum and Archive work  
Archaeology

***"Not to know what happened in former times is to continue  
always as a child"***

**Cicero, Roman philosopher**

Studying History will help you achieve the English Baccalaureate.

## KEY FEATURES OF THE COURSE

This course is for anyone who loves music and wants to develop their knowledge and skills. Edexcel GCSE Music is ideally suited to those who are interested in understanding how music is put together, through theory knowledge, performance and composition. In the course you will study set works and continue to improve your theory skills. You must be prepared to take part in choirs, ensembles, rehearsals and performances outside timetabled lessons.

It is helpful to study GCSE music if you currently study a musical instrument or sing regularly. Individual lessons in instruments / voice for GCSE music are provided free of charge by the school.

## METHOD OF ASSESSMENT

### **Unit 1: Listening to and Appraising Music - 40%**

In this unit you will study music from the 1600s to today and analyse its features. You will study music theory to be able to use the correct terminology for the exam.

### **Unit 2: Composing Music - 30%**

In this unit you will compose two pieces of music based around a brief, one set by EDEXCEL and one set by you. You will notate your composition in a score.

### **Unit 3: Performing Music - 30%**

In this unit you will perform two different pieces of music on your specialist instrument: one individual and one as an ensemble.

## COURSE REQUIREMENTS

- Study an instrument in addition to classroom lessons.
- Enjoy making music!
- An understanding that the course is practical but also requires the skills of music analysis and composing.

# OCR GCSE PHYSICAL EDUCATION

## KEY FEATURES OF THE COURSE

This practical and engaging course enables students to learn about many different aspects of Physical Education. Students are assessed in class through teacher assessments and externally by completing major exams at the end of year 11. Learners will analyse and evaluate performance in a chosen activity as part of their NEA. This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology.

Learners will also develop the transferable skills in demand by further education, Higher Education and employers in all sectors of industry. This course will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

## COURSE STRUCTURE

### OCR GCSE PE Assessment overview

OCR's GCSE (9–1) in Physical Education consists of two components that are **externally assessed** and two components that are **internally assessed** by the centre and externally moderated by OCR.

Please be aware that in order for students to achieve high assessment grades for the practical performance assessment, they should be playing their chosen sports at county level or above.

## METHOD OF ASSESSMENT

Component	Marks available (Duration)	Weighting of overall course assessment
01 – Physical Factors affecting performance	60 (1 hour examination)	30%
02 – Socio-cultural issues and Sports Psychology	60 (1 hour examination)	30%

## OCR GCSE PHYSICAL EDUCATION *continued*

Component	Marks available (Duration)	Weighting of overall course assessment
04 – Practical performances (Non exam Assessment)	Students will be assessed on ability to demonstrate core and advanced skills in one sporting activity from the following lists; ‘Individual’ sport activity list ‘Team’ sport activity list Another one from either ‘individual’ or ‘Team’ list	30%
05 – Analysis and Evaluation of Performance (AEP) (NAE)	This synoptic component draws on the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer’s performance in one activity. This NEA will consist of a written task that must be produced under controlled conditions. 20 marks available.	10%

- Methods of assessments within this course can be seen in the above table alongside the components to which they relate.
- All official assessments that will go towards the student’s final GCSE grade will take place in year 11, but mock assessments will take place throughout the course for preparation.

## KEY FEATURES OF THE COURSE

Textile Design includes the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.

Students undertaking this subject are required to demonstrate knowledge, skills and understanding through areas of study relevant to each project title.

Areas of study include:

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Installed textiles
- Soft furnishings
- Stitched and/or embellished textiles.

## METHOD OF ASSESSMENT

**The qualification consists of two components:**

**Component 1: Portfolio (Coursework)**

**60% of qualification: 120 marks**

This component includes a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points. This component will be set and assessed in school.

**Component 2: Externally Set Assignment (Exam)**

**40% of qualification: 80 marks**

Practical 10 hour exam - spread over two sessions of 5 hours per session.

The examination paper is issued several weeks in advance to enable research and preparatory studies to take place. These studies are brought into the examination room for reference. The work completed during the preparatory period starting in January of Year 11 will account for most of the marks for the exam, so a focused approach is necessary.

## KEY FEATURES OF THE COURSE

Do you enjoy dance? Are you seriously considering performing, choreographing or teaching as a career? This is a good basic course for you to see if you've got what it takes.

This highly practical course is an introduction to developing performance skills in dance. You will need:

- A keen interest in different styles of Dance.
- A willingness to try different things and work in groups, pairs, or on your own.
- Creativity, dedication, self-discipline, the ability to meet deadlines, teamwork and an open mind.
- Good skills in English to allow you to write evaluations and reflect on your work.

## What is a BTEC?

A vocational course will provide you with the skills you need to continue this subject into the real world after school.

The course is mainly coursework and marked by your teacher, with only one task that is marked by the exam board. This is in the form of a controlled assessment.

BTECs are recognised and valued by colleges, universities and employers.

## ABOUT THE COURSE

The course combines practical and theoretical assignments and is heavily based upon performance. You will be required to work in groups as well as working independently on various assignments. You will also be expected to provide creative input within lessons and rehearsals.

You will cover **three** units over the course;

### Component 1: Exploring the performing Arts

- This unit gives you a broad understanding of performance work and influences, looking at how practitioners create their work and the process they take from creation, developments and performance.
- You will study three professional works each of a different style, both theoretically and practically.
- You will present a written report to show your findings from your research.

### **Component 2: Developing Skills and Techniques in the Performing Arts**

- This unit assesses your ability as a dancer and your technical and interpretive skills. You will explore a chosen style of dance and participate in regular technique and creative classes in this style.
- This unit also requires you to study an already existing piece of work in the chosen dance style to replicate.
- You will focus on your physical and interpretive skills, setting yourself targets and reviewing these regularly to understand and improve your performance.
- Finally you will apply these skills in a final performance to a live audience.

### **Component 3: Performing to a Brief**

- This unit is externally marked by the exam board.
- You will be able to work in small groups of 3 – 7 dancers.
- The exam board will provide you with a stimulus on which you must choreograph a group performance lasting between 10-15 minutes.
- Your performance must respond appropriately to the given stimulus and communicate your ideas clearly to a target audience of your choice.
- Finally you will evaluate your creative process which will be completed in controlled assessment conditions.

### **METHOD OF ASSESSMENT**

You will be continually assessed throughout the course through a series of practical performance and work-related assignments.

Two units are assessed internally and one unit is assessed externally by an examiner.

You are graded at either a level 1 or level 2, Pass, Merit or Distinction over the three year course.

### **ADDITIONAL OPPORTUNITIES**

Usually during Year 11, our groups visit Pineapple Dance Studios in London and participate in a workshop with a professional dancer from the industry. You will have lots of opportunities to perform and your practical coursework will feature in the annual BTEC Dance Showcase and also the end of year school dance show.

Alongside the regular timetable you will also get the opportunity to become involved in the IDTA Street Dance examination group working towards your Bronze, Silver and Gold Awards. You will also get the opportunity to audition and be part of a group that will compete in the UDO National Schools Championship Competition.

### **WHO IS THE COURSE FOR?**

Students with a basic understanding of dance styles and those wishing to pursue a career in the Performing Arts as a professional dancer, choreographer, dance critic/ dance journalist, physiotherapist, stage management, or a teacher, or if you just enjoy dancing and have a passion for the subject and want to gain a qualification in dance.



## KEY FEATURES OF THE COURSE

This course gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. It includes the development of key skills, processes and knowledge in a variety of key areas such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data, cyber security, virtual teams, legal and ethical codes of conduct.

**The course is made up of 3 components:**

### **Component 1: Exploring User Interface Design Principles and Project Planning Techniques (Internally assessed)**

Students develop their understanding of what makes an effective user interface and how to effectively manage a project. Students will use this understanding to plan, design and create a user interface.

### **Component 2: Collecting, Presenting and Interpreting Data (Internally assessed)**

Students will understand the characteristics of data and information and how they help organisations in decision making. Students will use data manipulation methods to create a dashboard to present and draw conclusions from information.

### **Component 3: Effective Digital Working Practices (Externally assessed)**

Students will explore how organisations use digital systems and the wider implications associated with their use.

## **Method of Assessment:**

Components 1 and 2 are internally set with approved assignments created by the examination board. Component 3 is an externally set examination completed in Year 11.

## **Coursework requirements:**

The coursework is demanding and students must have access to a computer with suitable software and the internet. All this is provided in school so students may need to arrange to work in the study club after school hours if required. Office365 is used within lessons to issue and submit student work and files needed. This can also be used at home, therefore there is no need to purchase any software or hardware to study this course.

## THE NEXT STEP

An online choice form for options at Key Stage 4 will be emailed to each parent on **Friday 8<sup>th</sup> March**. It should be completed and returned online by the deadline of **4pm on Tuesday 12<sup>th</sup> March**. If forms are returned after 12<sup>th</sup> March, it may well affect the range of subjects available. All staff will be only too pleased to help with any queries you may have, but you may find the following staff particularly useful:

### FORM TEACHERS:

<i>Mr P. Carr</i>	8 Campion
<i>Dr S. Nyawako</i>	8 Clitheroe
<i>Mr S. Franks</i>	8 Fisher
<i>Mrs S. Raja / Mr D. Lines</i>	8 More
<i>Mr I. Sadler</i>	8 Sherwin
<i>Mrs P. Harris</i>	8 Ward

### HEAD OF YEAR 8:

*Mrs L. Ukah*

### VICE PRINCIPAL:

*Mr S. Cajkler*

### DIRECTOR OF INCLUSION:

*Mrs Webster*

**LEAD TEACHER FOR PUPIL PREMIUM STUDENTS :** *Mr Manger*

### IMPORTANT DATES:

**Thursday 7<sup>th</sup> March** - *Year 8 Parents' Consultation Meeting*

**Tuesday 12<sup>th</sup> March** - *Online choice forms must be submitted by 4pm on this date*





## **School Prayer**

*Lord Jesus Christ  
Make me a better person  
Considerate towards others  
Honest with myself  
Faithful to you  
Help me to find my true vocation in life  
And so to find happiness myself  
And bring happiness to others*

*Amen.*