



# Guided Choices Booklet for 2019-21

Your guide to making your choices for Key Stage 4 at  
Tytherington School

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## KEY EVENTS AND DATES TO REMEMBER

DATE	EVENT
Thursday 24 <sup>th</sup> January 2019 6:00pm – 8:00pm	<b>Year 9 Guided Choices &amp; Subject Information Evening</b> Including a presentation to parents and opportunity to consult subject leaders and senior staff about the courses we are offering.
Tuesday 29th January 2019	<b>Assessment &amp; Monitoring Reports Sent Home</b> Assessment & Monitoring Reports will be sent home with information about the Guided Choices process, choices brochure and individual data to support decision making.
Thursday 31 <sup>st</sup> January 2019 4:00pm – 7:00pm	<b>Year 9 Parents' Evening</b> Opportunity to discuss performance and possible choices with teachers.
Wednesday 6 <sup>th</sup> February 2019 7.30am – 6.00pm	<b>Tutor Consultation Day (as part of ROSE Day 3)</b> You will be invited to arrange an individual consultation for you and your parents/carers with your Form Tutor to discuss your guided choices. You will receive your 'Choices Form' at that consultation.
Friday 15 <sup>th</sup> February 2019	<b>Choices Form Submission Deadline</b> Final date for submission of your 'Choices Form'. This must be submitted to students' Form Tutors.
March & April 2019	<b>Guided Choices Review</b> If additional consultations are required, they will take place between selected students and a senior member of staff before final allocations are confirmed.
April 2019	<b>Confirmation of Choice Allocations</b> A confirmation letter informing you and your parents/carers of the choices that have been allocated is sent home.

## INFORMATION FOR YEAR 9 STUDENTS

This booklet is for you and your parents/carers. It is to help you to think about the future, not only in the next two years when you will be at school, but also beyond where you may choose to stay on for the 6<sup>th</sup> Form as a precursor to University, choose to go to College, or apply for an Apprenticeship and enter further training. It is therefore very important and please read it carefully.

So far, you may not have given much thought to the timetable that you have followed in school or to what you want to do in the future. However, for Years 10 and 11 you have the opportunity to choose some of the subjects that you will study. The courses that you choose will lead to a range of qualifications that will help to prepare you for further education and life when you leave school.

### KEY STAGE 4 (YEARS 10 & 11)

All students follow a 'compulsory core' of subjects where you will achieve a qualification which include:

- English & English Literature (as GCSE courses)
- Mathematics (as a GCSE course)
- Science (as either separate or combined awarded GSCEs)

In addition to the above 'compulsory core' of subjects where you will achieve a qualification, you will also have lessons in:

- Physical Education (a national statutory requirement throughout KS4 – you can opt to take the GCSE or NCFE qualification as well)
- Personal Social Citizenship & Health Education (continuing to be delivered through ROSE Days)

### MAKING YOUR ADDITIONAL CHOICES

You may already have an idea about what you would like to do in the future and have thought about the choices you need to make. Our subject leaders and senior staff have considerable experience and expertise that we will use to guide you to make the right choices that are suited to your interests, abilities and aspirations.

This booklet contains information about each of the courses that you may wish to study. Please read the details to ensure that the courses are right for you and to gain an understanding of how the courses are assessed. Use the information in this booklet and consider your own aspirations, what subjects you enjoy and have interest in.

On the next page is some detail about the supporting information that you have received.

**YEAR 9 GUIDED CHOICES FURTHER INFORMATION**

Student's Name & Tutor Group		UK Based Research on School Attendance:	
Reading KS2 Level:	5a	90%+ = 0 GCSE grade <b>higher</b> than the target grade in all subjects	Image Here
Maths KS2 Level:	5b	90-95% = 1or2 GCSE grade <b>lower</b> than the target grade in all subjects	
Y7 School Attendance	93.37	Below 90% = 3 GCSE grades <b>lower</b> than the target grade in all subjects	
Y8 School Attendance	99.47		
Y9 School Attendance	98.6		
+1 GCSE grade higher in all subjects			
Subject	Risk of Lower Grade	Grade Most Likely	Chance of Higher Grade
English Language	23%	8+	48%
English Literature	23%	8+	47%
Music	29%	8+	43%
Biology	29%	8+	41%
Chemistry	32%	8+	42%
Physics	31%	8+	40%
Science Double	37%	8	33%
French	49%	9	1%
Spanish	50%	9	2%
Geography	41%	9	2%
History	48%	9	1%
Art & Design	37%	8	38%
Business Studies	32%	8+	37%
Computing	28%	8+	50%
Music/Drama	34%	8+	36%
PE	33%	8+	38%
Philosophy & Ethics	39%	9	2%
Technology	29%	8+	42%
CORE SUBJECTS			
English:	English Language and English Literature GCSE		
Science:	Triple Science (Biology, Chemistry and Physics GCSE)		
Mathematics:	Mathematics GCSE		
Further Government or relevant information e.g. Career, Future Aspirations			

## SUPPORTING INFORMATION

You will have received some additional information from the school that is important to bring along with you to any evening or meeting at the school. That additional information will look like the sheet shown to the left.

The sheet shows your “Grade Most Likely” and the percentage chance of getting a higher or lower grade. This is taken from your “FFT Estimate” that is provided to schools by FFT Aspire (linked to the Fischer Family Trust) who process national data for the Government, including school census, national assessment, test and exam information.

Your “Grade Most Likely” will be your official target grade for Key Stage 4 in the subject that it corresponds to. The same sheet details how your achievement of your target grade would be impacted by attendance.

At the bottom of the sheet are details of the Core Subject offer and Science recommendation for you, as well as space for any notes that you might like to make.

## THE IMPACT OF ATTENDANCE

Your attendance will have a massive impact on how well you achieve during Key Stage 4. It can be a deciding factor in whether or not you meet or beat your potential target grades, or suffer “academic underachievement”.

With respect to “academic underachievement” the table to the right (Figure 1) shows how attendance did have a startling effect on the results achieved by a previous year group. The supporting information that you have received will show you the average impact on achievement that has been shown nationally.

Attendance	Affect on Results (per GCSE or equivalent)
96 – 100%	+1.4
92 – 95.9%	-0.7
90 – 91.9%	-1.5
85 – 89.9%	-1.9
80 – 84.9%	-2.7
0 – 79.9%	-3.3

FIGURE 1 - ACTUAL IMPACT OF ATTENDANCE ON A YEAR 11 GROUP

**Enjoy the options process and choose wisely for you!**

## SUBJECT LIST

### Core Subjects

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Sciences

### Additional Course Options – EBacc Subjects

- GCSE Computer Science
- GCSE Geography
- GCSE History
- GCSE Modern Foreign Languages - French, German and Spanish

### Additional Course Options – Other

- GCSE Art and Design: Fine Art
- GCSE Business Studies
- OCR Cambridge National Certificate in Creative iMedia
- City & Guilds Technical Award in Digital Technologies
- OCR Cambridge National Certificate in Child Development
- GCSE Design Technology
- GCSE Drama
- BTEC Engineering
- NCFE Graphic Design
- GCSE Art & Design: Textile Design
- GCSE Food Preparation & Nutrition
- GCSE Music
- GCSE Physical Education
- NCFE Health & Fitness
- GCSE Psychology
- GCSE Religious Studies

## GCSE ENGLISH LANGUAGE

Exam Board	Course Length	Head of Department
AQA	2 Years	Ms Gatward

### What is GCSE English Language all about?

GCSE English Language will develop your reading and writing skills. You will read a range of texts written between the 19<sup>th</sup> century to the 21<sup>st</sup> century, covering a range of themes and genres. You will develop your writing so that you can write in a range of different styles and purposes as well as for different audiences.

### Course Structure

You will study a range of extracts from texts on different topics and themes to develop your knowledge about how writers use language and structure to influence and interest their audiences. These extracts will be from both fiction and non-fiction texts written from 1800 to the present day.

You will have the opportunity develop your creative writing in a wide range of styles for a range of different purposes and audiences. You will build upon the techniques you already know from Key Stage 3 so that you are able to express your views in a way that will achieve the maximum amount of impact on your audience.

### How will I be assessed?

There are two written examinations for English Language - there are no tiers of entry for this subject. At the end of the two-year course, candidates will be awarded a grade from 1 to 9.

Unit Title	Description / Method of Assessment
Explorations in creative reading and writing	<p>A 1 hour 45 min exam worth 80 marks and 50% of the GCSE:</p> <ul style="list-style-type: none"> <li>Section A – Reading (40 marks 25% of GCSE) 4 questions about extracts you have read.</li> <li>Section B – Writing (descriptive or narrative) (40 marks 25% of GCSE) 1 extended creative answer.</li> </ul>
Writers' viewpoints and perspectives	<p>A 1 hour 45 mins exam worth 80 marks and 50% of the GCSE:</p> <ul style="list-style-type: none"> <li>Section A – Reading (40 marks 25% of GCSE) 4 questions about a fiction extract and literary non-fiction extract you have read.</li> <li>Section B – Writing – writing to present a viewpoint (40 marks 25% of GCSE) 1 extended creative answer.</li> </ul>
Spoken language	<p>Will be tested by your teacher. For this element of the course you will receive a Spoken Language endorsement which will not count towards your GCSE grade. For this element of the course you will be assessed on how you present, respond to questions/feedback and your use of Standard English.</p>

### What could I do next with GCSE English Language?

This GCSE will open the door to a wide variety of sixth form or college courses. In the sixth form at Tytherington School, we offer A Level English Language and English Literature that this course will prepare you for.

## GCSE ENGLISH LITERATURE

Exam Board	Course Length	Head of Department
AQA	2 Years	Ms S Gatward

### What is GCSE English Language all about?

GCSE English Literature will develop your reading and analysis skills. You will read a variety of texts by many different authors from different time periods.

### Course Structure

You will have four lessons of English a week in which both the GCSE English Language and GCSE English Literature courses will be delivered.

You will study a wide range of texts including “Macbeth” by William Shakespeare, “The Sign of Four” by Sir Arthur Conan Doyle and “An Inspector Calls” by J.B. Priestley. You will also study a collection of poetry on the theme of “Power and Conflict” and learn how to analyse “unseen” poems.

### How will I be assessed?

There are two written examinations for English Literature. There are no tiers of entry for this subject. At the end of the two-year course, candidates will be awarded a grade from 1 to 9.

Unit Title	Description / Method of Assessment
Shakespeare and the 19th century novel	A 1 hour 45 min exam worth 64 marks and 40% of the GCSE: <ul style="list-style-type: none"> <li>• Section A – Shakespeare: one question on “Macbeth”.</li> <li>• Section B – The 19th-century novel: one question on “The Sign of Four” by Sir Arthur Conan Doyle.</li> </ul>
Modern texts and poetry	A 1 hour 45 mins exam worth 80 marks and 50% of the GCSE: <ul style="list-style-type: none"> <li>• Section A – Modern texts: one essay question on “An Inspector Calls” by JB Priestley.</li> <li>• Section B – Poetry: compare two poems on the theme of “power and conflict.”</li> <li>• Section C – Unseen poetry: Analyse an unseen poem and compare it to another unseen poem.</li> </ul>

### What could I do next with GCSE English Literature?

This GCSE will open the door to a wide variety of sixth form or college courses. In the sixth form at Tytherington School, we offer A Level English Language and English Literature that this course will prepare you for.

## GCSE MATHEMATICS

Exam Board	Course Length	Head of Department
Edexcel	2 Years	Mr G Barlow

### Summary of course

- Acquire and use problem-solving strategies
- Select and apply mathematical techniques and methods in every day and real-world situations
- Reason mathematically, make deductions and inferences and draw conclusions
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context

*“Mathematics is the language with which God has written the Universe.”*

*Galileo Galilei*

### Key components

Unit Title	Description / Method of Assessment
IMA1	Two tiers of entry: <ul style="list-style-type: none"> <li>• Higher tier with available grades of 9 to 4</li> <li>• Foundation tier with available grades of 5 to 1</li> </ul> Three terminal papers equally weighted each of 1 hour and 30 minutes, the first of which is non-calculator.

## GCSE COMBINED SCIENCES (TRILOGY SCIENCE)

Exam Board	Course Length	Head of Department
AQA	2 Years	Mr P Watson

### Summary of course

The traditional route followed by many students is a core GCSE in Science started in Year 9 and completed in Year 11. This route gives students an excellent education in all three science disciplines and will adequately prepare students for the study of Biology, Chemistry and Physics at Advanced level in our expanding Sixth Form.

### Key components

Unit Title	Description / Method of Assessment
Biology	Two terminal examinations with structured questions based on topics of: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation & Selection and Ecology.
Chemistry	Two terminal examinations with structured questions based on topics of: Atomic structure and the Periodic Table, Bonding, Structure, and the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, the Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.
Physics	Two terminal examinations with structured questions based on topics of: Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves, Magnetism and Electromagnetism.
Practical Activities	The course will also include 21 required practical activities, carried out across all scientific disciplines. Practical skills are examined in the final examinations alongside the topics listed above.

## GCSE SEPARATE SCIENCES

Exam Board	Course Length	Head of Department
AQA	2 Years	Mr P Watson

### Summary of course

This involves the study of Biology, Chemistry and Physics as separate subjects at GCSE. This enables students to study the three science disciplines in more depth and prepares them very well for A-Level and beyond. This option is suitable for many students and is recommended for those students who have the ability to achieve a 6 grade or above in the GCSE Science examinations. If a student is considering going on to read a science at university or is considering a career as a vet or medical practitioner, separate science would be our recommended course at GCSE.

### Key components

Unit Title	Description / Method of Assessment
Biology	<p>Two terminal examinations with structured questions based on topics of: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation &amp; Selection and Ecology.</p> <p>The course will also include 10 Biology required practical activities performed over the three years. These practical skills are examined in the final examinations alongside the specification content.</p>
Chemistry	<p>Two terminal examinations with structured questions based on topics of: Atomic structure and the Periodic Table, Bonding, Structure, and the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, the Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.</p> <p>The course will also include 8 Chemistry required practical activities performed over the three years. These practical skills are examined in the final examinations alongside the specification content.</p>
Physics	<p>Two terminal examinations with structured questions based on topics of: Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves, Magnetism and Electromagnetism.</p> <p>The course will also include 10 Physics required practical activities performed over the three years. These practical skills are examined in the final examinations alongside the specification content.</p>

## IMPORTANT INFORMATION FOR COMPUTING COURSES (PAGES 12-16)

The computing department is looking to grow the range of courses on offer to cater for our students in an everchanging digital world. We believe it is important to provide a dynamic curriculum that not only excites and enthuses students but recognises the skills, knowledge and understanding needed to work in the modern world today.

The current courses that are available to schools focus on different aspects of Computer Science, Digital technologies and Creative media, with many courses complementing each other. Courses such as Computer Science and Digital Technologies explore the inner workings of a computer with a focus on programming skills. In contrast Creative iMedia has a practical approach and focuses on the software aspect of computing designing and developing user interfaces on platforms such as a laptop, iPad, Mobile phone device.

In addition to 'GCSE Computer Science', we are also hoping to offer at least one other additional course;

- OCR Cambridge National Certificate in Creative iMedia,
- City & Guilds Technical Award in Digital Technologies.

The decision to run the additional course will depend on how many students select the course.

Therefore, we will take our lead from your choices, consulting with students and parents/carers based on the numbers that opt for the courses.

*\*Please note that this does mean that at least one of the additional courses will not run. Any students that choose that course when they submit their choices by Friday 15th February 2019 will be offered alternatives during the March and April review period.*

## GCSE COMPUTER SCIENCE

Exam Board	Course Length	Head of Department
AQA	2 Years	Ms R Lester

### Summary of course

This qualification allows you experience a real, in-depth understanding of how computer technology works. The course will give you an insight into the theoretical issues of computing and what goes on ‘behind the scenes’, including computer programming, which many learners find absorbing.

Students will be able to:

- **Study** the concepts, features and fundamental issues and topics behind computing.
- **Problem solve** and build resilience through critical thinking and analysis.
- **Understand and apply** acquired skills and knowledge in an exam and programming project.

To qualify for the GCSE Award students are required to successfully complete the NEA (a 20-hour programming project) and two written exams.

### Who will get the most out of this course?

- Students who are highly academic and critical thinkers who want to follow a theoretical course that challenges them – Preparing them for the theory of the A-Level Computer Science course.
- Students who perform well in exams.
- Students who are strong in both Mathematics and English.
- Students who have an aptitude for programming.
- Students who want to be challenged through analysis and problem solving.
- Students who are considering a career in Digital Technologies, Computing and Computer Science.

### Key components

Unit Title	Description / Method of Assessment
Paper 1 - Programming Exam 50%	Students will learn and be exposed to the fundamentals of algorithms, programming, computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge. Students will be expected to practise their programming skills outside of class.
Paper 2 - Theoretical principles of computing Exam 50%	This paper explores data representation, computer systems, fundamentals of computer networks, cyber security, ethical, legal and environmental issues and software development. Students will be introduced to each topic in class and be expected to investigate these areas further in their own time.
NEA Programming Project	This is a 20-hour programming project in which students will be presented with a brief from the exam board. Students will respond by analysing the problem using abstraction and decomposition methods, computational thinking and programming to provide a solution. This will be put together and evidenced as a written report. This is non-assessed but is expected that all students completed this in school in the 20 hour timetabled timeframe.

## OCR CAMBRIDGE NATIONAL CERTIFICATE IN CREATIVE IMEDIA

Exam Board	Course Length	Head of Department
OCR	2 Years	Ms R Lester
Assessment	25% Exam 75% Coursework	

### Summary of course

Creative iMedia is designed to inspire and enthuse learners who are considering a career in the creative media industries. It will give learners the opportunity to gain a broad understanding and knowledge, and develop skills, across the creative media sectors, e.g. planning and pitching a digital media product, moving images and website design.

Students will be able to:

- **Investigate** different media products, such as audio/moving image, publishing and interactive design, considering their style, design, audience, and context.
- **Explore** creative media production processes and practices by generating ideas, and planning production and post-production processes.
- **Develop** digital media production skills and techniques.

To qualify for the BTEC Level 2 Award students are required to successfully complete one external assessment (written exam) and four centre assessed tasks listed in the table below.

### Who will get the most out of this course?

- Students who are innovative and enjoy using computer software to enable further creativity.
- Students who want to follow a course that develops them as an independent learner.
- Students who have a genuine passion for creative media and enjoy a more hands on approach to learning.
- Students who enjoy researching, generating ideas and developing solutions.
- Students who are considering a career in the creative media sectors.
- Students who perform best when completing coursework rather than taking exams.

### Key components

Unit Title	Description / Method of Assessment
Unit RO81 – Pre-production skills (Written Exam – 25%)	Planning is an essential part of working in the creative and digital media sector. Students are introduced to pre- production skills and techniques used in the sector. It will also develop your understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.
Unit RO82 – Creating digital graphics (Coursework – 25%)	Digital graphics feature in many areas of our lives, and play a very important part in today’s world, in the way we communicate messages effectively. Students will investigate the basics of digital graphics editing and you will create your own product for the creative and digital media sector.

<p>Unit R089 – Creating a digital video sequence (Coursework – 25%)</p>	<p>Gaming technologies, mobile phones, multimedia websites, film and television productions all use digital video sequences to enhance and inform their content. Students will explore these technologies and develop their own sequence to reach an identified target audience.</p>
<p>Unit R091 – Designing a game concept (Coursework – 25%)</p>	<p>This unit will enable students to understand the capabilities and limitations of a range of gaming platforms. You will be able to identify core features of digital games and gain the knowledge to create a games design concept proposal that can be presented to a client for critical review.</p>

## CITY & GUILDS TECHNICAL AWARD IN DIGITAL TECHNOLOGIES

Exam Board	Course Length	Head of Department
City & Guilds	2 Years	Ms R Lester

### Summary of course

This qualification allows you to explore how Digital Technologies are used in everyday life. If you are interested in how information is communicated in different ways, why we use networks, what to consider when creating web pages and how you can ensure data you gather is of good quality, then this qualification is for you.

Students will be able to:

- **Study** the concepts and features of application software programmes and networks.
- **Explore** the features available across different types of software and tools.
- **Understand concepts** of text formatting and file manipulation to develop creative technical skills in digital technology.
- **Understand how** data can be gathered and used to make decisions, to analyse and present structured data which has been gathered from primary and secondary resources.

To qualify for the Level 2 Technical Award students are required to successfully complete one online exam and a synoptic assignment.

### Who will get the most out of this course?

- Students who are passionate about Digital Technologies and Computing.
- Students who want to follow a theoretical course that challenges them and tests their knowledge and application of the subject through an exam and synoptic assignment.
- Students who have a strong work ethic and enjoy a diverse range of topics.
- Students who enjoy researching, generating ideas and developing solutions.
- Students who are considering a career in Digital Technologies, Computing and Computer Science.
- Students who wish to progress on to A-Level Computer Science and have a strong grounding for the coursework element of that course.
- Students who want to be challenged and perform best when completing both exams and coursework.

### Key components

Assessment will consist of 40% Online Examination and 60% Synoptic Assessment across the following units:

Unit Title	Description / Method of Assessment
251 – Principles of Digital Technology	This is an introduction to the concept of digital technologies and will explore the concepts and features of application software programmes and networks. This will include different file formats, the application software associated with them and be able to describe types of commonly used storage media. Students will investigate cyber safety including the threats to personal safety and legislation that governs the use of digital technologies when interacting with others.

<p>252 – Digital technology communications</p>	<p>This unit will provide students with an understanding of communicating digital content to an audience using various channels. Students will explore the features available across different types of software and tools. This unit also looks at the different ways that information can be targeted to specific audiences. Students will also have to consider the personal risks associated with digital communications.</p>
<p>253 – Creative use of Digital Technologies</p>	<p>This unit develops students’ understanding and skills in using digital technologies to develop creative products. This will involve the exploration of different file formats, software and techniques that can be used to enhance the end product.</p> <p>It is expected that students will understand the concepts of text formatting and file manipulation in order to enable them to develop creative skills in digital technology. Practical activities including manipulating images, text and numerical data will consolidate the theoretical aspects of this unit culminating in the creation of linked web pages.</p> <p>Students will be required to research emerging trends and will be encouraged to look at inclusive methods of communication and how they can be used effectively.</p>
<p>254 – Collection and use of Data</p>	<p>Students will understand how data can be gathered and used to make decisions, and able to describe the processes in a logical way.</p> <p>The data will be gathered legally and ethically using a range of methods and then processed into information that will be useful to the reader of the completed report on the findings of the research process.</p> <p>Modern computer systems allow individuals and organisations to process data using commonly available software and publish the outcomes to a range of destinations. Students will be able to analyse and present structured data which has been gathered from primary and secondary resources, in a report.</p> <p>A data project will provide the students with the opportunity to consolidate the knowledge and skills developed in this unit.</p>

## GCSE GEOGRAPHY

Exam Board	Course Length	Head of Department
AQA	2 Years	Miss L Tunley

### Summary of course

GCSE Geography is an English Baccalaureate (EBacc) course that is suitable for all students who have an interest in the world around them. It enables students to understand the inter-relationships between people and their environment. It helps make sense of the changes that are happening in the world, and to make informed decisions. Geographical skills are taught throughout the course and students will develop an appreciation of values as they investigate the world around them. It has a strong academic tradition and links well to most other areas of the curriculum at Tytherington.

### Who will get the most out of this course?

Geography suits students who are enquiring, good communicators, creative thinkers and those who are socially, economically and environmentally aware. Geography is assessed through 3 x papers, all of which include multiple choice, short and extended answers with testing geographical skills questions in each paper.

### Key components

Unit Title	Description / Method of Assessment
“Living with the Physical Environment” (Physical Geography) 35%	<p>A 1 hour 30 minutes examination at the end of Year 11 where you will be tested on your knowledge and understanding of the challenge of natural hazards and the living world, physical landscapes of the United Kingdom and human interaction with them. This unit develops an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. It provides you with the knowledge about the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.</p> <ul style="list-style-type: none"> <li>• The Challenge of Natural Hazards – You will be looking at natural hazards, tectonic hazards, weather hazards and climate change.</li> <li>• The Living World – You will be looking at ecosystems, tropical rainforests and hot deserts.</li> <li>• Physical Landscapes in the UK – Here you will be looking at the characteristics and features of rivers from source to mouth and the causes, effects and management of flooding. You will also be looking at erosion, landforms, coastal protection and flooding. You will also study coastal systems, including erosional and depositional landforms, the ongoing process that create them and how to manage coastline effectively.</li> </ul>

<p>“Living with the Human Environment” (Human Geography) 35%</p>	<p>A 1 hour 30 minutes examination at the end of Year 11 where you will be tested on your knowledge and understanding of human processes, systems and outcomes and how these change both spatially and temporally. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p> <ul style="list-style-type: none"> <li>• Urban Issues and Challenges – You will be looking at population, urbanisation, urban change in UK cities and in Lagos. There is a requirement to look for sustainable solutions to housing, waste and transport issues.</li> <li>• The Changing Economic World – You will be looking at global economic development, quality of life, the development gap, LICs and NEEs, the UK economy.</li> <li>• Resource Management – You will be looking at issues associated with meeting the requirements of our essential resources (food, energy and water).</li> </ul>
<p>Geographical Applications 30%</p>	<p>A 1 hour 15 minutes examination in the June of Year 11 where you will demonstrate your knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• How to recognise the different sides in debates and make decisions based on sound argument.</li> <li>• How to undertake a fieldwork enquiry developing transferable skills in research, data collection, analysis and evaluation.</li> <li>• Written/verbal communication skills, including report writing and data presentation.</li> <li>• The highly regarded skills of being able to work independently and within a team, considering different ideas and coming to an agreed consensus.</li> <li>• How to develop and use a wide range of maps from atlas to Ordnance Survey to maps in association with photographs.</li> <li>• Numerical and statistical skills.</li> </ul>

## GCSE HISTORY

Exam Board	Course Length	Head of Department
AQA (History A)	2 Years	Mrs K Pearson

### Summary of course

#### Why do History at GCSE?

- It'll be always fascinating, sometimes gruesome and very occasionally horrifying.
- It will get you thinking and help you practise organising those thoughts.
- With its emphasis on analysis and explanation it is a good foundation for any study at A-level.
- Classes are usually lively with debate, presentations and a sense of curiosity.
- It is an English Baccalaureate (EBacc) course that could support application to further study.

#### Who will get the most out of this course?

History suits students who are enquiring and analytical thinkers. It asks questions of evidence and differing views of the same event. Since History is assessed through extended writing and essay based exams it usually suits students who have confidence in these skills and ability to create an argument on paper.

### Key components

Unit Title	Description / Method of Assessment
Period Study and Thematic Study	<p>A 1 hour 45 minutes examination at the end of Year 11 where you will be tested on your knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Germany: Democracy and Dictatorship 1890-1945 (Period Study) – 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.</li> <li>• Conflict and Tension: 1918-1939 (Thematic Study) – This wider world depth study enables students to understand the complex and diverse interests of different individuals and states. 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.</li> </ul>
Wider World Depth Study and British Depth Study including Historical Environment	<p>A 1 hour 45 minutes examination at the end of Year 11 where you will be tested on your knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Britain: Health and the People, 1100 to present day (Wider World Depth Study) – This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of</li> </ul>

medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

- The Normans 1066-1100 – This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

## GCSE MODERN FOREIGN LANGUAGES – FRENCH, GERMAN & SPANISH

Exam Board	Course Length	Head of Department
Edexcel	2 Years	Miss R Roe

### Summary of course

#### Why do a language at GCSE?

- It improves your grasp of English.
- It allows you to achieve the English Baccalaureate (EBacc).
- It enhances your confidence.
- It gives you a wider understanding of world affairs.
- It widens your career / job options, for example you have a much better chance of being offered a place on a course to do Primary teaching.
- It makes travelling easier and more enjoyable.
- It helps you to communicate effectively and for a variety of purposes in the worlds of work and leisure.
- It helps you make and communicate with new friends in different countries.
- It boosts brain power.

#### Who will get the most out of this course?

Languages suit students who are keen communicators with enquiring and analytical minds. The course is assessed equally through listening, speaking, reading and writing exams, so those who have confidence in all four skill areas will benefit the most. Languages are a good complement to other subjects as many of the skills are transferable to other GCSE courses. Languages are also favourably looked upon by universities and employers.

### Key components

Unit Title	Description / Method of Assessment
Listening and Understanding 25%	<p>This examination paper worth 25% of the qualification draws on vocabulary and structures from across all the themes and topics. (Identity and culture, local area, holiday, travel, school, future aspirations, study and work, international and global dimension).</p> <p>Students are assessed on their understanding of the standard spoken target language by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female native speakers.</p> <p>Students must answer all questions in both sections.</p> <p>There is no requirement for students to produce written responses in the target language.</p>

<p>Speaking 25%</p>	<p>Students are assessed on their ability to communicate and interact effectively through speaking in the target language for different purposes and in different settings.</p> <p>There are three tasks which must be conducted in the following order:</p> <ul style="list-style-type: none"> <li>• Task 1 – a role play based on one topic that is allocated by Pearson.</li> <li>• Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson.</li> <li>• Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.</li> </ul>
<p>Reading and Understanding 25%</p>	<p>This paper draws on vocabulary and structures from across all the themes and topics.</p> <p>Students are assessed on their understanding of the written target language across a range of different types of texts, including advertisements, emails, letters, articles and literary texts.</p> <p>Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the three sections:</p> <ul style="list-style-type: none"> <li>• Section A – instructions in English</li> <li>• Section B- instructions in the target language</li> <li>• Section C- includes a translation passage from the target language into English.</li> </ul>
<p>Writing 25%</p>	<p>This paper draws on vocabulary and structures from across all the themes and topics.</p> <p>Students are assessed on their ability to communicate effectively through writing in the target language for different purposes and audiences.</p> <p>The instructions to students are in the target language. Word counts are specified for each question. Students must answer all questions.</p> <ul style="list-style-type: none"> <li>• Foundation tier – 3 extended response questions and 1 translation into the target language.</li> <li>• Higher tier – 2 extended response questions and 1 translation into the target language.</li> </ul>

## GCSE ART & DESIGN: FINE ART

Exam Board	Course Length	Head of Department
AQA	2 Years	Mr B Graham

### Summary of course

The GCSE Art course:

- Provides personalised interactive learning.
- Helps students to develop their own ideas and express their creativity.
- Enables students to consistently achieve high grades, well above the national average.
- Is a route to many education and careers opportunities in the creative industries.

### Who will get the most out of this course?

This course will suit students who enjoy being creative and are committed to working hard in their Art lessons. It takes a great deal of concentration, effort and imagination to build the collection of work that is required to achieve this GCSE qualification. Drawing skills are essential and students should already have some ability to independently develop their own ideas for their work. Students who can analyse and comment on the meaning of images will be suitable for this course.

### Key components

Unit Title	Description / Method of Assessment
Coursework Portfolio 60%	<p>The coursework portfolio requires a minimum of two individual units of work. The first is based on the visual qualities of maps and the second on landscapes. Both units will be predominantly teacher lead. In these units, students will extend their knowledge, skill and understanding in a range of materials, techniques and processes. At the same time, they will research and present information about artists to support and validate their practical work.</p> <p>Students who achieve their target grade in the units mentioned above will produce a third unit of work at the beginning of Year 11. In this unit students will create a personal response by:</p> <ul style="list-style-type: none"> <li>• Exploring and recording their ideas to a theme of their choice</li> <li>• Analyse appropriate artists to substantiate and develop their ideas</li> <li>• Experiment with appropriate materials, techniques and processes</li> <li>• Produce large scale work that reflects their investigations</li> </ul> <p>To support this unit teachers will:</p> <ul style="list-style-type: none"> <li>• Provide examination type themes to inspire, motivate and challenge students</li> <li>• Provide a range of learning opportunities to further develop student's knowledge and skills</li> <li>• Monitor individual progress against differentiated success criteria</li> </ul>

	Students who do not achieve their target will undertake work to refine, improve and add to either their maps or landscape units of work until they achieve their target grade.
Externally Set Task 40%	The externally set task is similar to coursework. Students will choose one theme (out of a choice of approximately seven) from an examination paper set by AQA. Students are required to produce a portfolio including a full sketchbook and external work in preparation for a 10-hour examination in which one or more pieces of work will be created.

## GCSE BUSINESS STUDIES

Exam Board	Course Length	Head of Department
EdExcel	2 Years	Mr D Coppock

### Summary of course

#### Why do Business Studies at GCSE?

- It will be interesting and thought provoking and will enable you to make decisions
- It encourages enterprise which is ideal if you like the idea of starting your own business
- With its emphasis on analysis and evaluation it is good preparation for A Level study
- It is a subject that will prepare you for the world of work

#### Who will get the most out of this course?

Business Studies suits students with problem solving, analytical and evaluative skills. Being able to make reasoned decisions and working as a team member are important qualities. If you have ambitions of starting your own business or you have an interest in the world of business this course will provide an insight into the business world.

#### Key components

Unit Title	Description / Method of Assessment
Investigating Small Business 50%	A 1 hour 30 mins written exam worth 50% of the final mark.  This unit covers all areas of setting up and running a small business. It concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore business concepts through the lens of an entrepreneur setting up a business.
Building a Business 50%	A 1 hour 30 mins written exam worth 50% of the final mark.  This unit builds on the knowledge and understanding demonstrated through the previous unit. This unit examines how a business develops beyond the start-up phase. It focuses on key business concepts, issues and decisions used to grow a business, with an emphasis on marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

## OCR CAMBRIDGE NATIONAL CERTIFICATE (CNC) IN CHILD DEVELOPMENT

Exam Board	Course Length	Head of Department
OCR	2 Years	Mrs C Brennan

### Summary of course

Children's Learning and Development is an open and valuable option subject for boys as well as girls. The development of this course in recent years has removed the female stereotyped image it has endured in the past.

The main areas of study are related to the different stages of physical, social, emotional and intellectual development from birth to adulthood; how to stimulate and create the best environment for positive development of children through these stages.

### Who will get the most out of this course?

This course is of immense value in itself, developing fundamental skills required for family life but for others it may be the first step towards a career in one of the caring professions e.g. nursing, teaching, midwifery, teaching assistant, nursery nurse, nanny, social worker or health service worker.

Students frequently use this course to continue studies at A' level in Health and Social Care.

### Key components

Unit Title	Description / Method of Assessment
Unit 1 Health and well-being for child development <b>External exam</b>	<b>A written examination, worth 50% of the final mark.</b> This examination will focus on topics such as reproduction, antenatal care, pregnancy, birth, post-natal care, childhood illness and immunization and child safety.
Unit 2 Understand the equipment and nutritional needs of children from birth to five years. <b>Coursework</b>	<b>A 7-10 hour, internally assessed coursework task, worth 25% of the final grade.</b> This unit will allow learners to investigate the different equipment and nutritional requirements of children from birth to five years. On completion of this unit, learners will be able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of the child.
Unit 3 Understand the development of a child from birth to five years <b>Coursework</b>	<b>A 7-10 hour, internally assessed coursework task, worth 25% of the final grade.</b> This unit will allow learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the developmental norms. On completion of this unit, learners will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children. Students will need access to a child under the age of 5 years to study for this work in year 11 of the course.

## GCSE DESIGN TECHNOLOGY

Exam Board	Course Length	Head of Department
AQA	2 Years	Mrs E Sandbach

### Summary of course

This new course offers a unique opportunity in the curriculum for students to identify and solve real problems by designing and making products. Unit 1 covers a selection of knowledge and understanding from all areas of Design & Technology including Graphics, Electronics and Textiles as well as the chosen technology specialism of Resistant Materials in Unit 2 Design & Make Challenge Coursework.

Through studying GCSE Design 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.

### Who will get the most out of this course?

Students who enjoy combining learning with practical work and designing. Students will focus the coursework on a Resistant Materials challenge theme set by the exam board.

### Key components

Unit Title	Description / Method of Assessment
GCSE Design & Technology 50%	<p>A 2-hour examination worth 50% of the final grade.</p> <p>A mix of short answer, structured and extended writing questions assessing students' knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Technical principles.</li> <li>• Designing and making principles along with their ability to analyse and evaluate design decisions and wider issues in design and technology.</li> </ul>
Design & Make Challenge 50%	<p>A 35-hour+ internally assessed coursework task, worth 50% of the final mark.</p> <p>This unit is a design and make task, based on a challenge set by the exam board, assessing students' ability to:</p> <ul style="list-style-type: none"> <li>• Identify, investigate and outline design possibilities.</li> <li>• Design and make prototypes.</li> <li>• Analyse and evaluate design decisions and wider issues in design and technology.</li> </ul>

## GCSE DRAMA

Exam Board	Course Length	Head of Department
EdExcel	2 Years	Ms R Fellows

### Summary of course

#### Why do Drama at GCSE?

- You will develop your improvisation and acting skills to a higher level
- You will have the opportunity to create your own work, as well as look at plays written by other people
- You will also look at plays in more detail and look at different ways of bringing a script alive on stage

#### Who will get the most out of this course?

Drama suits students who are practical, creative and highly imaginative. The course is highly practical so students need to have a real passion for performing and creating performance work from a range of texts. Students also need to be analytical and be able to evaluate their own work and that of their peers. Since Drama is a practical subject it suits students who enjoy working as part of a team.

### Key components

Unit Title	Description / Method of Assessment
Devising Theatre 40%	<p>Learners will be assessed on their acting through a realisation of their piece of devised theatre, worth 15 marks, and a portfolio of supporting evidence, worth a further 30 marks.</p> <p>The portfolio covers the creating and developing process and analysis and evaluation of this process and allows a range of forms of submission, that:</p> <ul style="list-style-type: none"> <li>• can be handwritten/typed evidence between 1500–2000 words, or;</li> <li>• can be recorded/verbal evidence between 8–10 minutes, or</li> <li>• can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes).</li> </ul>
Performing from a Text 20%	<p>This non-examination assessment unit, worth 20% of the final grade, provides students with the opportunity to demonstrate their knowledge and understanding of practical drama skills through their application to a live performance and communicate to an audience. Students must work collaboratively as members of a performance group and will be assessed on the following:</p> <ul style="list-style-type: none"> <li>• voice and movement</li> <li>• roles and characterisation</li> <li>• communication</li> <li>• content, style, form.</li> </ul> <p>Learners study two extracts from the same performance text chosen by the centre and participate in one performance using sections of text from both extracts.</p>

<p>Interpreting Theatre 40%</p>	<p>A 1 hour 30 minutes examination worth 40% of the final mark and split in to two sections:</p> <ul style="list-style-type: none"><li>• Section A (Bringing Texts to Life) consists of one question broken into six parts (short and extended responses) based on an unseen extract from the chosen performance text. Performance texts are not allowed in the examination as the extracts will be provided.</li><li>• Section B (Live Theatre Evaluation) is a live theatre review where learners answer one question from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.</li></ul>
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## LEVEL 2 TECHNICAL AWARD IN ENGINEERING

Exam Board	Course Length	Head of Department
NCFE	2 Years	Mrs E Sandbach

### Summary of course

These qualifications look at the engineered world around us and combine a large proportion of theory based concepts and some practical skills. It is internally and externally assessed together with the learning of generic skills such as research skills and project management. This blend of competence is in high demand within the industry where there continues to be a need for talented engineers.

### Who will get the most out of this course?

Those who want to understand the methods, techniques behind engineering work and how it is produced in industry will benefit in theory work. The course allows for students to gain specific knowledge, understanding and skills for a basis in a future related to this field. Students who have good analysis, evaluative, organisational skills will also find the course more accessible and rewarding, as will those interested in the related subjects of Science and Maths.

### Key components

Unit Title	Description / Method of Assessment
Unit 1 Understanding the Engineering World 40%	An externally assessed 1hour 30minute written examination worth 60% of the final mark. A mixture of multiple-choice, short-answer and extended-response questions. <i>Understanding the engineering disciplines and how science and maths is applied in engineering. Being able to read engineering drawing, understand properties and characteristics of materials specific to engineering applications. Demonstrate an understanding of tools, equipment and machinery.</i>
Unit 2 Skills and Techniques in Engineering 60%	An internally assed coursework piece worth 60% of the final mark which is externally quality assured. <i>Produce hand drawn and CAD engineering drawings for a product that will be made demonstrating a variety of workshop skills. Planning and organisation will be required to demonstrate knowledge and understanding of processes and health and safety factors.</i>

## GCSE ART & DESIGN: TEXTILE DESIGN

Exam Board	Course Length	Head of Department
OCR	2 Years	Mrs E Sandbach

### Summary of course

This qualification in Textile design has been developed for students who want to study textiles in a practical way. Students will have the opportunity to learn skills and techniques to make products, prototypes and samples using textiles materials. They will gain practical expertise to create high quality products using both traditional skills and modern technologies.

### Who will get the most out of this course?

Ideally, you'll be creative, innovative and have an eye for detail. You will learn and develop technical skills involved in making garments and the fashion industry. You will enjoy developing a range of skills including, working with fashion design briefs, researching relevant fashion designers and textile artists and developing skills in surface decoration techniques and the basics of fashion drawings.

### Key components

Unit Title	Description / Method of Assessment
Component 1: Portfolio 60% of GCSE	This component will require students will develop a portfolio of evidence throughout the course, which will demonstrate the textiles and design skills learnt throughout the course. Students will complete a series of mini projects to help them to learn and demonstrate their skill development. Students will be required to work in one or more area(s) of textile design, such as art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles or installed textiles.
Component 2: Externally set assignment 40% of GCSE	This component is assessed via a preparatory period followed by 10 hours of supervised time to evidence a response to set design brief set by the examination board.  This response provides evidence of a student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

## GCSE FOOD PREPARATION & NUTRITION

Exam Board	Course Length	Head of Department
WJEC	2 Years	Mrs E Sandbach

### Summary of course

This is a re-developed GCSE and focuses on Food and Nutrition.

In studying Food Preparation and Nutrition students will:

- Learn about different foods, ingredients, processes and techniques.
- Develop Food investigation skills as the course has a more Food science focus.
- Develop practical cooking skills.
- Understand about nutrition and health.
- Plan, prepare and cook a range of dishes based on skill development

### Who will get the most out of this course?

Students who enjoy cooking and working with food or wish to enter into a related profession in the future will enjoy this course. Students with good practical abilities and skills who are enthusiastic at being creative and inventive with food will enjoy it. Students who like to explore, investigate and experiment ‘the how and why’ of food will really enjoy this course. The course has both practical and theoretical components and students who enjoy exploring the skills, techniques, science behind food and its functions will get the most out of it.

### Key components

Unit Title	Description / Method of Assessment
Written Examination 50%	A 2-hour examination worth 50% of the final mark and split in to two sections: Section A contains questions based on stimulus material. Section B contains structured, short and extended response questions to assess content related to food preparation and nutrition.
Controlled Assessment 50%	A two-part, 20-hour controlled assessment worth 50% of the final mark: Part A – Food investigation assessment worth 15% of the total GCSE. This task requires you to investigate and evaluate the working characteristics, functional and chemical properties of ingredients creating a report setting out their findings (8 hours). Part B – Food preparation assessment worth 35% of the total GCSE. This task requires you to plan a menu of three dishes, prepare, cook and present it in a 3 hour exam period (12 hours of total work).

## NCFE GRAPHIC DESIGN

Exam Board	Course Length	Head of Department
NCFE	2 Years	Mrs E Sandbach

### Summary of course

Graphic design covers various aspects of visual communication and presentation, using imaginative and effective designs that create and combine words, symbols, and images to convey ideas and messages. Common uses of graphic design include identity (logos and branding), publications (magazines, newspapers and books), corporate branding, advertisements and product packaging. Graphic design should not be confused with art and design or product design. It is distinct from these subjects and should be treated as so.

### Who will get the most out of this course?

Those who are interested in visual communication and a possible future career in a graphic design related field. Those who like Looking at work of professional designers and studying what makes their work successful. If you enjoy drawing, experimenting with card, paper and using computers to produce high quality visuals then this course should provide suitable experiences and opportunities to be successful.

### Key components

Unit Title	Description / Method of Assessment
Evidence Portfolio	<p>An Internally and externally assessed piece of coursework split into 4 units and worth a total of 50% of the final mark:</p> <ul style="list-style-type: none"> <li>• Unit 1 – Introduction to graphic design</li> <li>• Unit 2 – Graphic design practice</li> <li>• Unit 3 – Responding to a graphic design brief</li> <li>• Unit 4 – Graphic design portfolio</li> </ul>
External assessment – Task based exam.	<p>An externally assessed 10 hour exam based task set by the exam board. Worth 50% of the final mark.</p> <p>The externally set task is similar to a mini piece of coursework where pupils have to demonstrate the skills developed in units 1-4 to design for a design brief under controlled conditions.</p>

## GCSE MUSIC

Exam Board	Course Length	Head of Department
WJEC / EDUQAS	2 Years	Mr D Lilley

### Summary of course

#### Why do Music at GCSE?

- The GCSE course provides a fascinating insight into a wide range of musical genres and cultures. It incorporates the study of Western Classical music, Popular music and Film music.
- Coursework makes up 60% of the content and allows students to work creatively within their own musical interests.
- Unlike in years 7-9, performances now take place on a student's own instrument/voice and with other musicians in or outside of school.
- The introduction of composition and specialist music software sets students up with the skills to take music further or access other post-16 courses such as Music Technology.

#### Who will get the most out of this course?

Music suits students who have a passion for performing on their instrument/voice. Students must have instrumental/vocal lessons during the GCSE course due to 30% being performance based. An ability to read standard notation is not essential at the start of the course but students will be expected to read music early in the course. The willingness to listen to all genres of music and study them in detail is absolutely essential. GCSE music is a demanding course where those students who are committed and hardworking will thrive. All students are expected to perform in front of an audience.

#### Key components

Unit Title	Description / Method of Assessment
Component 1 – Performance 30%	Students give two performances on their instrument/voice: one individually (solo) and one as a group (ensemble). Total performance time must be between 4 and 6 minutes. There will be frequent performance opportunities throughout the course.
Component 2 – Composition 30%	A composition component where students are required to compose two pieces of music lasting for 3-6 minutes, combined. One free composition and one to a brief set by the exam board. Each composition is accompanied by a short written appraisal.
Component 3 – Examination 40%	A 1 hour 15 minutes examination, worth 40% of the final mark, where students complete a written paper based on listening examples and contextual understanding. The skills for this element is developed through the study of Popular and Classical music. For each area there is a study piece(s) on which students are to answer questions.

## GCSE PHYSICAL EDUCATION

Exam Board	Course Length	Head of Department
Pearson Edexcel	2 Years	Mr D Fitzsimmons

### Summary of course

- Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.
- Students will engage with key issues and themes relating to contemporary global influences on physical education and sport.
- Students will develop a multitude of skills, including numeracy, communication and an understanding of practical performances in order to support progression to the next level of study.

You will have four classroom based theory lessons and one practical lesson each fortnight.

### Who will get the most out of this course?

- Students who have a keen interest in sport and recreation and always look forward to P.E lessons.
- Students who take part in sport and physical activity outside of P.E. lessons.
- Students who want to follow a course that develops knowledge and understanding through practical involvement.
- Students who want to know more about the benefits of sport and exercise.
- Students who want to improve their own performance in a range of sports roles.
- Students who are considering a sports-related career or an A Level/higher education related sports course in the future.
- Students who are interested in learning the theory about training, and what happens to our body systems when we exercise.

### Key components

Unit Title	Description / Method of Assessment
Fitness and Body Systems 36%	A 1 hour 45 minutes examination, worth 36% of the final grade, covering four areas: <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement analysis</li> <li>• Physical training</li> <li>• Use of data</li> </ul>
Health and Performance 24%	A 1 hour 15 minutes examination, worth 24% of the final grade, covering four areas: <ul style="list-style-type: none"> <li>• Health, fitness and well-being</li> <li>• Sport psychology</li> <li>• Socio-cultural influences</li> <li>• Use of data</li> </ul>
Personal Exercise Programme (PEP) 10%	The assessment, worth 10% of the final grade, consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.

Practical Performance  30%	Students complete and are assessed on their performance (worth 30% of the final grade) in <b>three</b> physical activities from a set list: <ul style="list-style-type: none"><li>• One must be a <b>team</b> activity</li><li>• One must be an <b>individual</b> activity</li><li>• The final activity can be a <b>free</b> choice</li></ul>
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## NCFE LEVEL 2 CERTIFICATE IN HEALTH & FITNESS

Exam Board	Course Length	Head of Department
NCFE	2 Years	Mr D Fitzsimmons

### Summary of course

The NCFE Level 2 Certificates in Health and Fitness are aimed at students who are interested in any aspect of health and fitness. This course is an alternative to a GCSE Physical Education and offers equivalent levels of rigour and challenge. Students will;

- Gain an understanding of the benefits of fitness.
- Learn the functions of the main body systems.
- Understand the benefits of a healthy balanced diet and how it affects lifestyles.
- Plan for the delivery of an exercise session, including health and safety considerations.
- Prepare, plan and develop a personal health and fitness programme.
- You will have an equal combination of classroom and practical lessons each fortnight.

To be awarded NCFE Level 2 Certificates in Health and Fitness, pupils are required to successfully complete four mandatory units. Three of those units are internally assessed and moderated while one unit is externally assessed.

### Who will get the most out of this course?

- Students who have a keen interest in sport and recreation and always look forward to P.E lessons.
- Students who want to follow a course that develops knowledge and understanding through practical involvement.
- Students who want to know more about the benefits of sport and exercise.
- Students who want to improve their own performance in a range of sports roles.
- Students who are considering a sports-related career or higher education related sports course in the future.
- Students who are interested in learning the theory about training, and what happens to our body systems when we exercise.
- Students who perform best when completing coursework rather than taking exams.

### Key components

Unit Title	Description / Method of Assessment
Principles of Health and Fitness	Internally assessed portfolio of evidence. This unit aims to introduce learners to the principles of health and fitness. Learners will understand the main components of fitness and the principles of training. They will look at the benefits and the effects of exercise on the body's system.
Healthy Lifestyles	Internally assessed portfolio of evidence. This unit aims to provide learners with the knowledge and understanding of how food and physical activity can contribute to a healthy lifestyle. They will learn the importance of diet and nutrition. Learners will understand how motivation affects participation in physical activity.

Preparing and Planning for Health and Fitness	Externally set and marked assessment paper. Learners will understand factors that affect a health and fitness plan. This will enable them to prepare and plan a health and fitness plan to improve their exercise and diet. The learner will be able to evaluate a health and fitness plan.
Develop a Personal Health and Fitness Programme	Internally assessed portfolio of evidence. This unit will give learners the opportunity to bring together their learning gained throughout the course and develop a health and fitness programme. They will gain knowledge and skills in carrying out fitness tests. Learners will understand the importance of preparation and appropriate warm-up and cool downs. They will be able to evaluate the effectiveness of a health and fitness programme.

## GCSE PSYCHOLOGY

Exam Board	Course Length	Head of Department
EdExcel	2 Years	Miss J Davies

### Summary of course

Psychology at A Level has enjoyed popularity and success in the Sixth Form and is available to study at GCSE. It is hoped that studying Psychology will support students in the following ways:

- Providing an opportunity, in the context of real-life issues for students to appreciate psychological concepts and contexts.
- Allow students to understand the methodologies and the basis of how psychology works.
- Provide a course of learning that is relevant to everyday life that is linked with the science curriculum.
- It is important that students have a good grasp of scientific and mathematical methods to be able to access this course.

### Who will get the most out of this course?

- Students who have an awareness or interest in the study of the human mind and behaviours
- Students who are effective verbal and written communicators
- Students who enjoy discussion, argument and analytical thinking

### Key components

Unit Title	Description / Method of Assessment
Compulsory Element 55%	<p>A 1 hour 45 minutes examination, worth 55% of the final grade, covering six topics:</p> <ul style="list-style-type: none"> <li>• Topic 1: Development <ul style="list-style-type: none"> <li>○ Understanding brain development</li> <li>○ Understanding the role of education and intelligence, including Piaget.</li> <li>○ Understand the effects of learning; Dweck and Willingham's theories.</li> <li>○ Issues and debate – morality</li> </ul> </li> <li>• Topic 2: Memory <ul style="list-style-type: none"> <li>○ Structure and process of memory</li> <li>○ Understanding amnesia</li> <li>○ Features of memory</li> <li>○ Reconstructive memory</li> <li>○ Multi-store model</li> <li>○ Issue and debate - Reductionism.</li> </ul> </li> <li>• Topic 3: Psychological problems <ul style="list-style-type: none"> <li>○ Depression and Addiction</li> <li>○ Issue and debate - Nature nurture</li> </ul> </li> <li>• Topic 4: Brain and neuropsychology <ul style="list-style-type: none"> <li>○ Structure of the brain and function</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Lateralisation</li> <li>○ Structure and function of neurons</li> <li>○ Impact of neurological damage</li> <li>○ Issue and debate: How psychology has changed over time</li> <li>• Topic 5: Social Influence             <ul style="list-style-type: none"> <li>○ Obedience</li> <li>○ Conformity</li> <li>○ Deindividuation</li> <li>○ Bystander effect</li> <li>○ Behaviour of crowds</li> <li>○ Issue and debate: Societal and cultural issues</li> </ul> </li> <li>• Topic 6 – will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.</li> </ul>
<p>Additional Element 45%</p>	<p>A 1 hour 20 minutes examination, worth 45% of the final grade, divided into two sections:</p> <ul style="list-style-type: none"> <li>• Section A: Research Methods – How do you carry out psychological research? Student’s knowledge and understanding of research methods will be assessed in depth in this section. The contexts used in question papers for this topic will draw on the topics from the Compulsory Element (Section 1-6).</li> <li>• Section B: A combination of Criminal Psychology (i.e. Operant and social learning theory, Biological explanations, Understanding the effects of punishment, and Understanding the effects of two treatments) and Sleep and Dreaming, understand the functions, features and benefits of sleep, the internal and external influences on sleep, sleep disorders, Freudian theory of dreaming and the Activation Synthesis theory.</li> </ul>

## GCSE RELIGIOUS STUDIES

Exam Board	Course Length	Subject Leader
AQA	2 Years	Mrs C Wearne

### Summary of course

GCSE Religious Studies will develop the following:

- The ability to interpret and synthesise information and formulate questions and solve problems.
- The ability to understand the meaning of complex written documents.
- Writing skills and the ability to construct a reasoned argument.
- Empathy and the ability to understand people and take on board others' views.
- The ability to work methodically and accurately.
- Independence of mind and the ability to think for yourself.

### Who will get the most out of this course?

This course would suit anyone wishing to enter today's multicultural workplace and global economy, basic knowledge about other cultures, religious and philosophical outlooks are indispensable. In addition, good interpreters of information such as gathering, organising and understanding data are skills that are absolutely essential for progression onto A Level courses. Success in your future career path also depends on making connections with people. Studying philosophy is about people and their viewpoints. You will need to relate to others, build bridges and learn to incorporate many diverse perspectives at once; this GCSE will provide an excellent foundation.

### Key components

Unit Title	Description / Method of Assessment
The Study of Christianity, Buddhism or Islam 50%	A 1 hour 45 minutes examination based on the study of the beliefs, teachings and practices of Christianity, Buddhism or Islam.
Thematic Studies 50%	A 1 hour 45 minutes examination based on religious, philosophical and ethical studies of Buddhism & Christianity.

# THE GUIDED CHOICES FORM

So that you are prepared and aware, you will be making your choices on a personalised form that will look like this:

 <b>GUIDED CHOICES FOR &lt;STUDENT NAME&gt; (&lt;TGRP&gt;)</b>		
In order to make your choices for your Key Stage 4 (KS4) curriculum, complete the empty boxes on the right-hand side of this form by filling in the names of the subjects that you would like to take in each of the option sections:		
<b>CORE SUBJECTS</b> The core subjects contain your English, Mathematics and Science qualifications that all students must take.		
GCSE English Language	GCSE English Literature	GCSE Mathematics
Combined Science <u>or</u> Separate Sciences (Biology, Chemistry and Physics GCSE)		
<b>OPTION ONE – PICK ONE SUBJECT FROM THIS SECTION</b>		
Choose from: GCSE Computer Science GCSE Geography GCSE History		Student Choice.....
GCSE French GCSE German GCSE Spanish		
<b>OPTION TWO – PICK THREE SUBJECTS FROM THIS SECTION</b> If you wish to do a full "English Baccalaureate" you will need to select at least one of Geography or History, and one Language within the option one and option two choices.		
Choose from: GCSE Computer Science OCR CNC Creative iMedia C&G TA in Digital Technologies GCSE Geography GCSE History GCSE French GCSE German GCSE Spanish GCSE Art & Design: Fine Art GCSE Business Studies OCR CNC Child Development		Student Choice...1 <sup>st</sup> preference
GCSE Design Technology GCSE Drama BTEC Engineering NCFE Graphic Design GCSE Art & Design: Textile Design GCSE Food Preparation & Nutrition GCSE Music GCSE Physical Education NCFE Health & Fitness GCSE Psychology GCSE Religious Studies		Student Choice – 2 <sup>nd</sup> preference
		Student choice – 3 <sup>rd</sup> preference
<b>RESERVE CHOICE</b> We will make every effort to ensure that you are able to take the subject you wish, but cannot fully guarantee.		
Choose a reserve subject from the list above:		Reserve choice....
We are happy with the choices that <Student Name> has made on this form:		
Student Signature: _____		Date: _____
Parent Signature: _____		Date: _____

## NOTES PAGES

Please feel free to use this page in order to make any notes that you may wish.

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