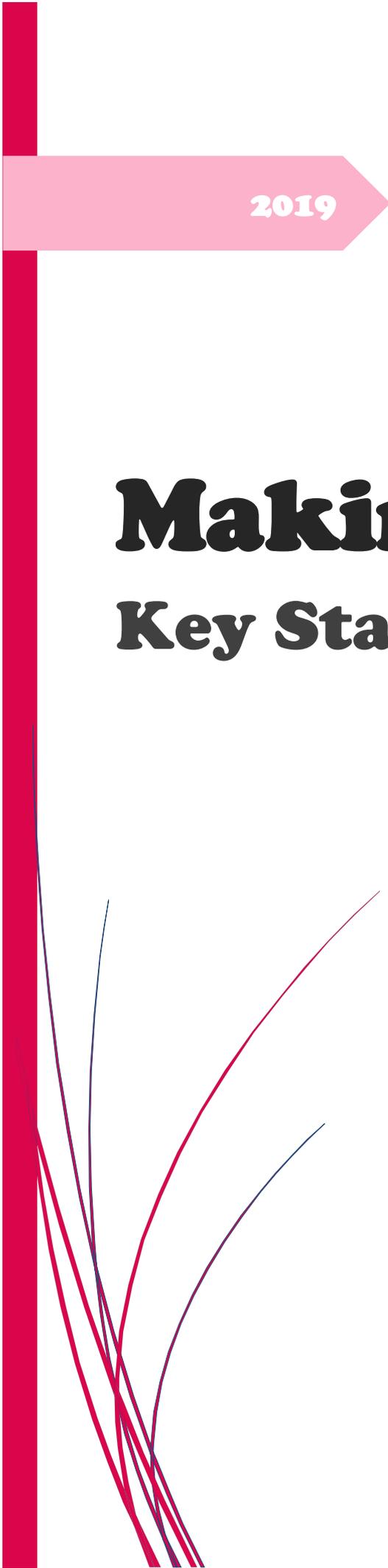


2019

Making Choices

Key Stage 4



Copleston 
High School

Achieving success together

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Welcome to the Making Choices booklet

Dear Student

You are about to make some very important decisions about your future as you choose the subjects that you wish to study in Years 9, 10 and 11 (Key Stage 4). You have a very good starting point: our GCSE results are year on year improving and our results in 2017 put us in the top 15 per cent of schools nationally. This means that you are already on your journey to success. Achieving good GCSE grades is vital so that you have as much choice as possible at the end of Key Stage 4.

By dedicating three years to GCSE studies, we can create an even broader curriculum offer and a more flexible and personalised experience. In turn this ensures that students can refine and practise key examination skills across a range of courses.

All Key Stage 4 students at Copleston study the core subjects, English, Mathematics, Science and PE. There are a wide variety of option courses on offer at Key Stage 4 and it is important that you think carefully about the subjects you choose. You need to consider the subjects which match your ability, talents and approach to learning. Good decisions made now will make your time at Copleston more rewarding and lead to successful outcomes.

This booklet is intended to give you all the information you need to help you make an informed choice. Read it very carefully. Read about each subject and what it has to offer you. Talk to your parents, your subject teachers, your form tutors and students in Years 9, 10 and 11. Speak to Mr Leach, our IAG Co-ordinator, and complete some research online using sites like Fast Tomato to find out what subjects are useful for different careers.

Enclosed with your booklet is your Choices form. Once you have made your choices, you need to complete the form. You will need to indicate which EBacc options you are taking and which remaining options you wish to choose. You will need to have five option choices altogether. It is important to be aware that we cannot always guarantee your first choices, but we will make every effort to do so.

We will support your decision making with a series of information and guidance events. Our Making Choices Information Evening is on 14th March 2018. You are strongly advised to attend this with your parents as it will give you all the chance to find out more about each subject on offer and whether it is the right choice for you. You and your parents will be able to talk to subject teachers and they can help you to find out if the skills and aptitude that each subject requires suits your ability and learning styles.

On 20th March 2018 there will be a second evening at the school which you will need to attend along with your parent/s. At this evening you and your parent will have an interview with a senior member of staff to advise you about your choices. Your Choices form will need to be signed and returned by you and your parent at this evening.

We hope you will do well in whatever courses you choose. What you choose and how you approach your studies now will have a direct influence on your future. As a year group you have impressed us greatly to date and we are sure you will have a successful Key Stage 4.

Andrew Green

Head of School

Copleston's curriculum aims

- All students know what they need to achieve to succeed in life
- Staff and students have high expectations and strive for excellence
- Learning and teaching takes place in a safe and purposeful environment
- Students are encouraged to have enquiring minds and seek opportunities to become global citizens
- Staff challenge and support students' paths to success
- Creative and flexible approaches to learning and teaching
- Offering an innovative curriculum developed with the aspirations and interests of the student at the centre
- Making effective use of ICT and new technologies to motivate and inspire students
- Nurturing close partnerships with local and international organisations, giving students a wide range of opportunities to experience the world of work
- Providing opportunities for students to extend their learning outside of the formal curriculum, including an entitlement to enrichment activities



Advice on choosing your courses

Do:

- Choose subjects that you enjoy. If you enjoy the subject you will put more time and effort into it. The more time and effort you put in, the more successful you will become.
- Choose subjects that you are good at. You need to gain as many high grades (points) as possible.
- If you have a definite career in mind, choose subjects that will best support your career route.
- Remember that however keen you are on any career or job now, you may possibly change your mind before you leave school. Many people change their career during their working life. Your choice of subjects must not limit you to just one type of career. If you have no definite career in mind, choose what you are good at, what you like doing and what will give you a good spread of subjects. Many subjects can be picked up at A level or beyond without earlier study.
- Talk to your parents, subject teachers and Year 9/10/11 students.
- Listen to the advice you are given.

Don't:

- Try to get in to the same groups as your friends. It probably won't happen.
- Don't choose a subject because of a teacher. Teachers change.
- Don't just go on experience of Years 7 and 8; look at what each subject has to offer in Years 9, 10 and 11. It may be different.
- Don't narrow down your options too much; you may change your mind about what you like and what you want to do in the future.



New GCSEs

Nationally new specifications have been introduced for all subjects. These are more challenging and demanding.

Changes

Courses are now **Linear** – no modules and no coursework

Exams are at the end of Year 11 for most subjects

Spelling Punctuation and Grammar is being examined in most subjects

Progress is measured using the best 8 grades which must include English and Maths.

We have now moved from GCSEs being grades A*-G to

- **GCSEs being graded 9-1**
- All subjects will use the 9-1 grading
- A **strong pass** will result from achieving a grade 5
- A **standard pass** will result from achieving a grade 4

Grading the new GCSEs

| Old grades | New grades |
|------------|------------------------|
| A* | 9 |
| A | 8 |
| B | 7 |
| C | 6 |
| D | 5 Strong pass |
| E | 4 Standard pass |
| F | 3 |
| G | 2 |
| U | 1 |
| U | U |

Why a three year Key Stage 4?

- More curriculum time to prepare for the new, more challenging content
- Time to secure knowledge by revisiting topics
- Time to develop and improve exam technique
- Ability to select subjects that you have an interest or passion in
- Don't have to persevere with a subject through Year 9 that you have become disengaged in

Student's choices

- Less free choice as the Government agenda has focussed schools on a more traditional curriculum
- A Making Choices process that allows students and parents to make informed choices
- Professional advice, with face to face interviews, to choose pathways for success for individual students
- Encouragement for more able students to continue with a language to GCSE. It is highly valued in all business areas for future employment



Terminology that may help you

| | |
|------------------------------|--|
| CORE | These are compulsory subjects such as English, Maths, Science and PE. There may be other opportunities within the core that students will be able to take to enhance their qualification portfolio. |
| OPTION | Students choose 5 option subjects during Years 9 – 11. |
| EBacc | The EBacc subjects are: Maths, English, Sciences (including Computer Science), Geography, History and Modern Foreign Languages. For students to achieve the full EBacc they must attain grade 5+ in Maths, English, at least two sciences, one of either History or Geography and a Modern Foreign Language. Apart from French and Spanish other languages may qualify for EBacc even if we do not offer lessons in these languages. |
| Key Stage 4 | Programmes of study for students in Years 9, 10 and 11. |
| GCSE | A course graded 9-1. These are assessed by a mix of examination and coursework (see individual subject guides for further information). |
| BTEC | A vocational qualification graded pass/merit/distinction/distinction* and equivalent to a GCSE. It is mostly portfolio/coursework based, usually with a small exam element (see individual subject guides for further information). BTEC's are worth the following equivalents: Pass = Grade 5 at GCSE Merit = Grade 6 at GCSE Distinction = Grade 7 at GCSE Distinction* = Grade 8 at GCSE |
| AQA | Exam awarding body. |
| Edexcel | Exam awarding body. |
| OCR | Exam awarding body. |
| WJEC | Exam awarding body. Eduqas is the new brand from WJEC. |
| Controlled Assessment | Formal internal test, part of a qualification, when candidates must be within direct sight of the teacher to ensure that the work is the candidate's own. |

Frequently asked questions

QUESTION: What support is there to decide which options to take?

The answer is lots! You have already been given an assembly about how you can go about thinking about your future and the choices that might best suit it at Key Stage 4. The Making Choices evening in March will help you to find out more about the subjects on offer, and you can ask staff and current students about each course. In the meantime, you will get your progress report for Year 8 and this will give you a good picture of what your subject strengths and weaknesses are. This, alongside your Year 7 CAT test score and skills breakdown, will help you to know what subjects suit you best and that you are likely to do most well in. The Making Choices interview evening will then bring everything together and you will confirm your choices with a member of senior staff.

QUESTION: Can I change my mind about my subject choices?

We would hope that you are happy with your subject choices – you will have taken much care and time to choose subjects that cater for your ability, interests and possible future plans. However, we also recognise that you may feel that a course is not for you once you have started it. Therefore, in unique circumstances, there is an opportunity for you to change courses up until the end of Year 9. Obviously, the later in the year that it happens, the more work there will be to catch up on, but we would expect someone changing a course to commit to catching up. We would ask that you and your parents contact Mr Green, the Vice Principal in charge of our curriculum if you wish to discuss changing an option.

QUESTION: What if I cannot do my chosen course?

We do try to accommodate all students on their chosen courses and it is highly unusual for us to not be able to do this. However, should the number of students who have opted for a subject exceed the number that we can cater for, we will speak to students and their parents about alternatives. Lots of care is taken to matching students with appropriate courses so we will always try to find the best alternative for everyone.

QUESTION: What combinations of subjects are NOT allowed?

Vcert Food not with Food and Nutrition, Art and Design not with Graphic Communication or Graphic Communications with Art and Design or Textiles. Performing Arts cannot be studied alongside Dance or Drama.

QUESTION: When will my programme for Key Stage 4 be confirmed?

We will write to you in the summer term to confirm your choices.

QUESTION: What information will be used to make sure a student has made the right choice of subjects?

A range of information will be used to help you to make your choices and to help your parents and staff to assist you with this. Your Year 8 progress report will be used to show you how you are currently getting on, and what your predicted grades are for your subjects. You will also be given projected GCSE scores on your Making Choices form, which will help you to identify those subjects that you are most likely to achieve your highest grades in. In addition, your Year 7 CAT test score will be used to show you what skills and styles of learning most suit you, which can then be matched against the option subjects on offer.

In addition to this data, it is important that you choose subjects that you are going to enjoy. You are going to be studying them for three years and so it is crucial that you feel that you will be happy to study each subject for this length of time.

Key members of staff

Principal

Head of School

Head of Year 8

Head of Year 9

IAG Team

Core Subjects

English
Mathematics
Science

EBacc Subjects

Geography
History
Computer Science
French
Spanish

Options Subjects

Art and Design
Dance
Drama
DT – Product Design
Food Preparation and Nutrition
Graphic Communication
Media Studies
Music
Physical Education, Sport,
Nutrition and Fitness
Religious Education
Textile Design
Sociology
PSHEe
Information and Communication
Technology (ICT)

Vocational Qualification

Resilience Curriculum

Mr Common
Mr Green
Mrs Crofton-Sleigh
Mr Macartney
Mr Leach

Mrs Orrin
Mr Lynch
Mr Durnford

Miss Acton
Mr Iacobucci
Mr Kerampran
Mrs Taylor
Mrs Souto

Mrs Hunt/Mr Laird
Miss Steward
Miss Heffer
Mr Froud
Mrs Irons
Mr Kerampran
Mr Brewer
Mr Clover
Mr Yorke

Mrs Saied
Mrs Kemp/Mrs Irons
Mrs Baxter
Miss Halesworth
Mr Kerampran

Mr Bennett and Mrs Barlow

Making Choices Timeline

Wednesday 13th March 2019

**Year 8 Parents' and Carers' Making Choices
Information Evening**

Tuesday 19 March 2019

Follow up Assembly for all year 8 students

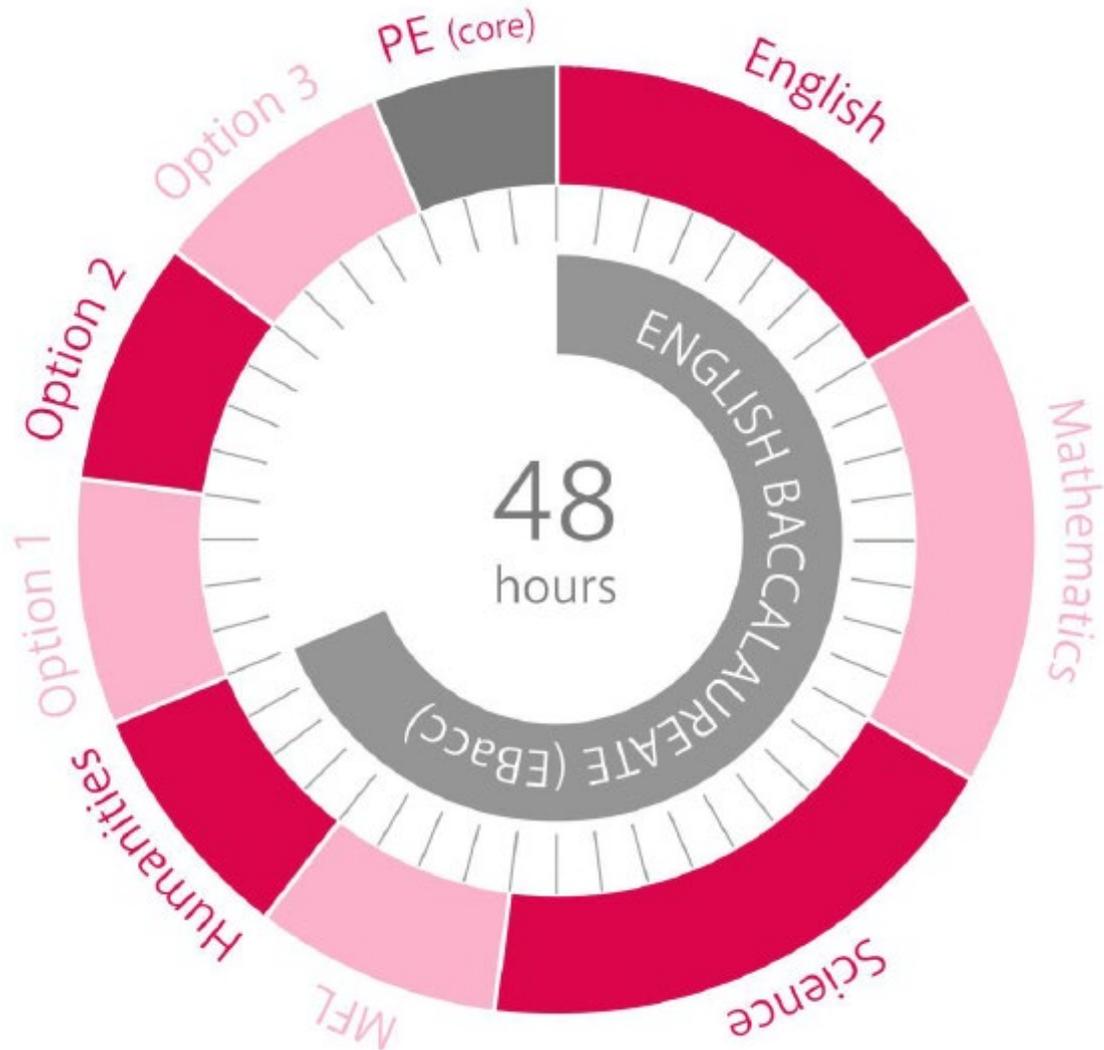
Tuesday 19 March 2019

Making Choices Interview Evening in the Main Hall

Summer Term 2018

**Students will receive written confirmation of their
options**

What does an EBacc timetable look like?



To qualify for the EBacc you will need a grade 5 or better in either English Language or Literature, Mathematics, two Sciences (which could include Computer Studies) a Humanities subject and a Modern Foreign Language. Typically, 34 out of 48 hours of your two-week timetable will be dedicated to the EBacc subjects in addition to four hours per fortnight per Choices subject and two hours core PE.

How to make your choices

1

- Read the booklet
- Consider all options on offer
- Think about the EBacc subjects
- Think about your strengths and how the subjects on offer will match these

2

- Discuss your ideas with parents/carers and staff
- Be prepared to change your mind based on advice from parents/carers and staff
- Make good use of the Making Choices booklet and discuss with staff before the Making Choices Evening

3

- Attend the Making Choices Information Evening to discuss your options
- Staff will look at your subject choices to make sure these are right for you
- Your choices will be passed to subject staff to confirm you are right for that specific course

4

- School will confirm your successful option choices
- This will be sent to you in the Summer Term 2018

ENGLISH LANGUAGE

Exam Board: WJEC Eduqas

Course code or specification number: 601/4505/5

Level of qualification: GCSE

What will students learn about?

How to read and understand a text from the 1800s and compare it to a modern text.

Students will also read a modern extract from a literary text and show their understanding of the writer's craft.

What skills will students develop and demonstrate?

How to interpret, infer, evaluate and analyse the language within texts.

Students will also develop their technical writing skills through creative writing and transactional (purposeful) writing to produce formal letters, articles and other real life forms of writing.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

Through structured answers to questions in formal and informal assessments, using exam marking criteria.

Students will also write in formal timed conditions and produce creative and transactional pieces of writing which will be marked against exam criteria.

Students will also peer and self-assess in lessons.

What kind of learning styles does this course involve?

Students will use their verbal learning skills and there are some elements of working in groups and using social learning styles.

For further information please contact:

Mrs G Orrin (Head of English)

Mrs R Peirce (KS4 Coordinator)



ENGLISH LITERATURE

Exam Board: WJEC Eduqas

Course code or
specification number:
601/5246/1

Level of qualification: GCSE

What will students learn about?

Students will study three set texts

- Blood Brothers
- A Christmas Carol
- Romeo and Juliet

They will also study 18 poems from the WJEC anthology.

What skills will students develop and demonstrate?

Students will develop their inference and evaluative skills and how to compare poems and the poetic techniques used by writers. They will also develop their essay writing skills.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

Students will be assessed by informal and formal assessments which will be responses to texts and extract analysis. They will also peer assess their answers to texts.

What kind of learning styles does this course involve?

Verbal skills are developed through discussion, reading and writing responses.

For further information please contact:

Mrs G Orrin (Head of English)

Mrs R Peirce (KS4 Coordinator)



MATHEMATICS

Exam Board: OCR

Course code or specification number: J560

Level of qualification: Level 2

What will students learn about?

- Numbers
- Algebra
- Geometry and Measures
- Statistics and Probability

For more details please visit:

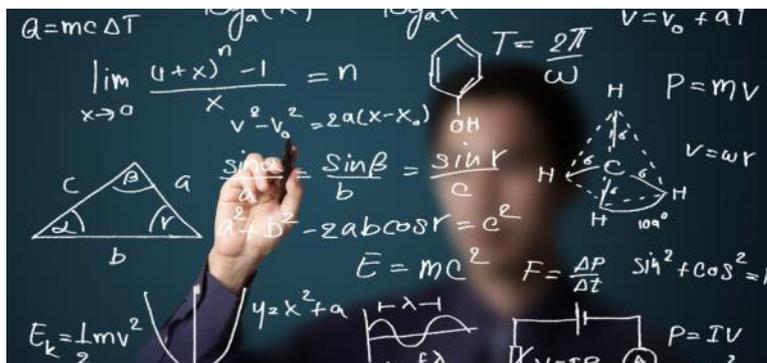
www.ocr.org.uk

What skills will students develop and demonstrate?

The course focuses on problem solving skills as well as using and applying mathematics in real life contexts.

What grades can students access?

Students will be able to access grades 1-9



“Mathematics expresses values that reflect the cosmos, including orderliness, balance, harmony, logic, and abstract beauty.” *Deepak Chopra - Author and Public Speaker*

How will students’ learning be assessed?

All students will be following the GCSE linear course for OCR. Students will sit the final examination at the end of Year 11.

There is no coursework in Mathematics. However, students will be formally assessed at various points throughout the course.

Students will be assessed once every term in Year 9. In Year 10, along with assessments in the Autumn and Spring term, students will sit a formal examination based on past GCSE examination paper in the summer term.

Students will sit two mock examinations in Year 11, one in the Autumn term and one in the Spring term along with other formal assessments at various stages throughout the year within the classroom.

What kind of learning styles does this course particularly suit?

The students will have to use and develop problem solving skills along with analytical and evaluating skills.

The course will expect students to demonstrate the ability to work independently as well as working together as a group or in pairs where necessary.

Written communication is a key part in presenting solutions to problems in Mathematics.

For further information please contact:

Mr D Lynch (Head of Mathematics)

Ms A Daniel (KS4 Coordinator)

SCIENCE

Exam Board: AQA

Course code or specification number:

Dual : Trilogy 8464

Triple : Biology 8461

Chemistry 8462

Physics 8463

Level of qualification: GCSE

Trilogy gets 2 GCSEs (standard course)

Triple gets 3 GCSEs

(but no extra time)

What will students learn about?

- Cells, organisms , plants, body systems, inheritance and selection
- Atomic structure, ionic and covalent bonding, chemical reactions, rates of reaction,
- Energy, electricity, forces, space, nuclear structure, waves

What skills will students develop and demonstrate?

- Scientific understanding
- Application of knowledge
- Practical skills
- Mathematical skills

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

- 100% Terminal exam
- Trilogy 6 x 75 min exams
- Triple 6 X 90 min exams

There are two exams in each subject area. Students are assessed throughout the course via written and practical assignments.

What kind of learning styles does this course particularly suit?

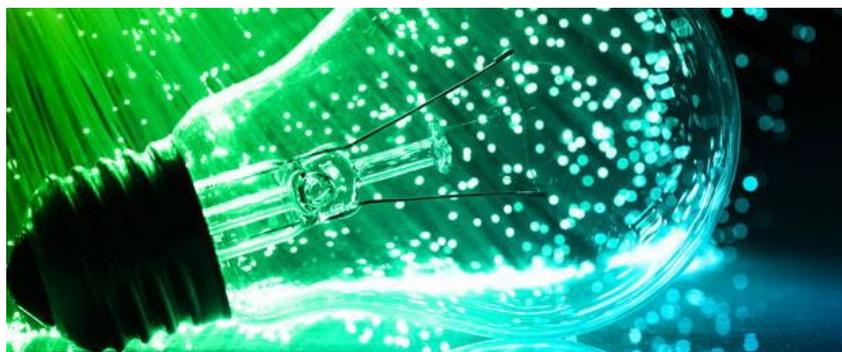
It suits a wide variety but students have to be able to:

- Solve problems
- Explain answers
- Perform mathematical arrangements
- Do and explain practical activities

For further information please contact:

Mr Durnford (Head of Science)

Dr Walker (2 i/c Science and KS4)



GEOGRAPHY

Exam Board: AQA

Course code or specification number: Geography 8035

Level of qualification: GCSE

What will students learn about?

We explore topics such as Global Development trying to identify the reasons behind global inequality and the impacts this has on a variety of other areas of study. World Cities will look at a variety of urban landscapes and explore what cities in the future might look like. Current global issues such as Climate Change and its implications for our future lifestyles. Also, more traditional physical geography topics such as tectonics, weather hazards, rivers and coasts will be covered. Students will use their knowledge of climate to explore the link to ecosystems and look at threats to the Tropical Rainforest in the Amazon and how it might be preserved.

What skills will students develop and demonstrate?

Students will gain confidence in dealing with information in a variety of forms (e.g. graphs, images, quotes etc.) which is essential for success in Geography. Students will develop skills of analysis and evaluation allowing them to make decisions and justify them.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

- Paper 1 – Living with the Physical Environment Exam (35%) 1hr 30min
- Paper 2 Challenges in the Human Environment Exam (35%) 1hr 30min
- Paper 3 Applied Fieldwork Exam (30%) 1hr 15min (This has an element of pre-released information)

What kind of learning styles does this course particularly suit?

We look for students who are enthusiastic and interested in the world around them. We use a variety of teaching styles to look at issues, but discussion is a big part of our lessons. So people willing to have an opinion and get involved will do very well.

As part of the course we do carry out fieldwork which will then be analysed in class to look at the patterns we can identify.

For further information please contact:

Miss Acton (Head of Geography)



HISTORY

Exam Board: AQA

Course code or specification number: 8145

Level of qualification: GCSE

What will students learn about?

Paper 1: Germany, 1890–1945:
Democracy and Dictatorship

Conflict and tension, 1945-1972

Paper 2: Britain: Health and the
people: c1000 to the present day

Elizabethan England, 1558– 1603

What skills will students develop and demonstrate?

AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: explain and analyse historical events and periods studied using second-order historical concepts.

AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

•AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

Two examinations at the end of Year 11. Both examinations last for 2 hours and require students to answer 10 questions ranging from 4 to 16 marks.

To prepare for this students will be continually assessed in lessons through practice questions and will have end of unit mock examinations. These will be completed in class under exam conditions. These results will be logged on Go4Schools to track progress and inform teaching.

What kind of learning styles does this course particularly suit?

Students will need to be able to:

Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience;

Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers;

To develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context;

To develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them;

To organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

For further information please contact:

Mr R Iacobucci (Head of History)

COMPUTER SCIENCE

Exam Board: OCR

Course code or specification number: J276

Level of qualification: Level 2 (GCSE)

What will students learn about?

You will develop your programming skills by writing short computer programs in Python.

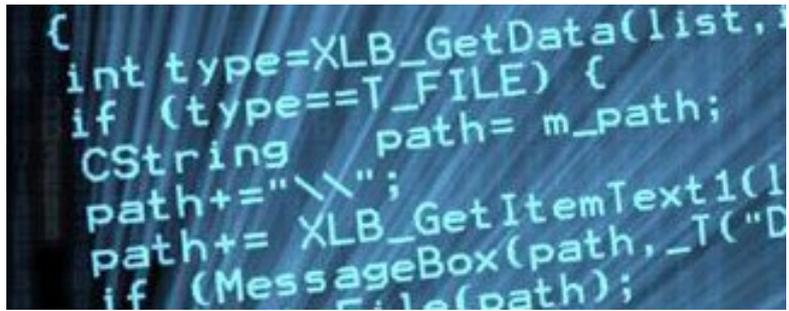
The theory units will focus on the technical aspects of computing including hardware & software (components of a computer and how they work), binary logic (binary code, logic gates), computer algorithms, database concepts, networking concepts, testing, troubleshooting and evaluating computer algorithms, impact of computer science in society.

What skills will students develop and demonstrate?

Students will develop their programming skills using Python programming by designing, implementing, testing and troubleshooting computing algorithms.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

The official assessment structure is based on:

- 100% exam based (written papers) covering computer science concepts as well as programming skills (two exams) These are completed at the end of Year 11.
- Throughout the course students will also be expected to complete a range of small computer programs using the Python programming language to help them acquire the required skills for the final examination.

In Years 9,10 and 11, students will be assessed through mock exams every six weeks. These exams will cover key theory concepts as well as assess pupils' ability to design, troubleshoot and evaluate computer algorithms (using flowcharts and pseudocode) to solve computing problems.

Students will complete a weekly homework task throughout the whole duration of the course.

What kind of learning styles does this course particularly suit?

This course is targeted at independent learners who like to solve challenges using a range of programming techniques. Students should have a genuine interest in the technical aspects of computer science. They need to be confident with their maths skills (mental arithmetic, use of (x,y) coordinates, etc.), problem solving skills and independent research skills.

For further information please contact:

Mr Kerampran (Head of IT & Computer Science)

Mr Jervis (Course Leader—GCSE Computer Science)

FRENCH

Exam Board: AQA

Course code or specification number: 8658

Level of qualification: GCSE

What will students learn about?

Students study the following themes:

- Theme 1: Identity and Culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

What skills will students develop and demonstrate?

The GCSE French course is designed to build on the basic skills acquired during Key Stage 3. The course will help students develop their language skills in a variety of contexts. Students will develop the ability to communicate effectively in French through both the spoken and written word.

What grades can students access?

Foundation Tier—grades 1-5

Higher Tier—grades 4-9



How will students' learning be assessed?

All exams will be assessed at the end of the course in Year 11.

Students may be entered for Foundation or Higher Tier.

All four question papers (Listening, Speaking, Reading and Writing) must be taken at the same tier and each paper counts for 25% of the overall marks.

What kind of learning styles does this course particularly suit?

We aim to teach to all students' learning styles whether they be auditory, visual or kinaesthetic learners. The grammatical and translation element of the course may suit analytic learners who are good at cognitive problem solving and pattern spotting. Students who enjoy a challenge and recognise that language skills enable students to embrace our multi-lingual global society would benefit from this course.

For further information please contact:

Mrs. A Taylor (Head of French) or current French teachers



SPANISH

Exam Board: AQA

Course code or specification number: 8698

Level of qualification: GCSE

What will students learn about?

Students study the following themes:

- Theme 1: Identity and Culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

What skills will students develop and demonstrate?

The GCSE Spanish course is designed to build on the basic skills acquired during Key Stage 3. The course will help students develop their language skills in a variety of contexts. Students will develop the ability to communicate effectively in Spanish through both the spoken and written word.

What grades can students access?

Foundation Tier—grades 1-5

Higher Tier—grades 4-9



How will students' learning be assessed?

All GCSE exams will be assessed at the end of the course in Year 11.

Students may be entered for Foundation or Higher Tier.

There will be End of Module tests throughout the three years to monitor students' progress, but these do not count towards the final grade.

All four question papers (Listening, Speaking, Reading and Writing) must be taken at the same tier and each paper counts for 25% of the overall marks.

What kind of learning styles does this course particularly suit?

We aim to teach to all students' learning styles whether they be auditory, visual or kinaesthetic learners. The grammatical and translation element of the course may suit analytic learners who are good at cognitive problem solving and pattern spotting. Students who enjoy a challenge and recognise that language skills enable students to embrace our multi-lingual global society would benefit from this course.

For further information please contact:

Mrs. D Souto (Head of Spanish) or

Mr. P Mursell-Head (Spanish Teacher)

Mrs. B Borrás (Spanish Teacher)

ART & DESIGN

Exam Board: Edexcel

Course code or specification number: 5FA02

Level of qualification: GCSE

What will students learn about?

During the course students will learn how to work in a variety of disciplines including; drawing, painting, printmaking and some form of 3D or mixed media.

Students also gain an understanding of the work of a range of artists and designers which span from the great masters to practicing contemporary artists.

What skills will students develop and demonstrate?

During Year 9 students are taken through a very structured programme to develop their skills in a range of Art and Design disciplines including: drawing, painting, printing and 3D work.

Students also develop their skills in analysis and evaluation with regard to both their own work and that of Artists being studied.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

The four Assessment Objectives given by the Exam Board are the main focus of Assessment:

Develop-Refine -Record -Present.

Coursework:

Assessment of coursework is on-going. Much of the work is completed in sketchbooks which are taken in and marked frequently. During this process students are encouraged to revisit work and improve upon it following guidance from their teachers. More sustained pieces are given interim comments and feedback and then marked more formally upon completion.

From time to time work from different groups are standardised to ensure continuity in marking.

Exam and Exhibition:

Students have a ten hour exam in May of Year 11 with a theme set by the exam board. This is marked using the Edexcel Assessment Matrix. The course then culminates with a GCSE Exhibition. Initially individual teachers assess the work of their own group. This is then standardised within the department and then moderated by the exam board. Once all the marking is complete we host an evening to celebrate the students work. Students, parents, staff and friends are all invited.

What kind of learning styles does this course particularly suit?

This course suits students who are creative and have an inquiring and open mind. They need to learn a range of practical skills and how to develop and refine ideas. They also need to reflect on advice given and use it to improve their work.

For further information please contact:

Mrs S Hunt (Head of Art)

DANCE

Exam Board: AQA

Course code or specification number: 8236

What will students learn about?

Students will learn about choreography and performance. They will perform four technical set phrases as well as choreograph and compose movement material. The course covers dance appreciation as well as performance and choreography.

As well as analysing their own work, students will study 6 set dance works learning about the aural and physical setting as well as the choreographic and movement style of each genre.

What skills will students develop and demonstrate?

Students will learn to analyse and evaluate performance and expressive skills. They will learn subject specific language and apply it to their analysis of the set works. In addition, students will be taught a range of performance and expressive skills. These will include learning various techniques such as ballet, jazz and contemporary. Students will also learn how to create movement material from various sources and how to develop the movement into phrases and composition pieces.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

Students will be assessed in a number of ways. Students will assess their knowledge and understanding of choreography through both practical and theory tasks. They will be taught technical phrases that they must then perform in isolation as well as develop into more complex choreography. In addition, students will complete small group presentations and a range of practical pieces which will demonstrate their ability to apply what they have learned about choreography and key concepts onto their own performance work.

- Performance: Solo Performance of two set phrases & a duet/trio performance (30%)
- Choreography: Solo or Group Choreography (30%)
- Dance Appreciation: 1hr 30min written exam (40%)

What kind of learning style does this course particularly suit?

Dance GCSE requires students to have a creative mind. Students need to be able to look further than the surface of a theme and create movement that has meaning. They need to be able to come up with ideas that are based on sources and concepts that they have already learned. Students also need to be prepared to learn technical skills and be reflective enough to make improvements based on feedback from staff and fellow students. Students will perform in front of others in the class in groups, duets and sometimes solos.

The subject involves class and group discussions and the ability to work creatively in small groups.

For further information please contact:

Miss M Steward (Head of Dance)

DRAMA

Exam Board: AQA

Course code or
specification number: 8261

Level of qualification: GCSE

What will students learn about?

Students will learn key devising skills and will construct their own performances using these. They will also explore and perform existing play texts.

The course also involves taking part in a range of public performances to peers, parents and invited audience members.

Theatre trips to watch live theatre are also an essential part of the course.

Written work undertaken throughout the course will involve students reflecting on their own work and the work of others. There is also a written exam which involves students completing a review of live theatre.

What skills will students develop and demonstrate?

Students will develop communication skills, performance skills, working collaboratively with others, being able to evaluate their own work and the work of others as well as developing skills in being able to successfully analyse and respond to live theatre performances.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

Students complete three units detailed below. The assessment takes the form of practical exams, coursework and a written examination.

All assessments are a combination of practical and written tasks which involves performing either a devised piece or text extract and evaluating your own work and the work of others. Every assessment from the beginning of the course is a mock of one of the real GCSE Drama units.

Component 1 Understanding Drama (40%)

*1 hour and 45 minutes written paper

Component 2 Devising Drama (40%)

**Internally Assessed/Externally Moderated*

Component 3 Texts in Practice (20%)

**Marked by a visiting External Examiner*

What kind of learning styles does this course particularly suit?

There are elements of this course to suit all learning styles as the curriculum covered involves a varied range of practical work, higher level evaluation, collaboration tasks and written responses.

For further information please contact:

Miss Heffer (Head of Drama)



FOOD PREPARATION AND NUTRITION

Exam Board: OCR

Course code J309

Level of qualification: GCSE

What will students learn about?

Students will cover a range of topics:

- Nutrition
- Food provenance and food choice
- Food Science
- Cooking and Food Preparation

What skills will students develop and demonstrate?

Students will develop a range of practical skills. These will be complemented by evaluation and analytical skills.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

All formal assessments take place in Year 11.

- Non-examined practical assessment (35%) - this will take the form of a practical during which pupils will make a range of dishes in response to a set brief. They will also complete a 20 page piece of coursework.
- Final exam (50%)
- Non-examined assessment Food Science Investigation (15%) - this will comprise of a 1500 - 2000 word investigation into a given topic.

Students are assessed throughout the course through practical and written assessments in preparation for the formal assessments in the final year.

What kind of learning styles does this course particularly suit?

The course will suit students who are interested in developing a range of practical skills. Alongside being hands-on, the course requires students to analyse information, plan and organise practical work and evaluate their actions and decisions. Students need to be reflective and proactive learners. A strong interest in the science of food and nutrition is a must for this course.

For further information please contact:

Mrs S Irons (Head of Food Technology)

INFORMATION TECHNOLOGY

Exam Board: OCR

Course code or specification number: J810

Level of qualification:
Cambridge National Certificate
in Creative iMedia Level 2,

What will students learn about?

Pupils will develop their ICT skills in using a range of application software in a business orientated context. They will enhance their creativity and communication skills using ICT and will develop time management and organisational skills. They will use a range of pre-production design techniques (Mood boards, story boards, scripts etc.) to design their products.

What skills will students develop and demonstrate?

Students will develop their website design and implementation skills using HTML and CSS and their creative skills using a range of multimedia software (Graphic Editing, Photo Editing, Audio and Video Editing) to produce a portfolio of multimedia products.

What grades can students access?

Students will be able to access all grades ranging from a Level 1 Pass Level to a Level 2 Distinction Star grade.



How will students' learning be assessed?

The official assessment structure is based on:

- Unit 1 - 25% - Year 10 Website Design - Students will design a website for a given scenario. They will implement their website using HTML and CSS code and produce a range of graphics to include on their webpages.
- Unit 2 - 25% - Year 10 – Graphic & Photo Editing: Students will design and create a complex graphic (e.g. Poster, DVD cover). Using Adobe Photoshop, they will create their own assets and edit existing assets to enhance their visual aspect and combine them effectively on their final product.
- Unit 3 - 25% - Year 11 – Video Editing: Students will design (storyboard) and create a video clip (using Adobe Premiere) using a range of multimedia assets. They will combine several video clips and audio tracks in their final product.
- Unit 4 - 25% - Exam: Pre-Production Skills - Written Exam - End of Year 11 covering pre-production skills used in the creative and digital media sector.

What kind of learning styles does this course particularly suit?

This course is a vocational course involving a lot of practical work on the computer using a range of software (Graphic Editing, Video Editing, Sound Editing, Website Editing, etc.). Students will use a range of pre-production techniques (Story boards, mood boards, project plans, scripts, etc.) to plan and design their final products.

For further information please contact:

Mr Kerampran (Head of IT&Computer Science)

Mr Young (Teacher of ICT and Media)

GRAPHIC COMMUNICATIONS

Exam Board: AQA (tbc)

Course code or specification number: 8203

Level of qualification: Level 2 (GCSE)

What will students learn about?

Pupils will experiment with a range of modern graphic art media, techniques and processes. They will explore illustration, advertising, and typography and package design producing original and creative art work that responds to an idea, concept or issue.

Pupils will build upon design skills learnt in Key Stage 3, and learn digital techniques using adobe Photoshop, illustrator and where appropriate In Design and After Effects.

What skills will students develop and demonstrate?

Pupils will be taught how to use a wide range of graphic materials and equipment - both traditional and modern. They will be encouraged to learn how to use, understand and apply colour and design.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

This qualification consists of two components:

- Component 1 is worth 60% of the GCSE and consists of two practical projects. These will be completed in Year 10 and 11. Students will create a portfolio of evidence covering the following areas such as advertising and branding, illustration, etc. Students will have practiced these skills throughout practical projects in Year 9 and 10.
- Component 2 is a controlled assessment project set by the exam board and is worth 40% of the GCSE. In Year 11, students will be given ten controlled assessment hours to complete a portfolio of evidence based on a given design brief set by the exam board. They will apply the skills acquired from component 1 to complete their portfolio.

What kind of learning styles does this course particularly suit?

This course is targeted at independent learners who want to apply their creative skills to design and make pieces of communication with creativity and originality.

Students will be expected to carry independent research and develop a range of presentation skills to organise their portfolio of evidence using both traditional and modern/digital methods.

For further information please contact:

Mr Kerampran (Head of IT & Computer Science)

Mr Nunn (Course Leader, GCSE Graphic Communication)

DT - PRODUCT DESIGN

Exam Board: OCR

Course code or specification number: J310

Level of qualification: GCSE

What will students learn about?

Creative designing principles

Technical making principles

New and emerging technologies

Sustainability, people, culture, society and the environment

Industrial practices: CAD/CAM, production techniques and systems

Making using:

Graphic papers and boards

Natural /manufactured timber

Ferrous/ non-ferrous metals.

Thermoforming and thermosetting polymers

Natural, synthetic, blended and mixed fibres and woven, non-woven and knitted textiles

The course demands high level Maths and Science skills.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

50% End of course exam– this is a challenging and broad exam.

50% Designing and Making a quality product as controlled assessment.

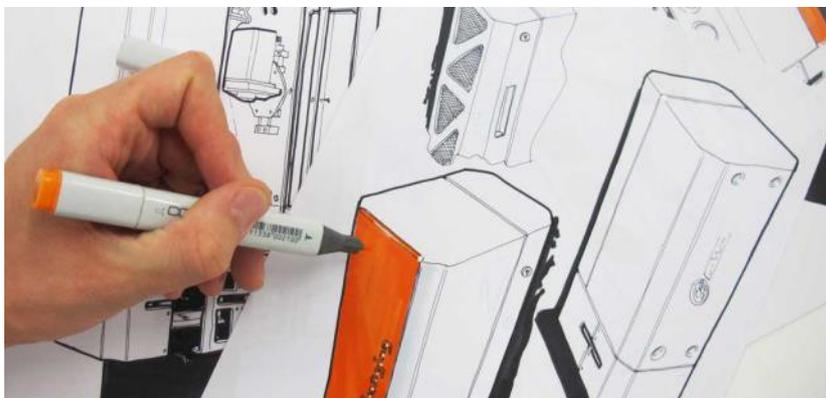
The students will be assessed in Years 9 and 10 on a range of design and make projects. In Year 11 there will be a theory exam and a design and make controlled assessment set by the exam board.

What kind of learning styles does this course particularly suit?

The GCSE is particularly suited to students with an aptitude for Maths and Science as this is a significant part of the course. In addition students will need an open minded approach to designing and problem solving working with a wide range of materials. Students will need to communicate their ideas in both 2D and 3D graphic communication.

For further information please contact:

Mr Froud (Head of Design Technology)



MUSIC

Exam Board: AQA

Course code or specification number: 8271

Level of qualification: GCSE

What will students learn about?

Through the study of prescribed set works, students will learn about music of the Western Classical Tradition (1650-1910) and about Popular Music. They will learn about performing music as a soloist and as a member of an ensemble. They will learn about techniques commonly required to compose music and how to respond to a given brief, enabling them to create music of their own

What skills will students develop and demonstrate?

Using written scores and listening material, students will learn to analyse the music of others.

They will learn how to use subject specific vocabulary. They will develop instrumental or vocal skills to enable them to perform as a soloist and as part of an ensemble and they will develop the skills necessary to compose structured music, including the use of ICT.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

There are three components to the GCSE exam.

Component 1 'Understanding Music' is a written exam and accounts for 40% of the overall mark.

Component 2 Performing Music is controlled assessment which is marked by the teacher and moderated by AQA. It accounts for 30% of the overall mark

Component 3 Composing is controlled assessment which is marked by the teacher and moderated by AQA. It accounts for 30% of the overall mark.

What kind of learning styles does this course particularly suit?

Music is an option subject at KS4 and is most suited to pupils who receive instrumental or vocal tuition. A willingness to absorb unfamiliar music and its associated, subject-specific, vocabulary will be necessary and students will need to develop an understanding of how and why music is created. Students will devote a considerable amount of time to instrumental/vocal practice, and it is hoped they would want to take part in extra-curricular musical activities to improve their performance, composition and listening skills.

For further information please contact:

Mr S. Clover (Head of Music)

BTEC MUSIC

Exam Board: Edexcel

Course code or specification number: **600/6818/8**

Level of qualification: **Level 2**

What will students learn ?

Students will learn music sequencing, recording, production, mixing and mastering techniques, managing a musical product. They will also learn exam content that explores the music industry at every level for an exam that takes place in Year 10.

What skills will students develop and demonstrate?

A wide range of practical skills from the manipulation of musical material in music software including Garageband and Logic to learning how to correctly place and use microphones to make clean recordings. Students will also use a range of software in their final year to plan and release a CD of their recordings and acquire vital management skills as well as learning how to work as part of a team.

What grades can students access?

Students are graded from a level 1 pass through to level 2 passes, merits and distinctions.



How will students' learning be assessed?

In Year 9, the work students complete will be practice assessments that will enable them to complete the four assessed units of work over Year 10 and Year 11, including the external exam, Unit 1, in Year 10. Submissions will be marked internally, verified and scrutinised by an outside moderator.

What kind of learning styles does this course particularly suit?

BTEC Music requires students to have an inquisitive mind and a strong work ethic. Working independently on assignments is essential and give students the opportunity to develop and demonstrate new skills that have strong vocational links to the music industry.

Students need to be able to reflect on their own work and learn to critically evaluate everything they are doing to access higher grade bands on the BTEC course.

Instrumental ability is not essential, but a keen interest in music and a good ear are vital as students will be required to use music sequencing software in Year 9 and 10.

Some units of work may also require students to take part in recorded discussions and planning sessions.

For further information please contact:

Mr Ashton (i/c BTEC Music)

PHYSICAL EDUCATION, SPORT, NUTRITION AND FITNESS

Exam Board: Edexcel

Level of Qualification: GCSE

What will students learn about?

The course is designed to build on the skills learnt in key stage 3 and encourage learners to become more competent, confident and expert in their techniques.

The GCSE qualification has engaging components that are assessed through two written papers:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data.
- Health, fitness and well-being
- Sport psychology
- Socio-cultural influences

What grades can students access?

GCSE grades 1-9

or

Exam Board: NCFE

Level of Qualification: V Cert Level 2

What will students learn about?

Designed for learners with an interest in any of the health and fitness contexts such as exercise, lifestyles and diet. Appropriate for learners who are looking to develop a significant core of knowledge and understanding, and want to apply that knowledge in preparing, planning and developing a health and fitness programme.

What grades and students access?

Pass, Merit, Distinction



How will students' learning be assessed?

In the GCSE the theoretical components will be assessed through **two externally examined papers (60%)**.

The **practical component** is internally assessed and externally moderated (**30%**). Students must complete three activities (team, individual, plus one other from a set list).

The students must complete a '**Personal Exercise Programme**' demonstrating their ability to plan, perform, monitor and evaluate their performance (**10%**).

In the V Cert to be awarded the NCFE Level 2 Certificate in Health and Fitness, learners are required to successfully complete 4 mandatory units.

Unit 01 – Principles of health and fitness - 25% portfolio

Unit 02 – Healthy lifestyles -25% portfolio

Unit 03 – Preparing and planning for health and fitness 25% externally Exam

Unit 04 - 25% portfolio.

What kind of learning styles does this course particularly suit?

Students should be dedicated sports players, who are involved in competitive sport, and able to demonstrate a willingness to apply their practical ability to an academic framework.

NB:

In Year 9 all students follow the same course, which, alongside a practical programme, looks at the fundamentals of “anatomy and physiology”, “healthy lifestyles” and “physical training programmes”.

At the end of Year 9, based on test data and practical performance, PE staff will make the decision regarding which of these 2 pathways would be most beneficial for each student

For further information please contact:

Mr Moriarty (Head of GCSE PE)



MEDIA STUDIES

Exam Board: Eduqas

Course code: C680QS

What will students learn about?

Students will learn about a variety of media products and gain an understanding of their industry significance. The course includes in-depth analysis of the following set products:

- Magazine Covers –*Pride* and *GQ*
- Film Posters –James Bond, *The Man with the Golden Gun* & *Spectre*
- Newspapers Front pages –*The Guardian* & *The Sun*
- Print Advertisements –*Quality Street* & *This Girl Can*
- Newspapers –*The Sun* website
- Film Industries –*Spectre* website
- Radio –*The Archers*
- Video Games –*Pokémon Go*
- Television- set genre episode
- Music Videos and Online Media

What skills will students develop and demonstrate?

Students will learn to analyse and evaluate media texts in detail. They will learn subject specific language and apply theoretical approaches to their extended written analysis of the set products. They will develop research, planning, and production skills as a part of their independent production piece.

What grades can students access?

Students will be able to access grades 9 to 1 as part of this GCSE course.



How will students' learning be assessed?

| | |
|--|---|
| Written Exam 1 Exploring the Media (40%) | Section A: Media Language & Representation How the media communicates with its audience and how certain groups of people are portrayed. |
| | Section B: Exploring Industries & Audiences and why particular products appeal to their audience as well as industry context. |
| Written Exam 2 Understanding Media forms & products (30%) | Section A: Television analysis of a set programme and comparison with TV genre. |
| | Section B: Music (music videos and online media) analysis of three music videos and two artists' websites. Focus will be on industry context, representations, and audience appeal. |
| Coursework (30%) | Creating Media Products Students individually research, plan, and create content for a magazine responding to a brief set by the exam board. |

What kind of learning style does this course particularly suit?

To be successful in GCSE Media Studies you need to have a good mix between creativity and analysis skills. It's important to understand that this course involves extended written analysis. You should also be open to studying industries and products that you are unfamiliar with. The coursework element requires you to be organised and complete creative tasks such as photoshoots outside of lesson. The nature of the coursework demands good time management and meeting strict deadlines.

For further information, please contact:

Mr Brewer (Head of Media and Film Studies)

RELIGIOUS STUDIES

Exam Board: AQA

Course code or specification number: Specification A

Level of qualification:

Full Course GCSE

What will students learn about?

- Christian beliefs and Teachings
- Christian Practices
- Islamic Beliefs and Teachings
- Islamic Practices
- Religion and Life
- Religion and War
- Religion and Crime in Society
- Religion and Relationships

What skills will students develop and demonstrate?

Debating

Expression of personal opinions

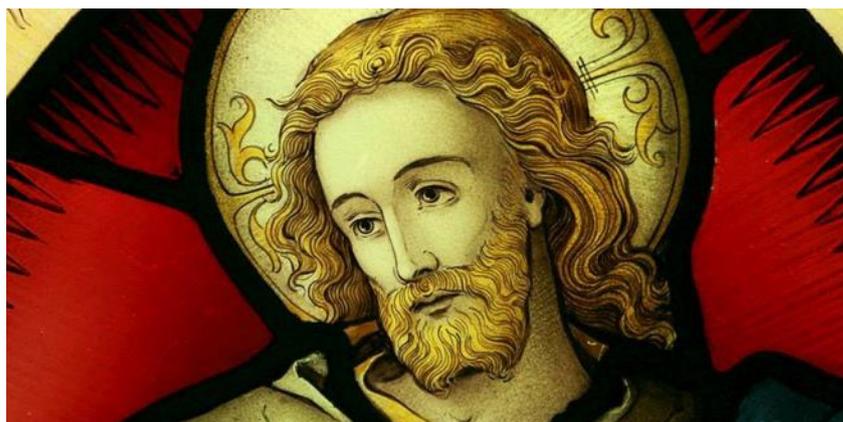
Asking philosophical questions

Essay writing

Source interpretation

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

There will be continued summative assessments through written essays and exam practice questions accompanied by an end of unit test for each of the eight modules.

Examined at the end of Yr11 with 2x 1h 45mins papers.

What kind of learning styles does this course particularly suit?

Students interested in exploring faith and concepts of belief.

Students who can articulate their opinions and who are willing to engage in discussion and debate

Students who are committed to producing quality written work, as the course is heavily weighted in essay style writing.

For further information please contact:

Mrs K Saied (Head of RE)



Sociology

Exam Board: AQA

Course code or specification number: 8192

Level of qualification: GCSE

What will students learn about?

1. *The sociological approach*
2. *Social structures, social processes and social issues*
3. *Families*
4. *Education*
5. *Crime and deviance*
6. *Social Stratification*
7. *Sociological research methods*

What skills will students develop and demonstrate?

AO1: demonstrate knowledge and understanding of sociology theories, concepts, evidence and methods.

AO2: Applying knowledge and understanding of sociological theories, concepts, evidence and methods.

AO3: analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

Two written examinations at the end of Year 11. Both examinations last for 1hr 45 minutes. The content is divided between two papers, each weighing 50% of the final grade.

Paper 1: The sociology of families and education –

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Type of Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

Paper 2: The sociology of crime and deviance and social stratification –

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Types of Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses

What kind of learning styles does this course particularly suit?

The specification requires students to:

- Draw on information and evidence from different sources and demonstrate the ability to synthesise them
- Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use
- Analyse and evaluate information and evidence presented in different written, visual and numerical form
- Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas
- Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions
- Draw connections between different topic areas studied.

For further information please contact:

Mrs N Baxter (Head of Sociology)

BTEC: PERFORMING ARTS

Exam Board: Pearson

Level of qualification: BTEC Level 2
First Award in Performing Arts

What will students learn about?

The course has been designed as a vocational route that encourages personal development through practical participation and performance in a range of performing arts disciplines. The course gives learners a wider understanding and appreciation of performing arts through defined pathways.

What skills will students develop and demonstrate?

Throughout the course students will undertake two mandatory units. The first looks at understanding the skills needed to create a successful audition piece.

The second focuses on creating a fictional production company and creating a performance from an initial idea to a fully realised performance.

There is then an additional unit where learners will specifically focus on the development of skills that an actor needs in vocational settings.

What grades can students access?

Students will be able to access either a pass, Merit or Distinction. This is equivalent to two GCSEs



How will students' learning be assessed?

Students will be assessed in a variety of ways. Students will complete assessed presentations and theoretical components such as learning journals, performance notes and workshop reviews. Assessment will also consist of a range of practical pieces which will demonstrate students ability to apply what they have learned about rehearsal, performance and the performing arts industry.

What kind of learning styles does this course particularly suit?

There are aspects of this course to suit all learning styles as the curriculum covered involves a high level of practical work and theoretical tasks. The units are based on a brief, where there is a high level of practical involvement that is ongoing, with written elements to support. Being a vocational course, it is heavily geared towards kinaesthetic learners but has aspects that will suit all preferred learning styles.

For further information please contact a member of the Drama department.



TEXTILE DESIGN

Exam Board: AQA

Course code or specification number: 8024

Level of qualification: GCSE

What will students learn about?

Students will learn about a range of topics:

- Art Textiles
- Fashion/Costume Design and Illustration
- Constructed Textiles
- Printed and Dyed Textiles
- Surface Pattern and Embellished Textiles

What skills will students develop and demonstrate?

Students will develop a range of practical skills. They will also develop evaluation skills. Their written skills will also be developed.

What grades can students access?

Students will be able to access grades 1-9



How will students' learning be assessed?

Students are assessed throughout the course to practise key skills and to prepare for the formal assessments.

The formal assessments are:

- A portfolio of work to evidence the course of study including finished textiles pieces (60%)
- An assignment completed within 10 hours of supervised time (40%)

Both of these components are non-examined assessments.

What kind of learning styles does this course particularly suit?

Students who have a flair for textile design and a keenness to develop a range of textile related practical skills will enjoy this course. Students will need to have good organisational and evaluation skills and be prepared to maintain their evidence folders throughout the course.

For further information please contact:

Mrs S Irons (Head of Department)

Mrs C Kemp (GCSE Textiles teacher)



RESILIENCE CURRICULUM

The Resilience Curriculum is a comprehensive programme of mini projects that aim to develop the student's ability to move forward and achieve the best possible outcomes both at school and when they leave.

To achieve this the students will spend a lot of time working in groups and with a variety of adults from different organisations to complete projects.

What will students learn about?

The students will take part in a variety of projects and trips to develop their knowledge and understanding of:

- Finance
- Enterprise
- Careers and Post 16 Opportunities
- First Aid

Beyond these core programmes the students will also engage in offsite trips to ensure all projects are linked to real life situations.

What skills will students develop and demonstrate

- Teamwork
- Communication
- Target setting
- Cooperation

Students will develop these skills while developing their Resilience and confidence.



How will students' learning be assessed?

Students will be working to develop seven areas of resilience as above. These will form the backbone of all the work that they do and all trips that they go on.

Students will at times use the Prince's Trust programme as a guide to help them focus on what they need to do to achieve success as well as the following:

- Challenging ways of thinking through the use of the Growth Mindset already used widely at Copleston
- Practical challenges throughout the course by learning to play the ukulele and to juggle!
- Promoting confidence of students by regularly practicing public speaking
- Encouraging students to take responsibility for their learning and enable them to identify the attributes of a successful learner
- Challenging endurance of students to keep trying even through difficult tasks.

What kind of learning styles does this course particularly suit?

This course is targeted at young people who will benefit from additional opportunities to develop their resilience.

- Can stick at things even if they are difficult until they have succeeded.
- Always finish what they started to a high standard.
- Always enjoy a challenge and just get on with it.
- Can cope well with setbacks and start to find their own way out, always remaining positive.
- Can find interest in whatever they do.
- Is self-starter when it comes to tasks and gets stuck in.

For further information please contact:

Mr Bennett and Mrs Barlow (I/C Resilience Curriculum)

PSHE

Exam Board: N/A

This is a compulsory subject in all maintained schools in Britain. At Copleston we provide this information through Flexi-Days and extended assemblies throughout the year. This is for year 9 through to year 11.

What will students learn about?

Students will learn various controversial and informative topics that link to their lives & will help for their futures. Topics include; drugs and alcohol education, careers and future development, teenage sexual health, personal safety and domestic violence awareness. The students will also be able to complete a finance qualification in Year 11.

What skills will students develop and demonstrate?

Students will be able to develop and demonstrate listening skills, empathy, resilience, and personal coping skills to be able to become well rounded individuals.

Who runs the sessions?

Trained professionals are contacted to contribute to the various flexi days and extended assemblies. They have a wealth of experience.



How will students' learning be assessed?

Assessment in PSHE is an ongoing process. All students will complete emotional literacy assessments at the start of the year. This will be assessed and any students who show they are in need of extra support will be given intervention throughout the year. The topics will help them to develop into well rounded individuals.

What kind of learning style does this course particularly suit?

During the flexi days and extended assemblies, students will have to use listening skills, but also work collaboratively with their peers to develop their ideas around various issues.

If students wish to discuss the issues raised in these sessions further then they are able to come to speak with the Head of PSHE or their Head of Year.

For further information please contact:

Miss J Halesworth (Head of PSHE)





Connecting GCSEs to Careers

To help you to start thinking long-term you will find information below that connects each GCSE option to some of the careers they relate to including the skills you will develop. Remember - if you choose a GCSE it doesn't necessarily mean you'll end up with a career relating to it. It's never too early to start thinking where your skills and interests could lead you.

| Subject | EBACC | Basket | Future Prospects | Career/Job Title | Skills |
|---------------------------------|-------|--------|---|--|--|
| English Language and Literature | Y | 1 | GCSE English is vital for a whole range of employment options, college and university courses. For most jobs, employers will look for good communication skills, both written and spoken, and the ability to read with insight and understanding. | Barrister Teacher Politician Solicitor Journalist Writer Actor / Actress Counsellor Social Worker Public Relations Officer Librarian Psychologist | <ul style="list-style-type: none"> Written and verbal communication Information handling Planning essays, reports and projects Persuasion Negotiation Presenting points of view Research |
| Mathematics | Y | 1 | Just about everything!, people with Maths qualifications can go into, accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, civil service, design, construction and astrophysics. | Software Engineer Economist Aerospace Engineer Financial Advisor Accountant Quantity Surveyor Civil Engineer Architect Graphic Designer | <ul style="list-style-type: none"> Calculation Problem-solving Budgeting Planning Research Interpreting statistics Analysing data |
| Science | Y | 2 | All of these Science subjects - Biology, Physics and Chemistry - can be taken up to a higher level of education. Next steps include: <ul style="list-style-type: none"> AS/A2-Level in Biology, Physics and/or Chemistry BTEC Level 3 NVQ Levels 2 to 5 Intermediate and Advanced Level Apprenticeships. You can pursue your preferred subject to a higher level or take a number of Science subjects alongside each other. Science subjects provide a good basis for further education and they develop a range of skills including analytical abilities, evaluation, planning and observational skills. | Astronomer Physicist Chemical Engineer Midwife Doctor Biologist Forensic Scientist Veterinary Surgeon Zoologist Research Scientist Science Teacher Mechanical Engineering Geologist Meteorologist Surgeon Nurse | <ul style="list-style-type: none"> Planning Health and safety Data analysis Data interpretation Statistics Critical thinking Observation Attention to detail Problem-solving Communication IT |
| Geography | Y | | There is a wide range of career options available to students who study Geography. Geography is a dynamic subject, which lends itself to most occupations. It is a relevant subject as it covers issues such as concern for the environment and the issue of sustainability. As an academic subject, employers are keen to employ students who have been successful in Geography. | Town Planner Geographer Travel Agent Logistics Manager Surveyor Humanitarian Environment Planner Conservation Officer Geospatial Analyst | <ul style="list-style-type: none"> Research Evaluation of evidence Writing Construction of reasoned arguments Communication Problem solving Planning Prediction Record-keeping Cataloguing IT |

| Subject | EBACC | Basket | Future Prospects | Career/Job Title | Skills |
|-------------------------|-------|--------|---|---|---|
| History | Y | 2 | History can open the door for many different careers such as Law, teaching and management roles. Often the ability to look at the past can help you to understand the present and employers will always favour this. History develops a wide variety of skills and abilities that are useful and relevant to many careers. It develops skills in reasoning and arguing your point, which are useful to people working in law and accountancy, so it is a subject that is highly valued by employers, colleges and universities | Barrister Historian Museum Conservator Archaeologist Archivist Anthropologist Media Researcher Broadcast Journalist Politician Teacher | <ul style="list-style-type: none"> • Research • Evaluation of evidence • Writing • Construction of reasoned arguments • Communication • Problem solving • Planning • Prediction • Record-keeping • Cataloguing • IT |
| Languages | Y | 2 | Many professional and international companies seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill. Almost all University courses include an option to add study of a foreign language and / or study abroad. | Translator PR Officer Reporter Speech Therapist Tour Guide Humanitarian Copywriter Diplomat Market Researcher | <ul style="list-style-type: none"> • Communication in at least two languages • Translation and interpretation • Knowledge of grammar • Writing • Presentation • IT • Cultural awareness • Adapting to new surroundings • Team-working and working alone. |
| Computer Science and IT | Y | 2 | Students studying these courses will be well prepared to take an A level or equivalent Computer Science and IT qualification in further education and training. Computer Studied in particular is recognised as a high-quality academic subject and held in high regard by Colleges and Universities. | Video Game Tester IT Analyst Project Manager Web Developer Social Media Executive Video Game Designer Software Developer Web Designer Network Engineer | <ul style="list-style-type: none"> • Word processing, spreadsheets, email, database, internet • Programming • Network design • Multimedia design • Software development • Retrieving information • Teamwork • Numeracy • Report writing |
| Graphic Communication | N | 3 | Students studying Graphic Communication will be introduced to a variety of experiences exploring a range of graphic media, techniques and processes, including both traditional and new technologies. | Creative/Art Designer Layout Artist Brand Identity Designer Logo Designer Flash Media Designer Illustrator Photographer Web Designer | Technical abilities Multimedia Design Teamwork Creativity Design skills |
| Art and Design | N | 3 | The creative industries in the UK contribute £60 billion to the economy and employ 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. There are hundreds of specialisms but it is competitive and you do need to work hard. A GCSE in Art & Design will allow you to explore and develop your creativity. There are related post-16 education opportunities available if you want to take your creative talents further, such as: <ul style="list-style-type: none"> • AS and A2-Level in Art & Design • BTEC Level 3 in Art & Design, Graphics, Fashion & Clothing and Photography • NVQ Levels 2 to 5 • Intermediate and Advanced Level Apprenticeships in Arts, Media & Publishing | Artist Graphic Designer Crafts Designer Furniture Designer Illustrators Art Auctioneers Gallery and Museum Curators Film and Video Editor Landscape Designer Textile Designer | <ul style="list-style-type: none"> • Technical abilities • Practical skills • Creativity • Communication skills • Design and craft skills • Decision Making • Collaborative working |

| Subject | EBACC | Basket | Future Prospects | Career/Job Title | Skills |
|--------------------------------|-------|--------|---|---|---|
| Graphics | N | 3 | A pass at grade C or higher is a very important qualification – together with a similar qualification in English, Maths and Science is a gateway to many exciting careers and study at higher levels. Careers in graphic design, product design, illustration architecture are only a few options in the ever growing creative industry. | Graphic Designer Interior Designer Animator Product Designer Sign Writer Medical Illustrator Photographer Web Developer | <ul style="list-style-type: none"> • Design skills • Technical abilities • Practical skills • Creativity • Decision Making • Collaboration and communication skills • Independent thinking and working • Meeting Deadlines |
| Music And BTEC Music | N | 3 | Music develops teamwork, time management and reflection skills, all of which are crucial in many aspects of life and work. Music is a very useful addition to any well balanced set of qualifications. It gives students the many skills and qualities that universities, colleges and employers are looking for. If you enjoy the GCSE or BTEC Music course then you can consider these post-16 further education opportunities: <ul style="list-style-type: none"> • A level in Music, • BTEC Level 3 • NVQ Levels 2 to 5 • Intermediate and Advanced Level Apprenticeships in Arts, Media & Publishing. | Musician Event Manager Music Therapist Recording Engineer Composer Music Teacher A&R Talent Scout Music Promotor Audio Engineer DJ Singer | <ul style="list-style-type: none"> • Creativity • Written • Reading Musical Notation • Composition and Arrangement • IT • Music Theory • Performance technique and management • Team work • Meeting deadlines |
| Dance | N | 3 | Dance will set students up to continue with A levels at Key Stage 5. Many students will go on to study dance further at University or Dance Conservatoires to Degree level and beyond. Courses are at Masters and PhD level. | Choreographer Dancer Cruise Ship Entertainer Receptionist Pilates Teacher Circus Performer Physiotherapist Actor | <ul style="list-style-type: none"> • Improvisation • Explorative strategies • Interpretation • Structure of play • Technical abilities • Practical skills • Collaboration and communication skills • Enquiring and reflective minds • Independent thinking and working |
| Product Design | N | 3 | A pass a grade C or higher is a very important qualification – together with a similar qualification in English, Maths and Science it is a gateway to many exciting careers and study at higher level. Employers will value the GCSE in Product Design because it develops creative, technical and problem solving skills that are transferable in a range of careers If you want to take this course further after GCSE, you could consider these routes: <ul style="list-style-type: none"> • AS/A2-Level in Product Design • BTEC Level 3 in Art & Design • NVQ Levels 2 to 5 • Intermediate and Advanced Level Apprenticeships. | Graphic Designer Engineers Manufacturing Engineer Visual Merchandiser Design Engineer Web Designer Food Technologists | <ul style="list-style-type: none"> • Design • Technical • Problem Solving • Creativity • Team work • Time management • Analysing • Practical skills • IT |
| Drama and Btec Performing Arts | N | 3 | A GCSE in Drama or Btec in Performing Arts shows an employer that a student has confidence and good communication skills and an ability to work independently. It is an excellent subject to take in order to show diversity of interest and creativity. With a GCSE in Drama or a Btec in Performing Arts you could continue your studies on any of subject at level 3. Drama graduates are statistically proven to be those who found employment the easiest after leaving university. | Actor Music Therapist Broadcast Journalist PR Manager Set Designer Film Producer School Teacher Screenwriter Film Director | <ul style="list-style-type: none"> • Knowledge and understanding of style, genre and social context • Performance techniques interpretation, improvisation, voice, physicality, stage relationships with others • Design skills • Technical abilities • Practical skills • Collaboration and communication skills • Enquiring and reflective minds • Independent thinking and working |

| Subject | EBACC | Basket | Future Prospects | Career/Job Title | Skills |
|--------------------------------|-------|--------|---|---|---|
| Food Preparation and Nutrition | N | 3 | A GCSE in Food Preparation and Nutrition provides you with essential life skills and applied knowledge, designed to provide you with a choice of routes into employment, as well as further education. It is suitable for anyone with a career interest in food and nutrition This GCSE course has been designed to provide you with a choice of routes into further education. If you want to take this subject further, there are a range of post-16 education opportunities available, such as A-Levels, NVQs or BTEC Level 3 | Chef Dietician Health Promotions Officer Kitchen Manager Microbiologist Food Scientist Nutritionist | <ul style="list-style-type: none"> • Cookery skills • Creativity • Team work • Time management • Analysing • Practical skills • Independent thinking and working |
| V Cert in Food and Cookery | N | 3 | The V Cert provides you with essential life skills in Safety and Hygiene, Food Preparation and will help develop confidence in the correct and safe handling of equipment, encouraging forward planning and organisational skills. | Chef Food Studies Dietetics Health and Social Care Child Care and Development Nursing Food Technologist Nutritionist Food Production and Manufacture Army Catering | <ul style="list-style-type: none"> • Cookery skills • Creativity • Team work • Time management • Analysing • Practical skills • Independent thinking and working |
| PE | N | 3 | This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry. Successful completion of the course offers an appropriate foundation for level 3 Sports courses such as A Level Physical Education and BTEC National Diploma in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions. | Athlete P.E Teacher Sports Commentator Event Manager Leisure Centre Manager Sports Scientist Outdoor Sports Instructor Fitness Instructor | <ul style="list-style-type: none"> • Teamwork • Presentation and oral communication • Time management and planning • Keeping to rules • Health and safety • Determination • Motivation - self and team • Resilience |
| RE | N | 3 | Religious studies is excellent for a wide range of careers, including law, public services, medicine, business, journalism and teaching as it teaches the higher level skills required to develop and defend personal and professional views. | Journalist Editor Politician Author Policy Manager Barrister Solicitor Psychologist Judge | <ul style="list-style-type: none"> • Communication • Critical Analysis • Research • Teamwork • Listening • Expressive • Interpretation and evaluation • Reflective |
| Textiles | N | 3 | A pass at grade C or higher is a very important qualification – together with a similar qualification in English, Maths and Science is a gateway to many exciting careers and study at higher levels. Employers will value the GCSE in Textiles as it develops creative, technical and transferable skills. If you want to take this course further after GCSE then you could consider these routes: <ul style="list-style-type: none"> • AS/A2-Level in Product Design and/or Art & Design • BTEC Level 3 in Art & Design • NVQ Levels 2 to 5 • Intermediate and Advanced Level Apprenticeships | Fashion Designer Textile Production Manager Upholsterer Costume Designer Product Designer Leather Craftworker Textile Designer | <ul style="list-style-type: none"> • Looking for detail • Hand-eye coordination • Creativity • Visual communication • Design • Digital manipulation • Understanding and using tools. |

Name: **Xxxxxxx Xxxxx 8XX**

KS2 English: 104 KS2 Maths: 106

| | Subject | Current Grade | |
|------|---------|---------------|---------------------------------------|
| Core | English | I1 | All students take these core subjects |
| | Maths | A2 | |
| | Science | I3 | |

Please indicate 8 options chosen, including 2 from EBACC Subjects

| | Subject | Current Grade | | Tick here |
|----------------|------------------|---------------|--|-----------|
| EBACC Subjects | Geography | I1 | Choose at least 2 subjects from this block | |
| | History | I1 | | |
| | Computer Science | I1 | | |
| | French | I2 | | |
| | Spanish | ---- | | |

| | Subject | Current Grade | | Enter rank order number | |
|-----------------------|--|---------------|--|-------------------------|-------------------|
| Other Subjects | Art and Design – Fine Art | I3 | Please choose a total of 8 options in rank order of preference | | |
| | Art and Design - Graphic Communication (ICT) | ---- | | Only one of these | |
| | Art and Design - Textile Design | B2 | | | |
| | Music GCSE | ---- | | | Only one of these |
| | Music Btec | ---- | | | |
| | Drama | I1 | | Only one of these | |
| | Performing Arts Btec | I1 | | | |
| | Dance | ---- | | | |
| | DT: Product Design | I1 | | | |
| | Food Preparation and Nutrition | B3 | | | |
| | Information & Communication Technology | I2 | | | |
| | Media Studies | ---- | | | |
| | Sport, Nutrition and Fitness | I2 | | | |
| | Religious Education | I3 | | | |
| | Sociology | ---- | | | |
| Resilience Curriculum | ---- | | | | |

----- Subjects not currently being studied

* Students will study a total of 5 option subjects chosen from the Ebacc and other subjects. Students will be allocated to their highest preference options where possible and with regard to suitability for the chosen course.

Key for grades

| | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| S1 | S2 | S3 | F1 | F2 | F3 | B1 | B2 | B3 | I1 | I2 | I3 | A1 | A2 | A3 | E1 | E2 | E3 |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

S: Working below Foundation

F: Foundation B: Breakthrough

I: Intermediate A: Advance E: Exception

Most Yr 8 students will be here