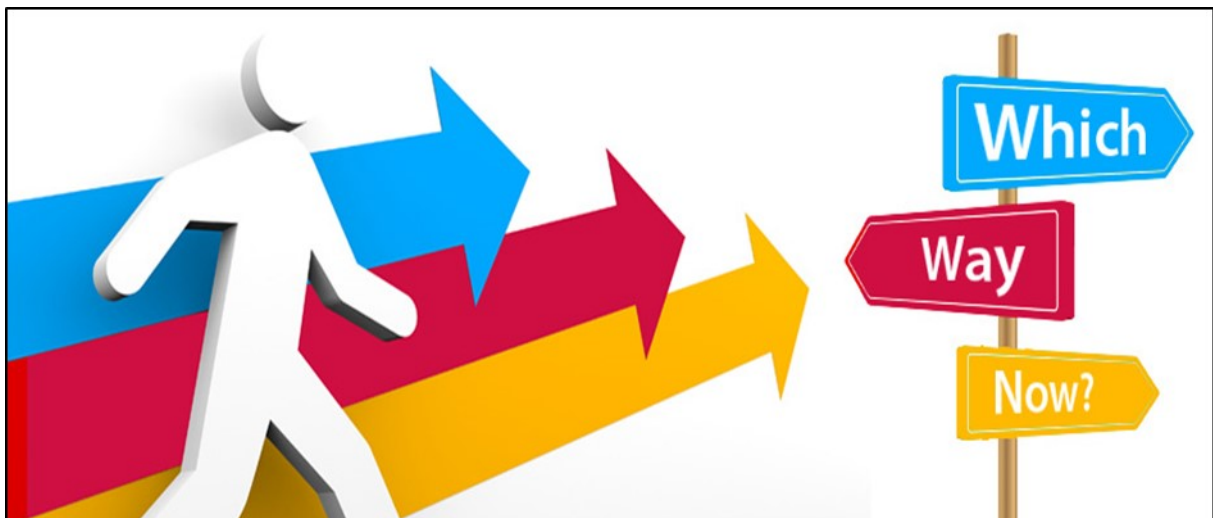


KS4 Options 2024

Information, Advice and Guidance for Year 9 Students & Parents



Options 2024

The time has come for you to choose some of the subjects you wish to study for the next two years. This is a crucial decision for you. You need to ensure you strike the right balance of what you enjoy whilst keeping an idea on future career plans and what you will need to deliver them.

The choice of options helps you to study what you enjoy and what you are good at, although you might have to choose between two subjects when you would like to do both of them. Your tutors, Head of Year, teachers, Mr Jackson and Mrs Farrow are here to advise you at each stage. Obviously, you will do better and find KS4 easier to navigate, if you have a keen interest in the subject and the willingness to work hard to achieve your very best.

When making your decisions, consider the following to help you:

- Be clear about your own strengths and weaknesses in term of specific subjects;
- Aim for a balanced selection across different subject areas and faculties;
- Consider carefully what your possible career pathways might be. Aim to be flexible to keep your options open;
- Be sure to investigate the entry requirements for any Post-16 institutions you are considering;
- Talk to your parents, tutor and subject teachers for help and guidance;
- Read the information for each subject in this booklet very carefully. Consider how you will be assessed and what the course involves. This may help you to finalise your decision.

When making your decision, beware of falling into the following traps:

- Do not choose a subject because your friend is doing it. You may end up in different classes and their strengths and interest may not necessarily be yours!
- Do not choose a subject because you assume you will have a specific teacher. Timetables are complicated and we cannot advise who will teach which groups or subjects before the options are finalised.

Your options are an important step for you but remember, you are not alone. Guidance and support is available

Tuesday 30th January	<ul style="list-style-type: none">• Tutor time devoted to Options and supporting your decision-making.
Week Beginning 5th February	<ul style="list-style-type: none">• Y9 Options Week – a focused week with activities designed to support you. Your parents will have received letters and you will receive your options handbook to share with your parents.
Thursday 8th February	<ul style="list-style-type: none">• Y9 Options Evening for parents
Tuesday 22nd February	<ul style="list-style-type: none">• Y9 Subject Parent Evening• Y9 reports issued
Friday 8th March	<ul style="list-style-type: none">• Final deadline for Option Form returns• Any received after this date will reduce the chance of you receiving your preferred option choices. It's important you do all you can to meet this deadline.

throughout the process. The following key dates need to be uppermost in your mind as we move through this process:



Other Factors to Consider

English Baccalaureate Subjects

The 'EBacc', as it is known, is not an additional qualification. It is, rather, a group of subjects the government recommends as representing a broad, balanced and academically rigorous suite of qualifications. To achieve the 'EBacc' you would need to study the following GCSE subjects:

- English, Maths and Science (all of which you will study as **core** subjects)
- A Modern Foreign Language (either Spanish **OR** French at TK)
- **EITHER** History **OR** Geography.

The government website lists the following as reasons to encourage take-up of EBacc subjects:

- Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and this determines their opportunities beyond school.
- A study by the UCL Institute of Education shows that studying subjects included in the EBacc, provides students with greater opportunities in further education, and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals studying the EBacc can help improve a young person's performance in English and Maths.
- The government's ambition was to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025.

At Thomas Keble, we do not insist every child takes the Ebacc suite of qualifications. However, the opportunity is there for those who feel they wish to pursue this study route. We would encourage all students to consider it, however we recognise it is not right for everyone and we aim to provide flexibility for all students to consider it within the Options process.

If you would like more information on the English Baccalaureate, you can find it here:

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

Are Vocational Subjects as rigorous as GCSE Subjects?

GCSE routes are not the ideal pathway for every student. In a small number of subject areas, we offer high quality, vocational alternatives. These are Level 2 courses and **are** accepted by our Post-16 Providers as supplementary qualifications, outside of the core 'academic basket.' They do not close any doors and students can choose to study them, confident they will support applications to the following providers / pathways:

Your Route to Success



Your KS4 course is very important. It is made up of a number of different elements. The details below will help you to understand these elements:

Core subjects

These are compulsory and are studied by all students. At Thomas Keble, the following subjects are CORE:

- English Language and English Literature;
- Mathematics;
- Science: Choosing between the different pathways that are suited to your Science ability;
- Core Religion, Philosophy and Ethics (Non-examinable)
- Core PE lessons (not examined, however vital to maintaining a healthy balance of body and mind!).

Your **CORE** subjects will count as 5 or 6 qualifications.

In addition to the core subjects, you will need to choose another FOUR option subjects. This will mean you will achieve either 9 and 10 qualifications by the end of Year 11.

There are some rules...

To provide equal access for all and to ensure you study a broad and balanced programme of subjects, the following 'rules' apply to your choices:

- You cannot choose the same subject more than once (e.g. you can't study both GCSE PE and OCR PE);
- You CAN combine iMedia and Computer Science (both computing based);
- Your option form choices cannot contain more than one Design Technology subject. This is due to the large amount of coursework contained within the GCSE Design subjects.

Please note the following:

- Whilst we endeavour to allocate students their first choice preference, in a small number of cases this will not be possible. Reasons for this include: staffing and timetable restrictions, limited number of places available for some subjects due to health and safety (eg. DT Food), insufficient number of students opting for a subject, rendering a course unviable to run,
- If it is the case we cannot allocate a student their first choices, they will be spoken to by Mrs Rossiter during the summer term;
- Option choices will be confirmed to students in the summer term;
- Only in exceptional circumstances will a student be allowed to change their options— If a student wishes to change their options, a parent/carers will need to make a formal request, for the attention of Mrs Rossiter, by the end of September 2024. Students and their parent/carers will be notified, within 5 working days, of the final decision as to whether any changes can be made.

Examinations 2026

Subject	Board	Code	Tiers	Award	Grading
English Language	AQA	8700	1	GCSE	9-1
English Literature	AQA	8702	1	GCSE	9-1
Maths	Edexcel	IMA1	2	GCSE	9-1
Entry Level Maths	AQA	5930		Entry level	EL1 EL2 or EL3
Entry Level Science	AQA	5960		Entry level	EL1 EL2 or EL3
Combined Science Trilogy	AQA	8464	2	GCSE Double Award	99-11
Biology	AQA	8461	2	GCSE	9-1
Chemistry	AQA	8462	2	GCSE	9-1
Physics	AQA	8463	2	GCSE	9-1
Art	AQA	8201	1	GCSE	9-1
Citizenship	OCR	J270	1	GCSE	9-1
Computing: Computer Science	OCR	J277	1	GCSE	9-1
Creative iMedia	OCR	J834	1	Cambridge National Award	P1, M1, D1, P2, M2, D2, D*2
Employability Skills & Volunteering	ASDAN	TBC	1	Entry Level Certificate	Pass
Dance	AQA	8236	1	GCSE	9-1
Drama	AQA	8261	1	GCSE	9-1
DT Food & Nutrition	Eduqas	C560P1	1	GCSE	9-1
DT Hospitality & Catering	WJEC	5409	1	Level 1/2 Award	P1, M1, D1, P2, M2, D2, D*2
DT Timbers	Edexcel	1DT0	1	GCSE	9-1
DT Textiles (Art and Design)	Edexcel	1TE0	1	GCSE	9-1
Geography	AQA	8035	1	GCSE	9-1
History	OCR	J411	1	GCSE	9-1
Horticulture	ASDAN	TBC	1	Entry Level Certificate	Pass
Environment Studies					
MFL: French	AQA	8658	2	GCSE	9-1
MFL: Spanish	AQA	8698	2	GCSE	9-1
Music	AQA	8271	1	GCSE	9-1
PE GCSE	AQA	8582	1	GCSE	9-1
RE Full Course	WJEC	C120P3	1	GCSE	9-1
Sport Science	OCR	J828	1	Cambridge National Award	P1, M1, D1, P2, M2, D2, D*2

Your Route to Success



Further Information, Advice and Guidance

Whilst this booklet will give you details for all of the courses on offer next year, there will undoubtedly be occasions where you want more advice and guidance. We can certainly help with that! Take full advantage of all the resources on offer:

- Your teachers - they are the best source of information on the courses themselves;
- Our Careers Advisor, Mrs Farrow - book an appointment by speaking to Miss Jesson in Reception;
- The school website;
- Options Evening;
- Parents' Evening;
- The exam board websites - these are listed under each subject area in this booklet.

Remember, the support you will receive does not stop in Year 9. During Y10 and 11, we aim to ensure you are fully aware of all the opportunities available so you can make plans for your life beyond Thomas Keble. You will be invited to a host of activities, events and information packages and will have a chance to meet with a wide range of Post-16 providers to make those all important decisions.

Please also find below links to our top post-16 providers (2022 data) so you can look at their general entry requirements and the entry requirements for specific subjects.

Cirencester College - <https://www.cirencester.ac.uk/>

Stroud College - <https://www.sgscol.ac.uk/>

Hartpury College - <https://www.hartpury.ac.uk/>

Marling Sixth Form - <https://www.marlingsixthform.org/>

Stroud High Sixth Form - <https://www.stroudhighsixthform.co.uk/>

Gloucestershire College - <https://www.gloscol.ac.uk/>

Core Subjects Contents



- . English Language
- . English Literature
- . Maths
- . Science
- . Core Religion, Philosophy

English Language



Why study English?

This course is an exciting opportunity to explore a range of fiction and non-fiction texts from different times. Students will have an opportunity to write pieces of narrative and descriptive writing, as well as a range of non-fiction texts such as newspaper articles, speeches and formal letters. Students will also complete a certificate in Speaking and Listening, taking the form of a formal speech.

English and the World of Work

The English Language GCSE has always been important in equipping students with the core skills of reading, writing, speaking and listening, vital in every aspect of your child's future.

Personal Skills Development

Students are encouraged to actively engage in lessons, working individually and in groups. The course will enable them to think critically about a range of texts so you can work out the key ideas and the writer's intentions. It will also allow them to utilise strategies so they can articulate their own opinion in a clear and concise manner.

Course Content

We follow the AQA English curriculum. English GCSE, students will study traditional English Language fiction and non-fiction extracts, identifying, and then analysing, the techniques a writer has used. They will then apply these techniques in their own fiction and non-fiction writing.

Students will also be expected to deliver an individual speech on a topic of their choosing, and this will result in a certificate of Speaking and Listening.

How will I be assessed

AQA English Paper 1 - 1hour 45 minutes and

AQA English Paper 2 – 1hour 45 minutes

There is no coursework for English Language.

English Literature



Why study English?

The English Literature GCSE is a challenging and rewarding study of important cultural and historical literature texts. Students will study a range of texts from a classic Shakespeare play to modern poetry by the current Poet Laureate. We hope to enhance this experience by using visiting theatre companies and, where possible, watching the texts performed in local theatres.

English and the World of Work

The purpose of the English Literature GCSE is to introduce our students to texts that challenge their place in the world and make them aware of their cultural history, as well as encouraging a lifelong love of reading. Each of the texts we study explores culturally and historically important topics and themes.

Personal Skills Development

Students are encouraged to explore these texts individually, and in their classes, and will gain insight and understanding of a challenging number of 'classic' texts. The course will enable them to think critically about a range of texts so they can ascertain the key ideas and the writer's intentions.

Course Content

There are two English Literature exams.

In Paper 1 students will answer questions on 'Macbeth' by William Shakespeare and 'A Christmas Carol' by Charles Dickens.

In Paper 2 students will answer a question on 'An Inspector Calls' by JB Priestley.

Students will also study fifteen poems about Power and Conflict from the AQA English Literature Poetry Anthology and a range of unseen poetry.

How will I be assessed

There are two English Literature exams.

Paper 1 (1 hour 45 minutes)

Paper 2 (2 hours 15 minutes)

There is no coursework for English Literature

Further information

AQA : www.aqa.org.uk

Maths



#YesUCan

Why study Maths?

Whichever way you look at it, a good understanding of Mathematics is essential. You need it for everyday life (cooking, shopping and travelling etc.), to get into college or university and most jobs need it too. You will be surprised at how many of the basic mathematical skills, you are taught at school, will crop up in your future career, whatever that may be.

Maths and the World of Work

The majority of careers include the need for mathematical skills to some degree. Numeracy skills and problem-solving are in great demand from a wide range of prospective employers. Everything from hairdressing (use of ratio and proportion for dyes) to construction (3D understanding, scale drawing and measures) involves some mathematics; other careers such as Engineering and Architecture require a strong mathematical base. The more obvious career choices would include engineering, accounting, finance, teaching and insurance; less obvious would be architecture, business studies, psychology, game design, air traffic control and medicine.

FACT: those with a good Maths qualification have the potential to earn more money.

Whatever your career choice, a good grounding in Mathematics will help you along the way. None of us know what the future holds and many change career paths several times; help to keep your choices open and take your mathematical studies seriously.

Personal Skills Development

Although numeracy skills are essential to everyday adult life, some of the thinking skills involved in learning about algebra and more abstract topics will really help you to develop good problem-solving skills. You will be able to look at problems and break them down, think about what information you know and where you could get started. If you can just make a start on a problem, you can often work on one step at a time to achieve a meaningful solution.

Course Content

The content of the course builds on the knowledge and skills developed during Key Stage 3. The curriculum is divided into six mathematical areas: Number; Ratio & Proportion; Algebra; Geometry & Measure; Probability; Statistics. Problem-solving using the skills learnt is a really integral part of the course, with real life problems being used, whenever possible, to put Maths skills into context.

How will I be assessed

Code: Edexcel 1MA1

You will do three exams at the end of Year 11; these are all 1 hour 30 minutes long. Paper 1 is non-calculator; Papers 2 and 3 both allow the use of a calculator.

During the course you will be assessed to ensure you have a full understanding and are on track to achieve your target grade. Final entry for the GCSE can be at either Foundation or Higher tier. Decisions as to tier of entry will be made during the course.

There is no coursework for GCSE Maths.

Further information

Edexcel <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

DrFrostMaths www.dr frostmaths.com

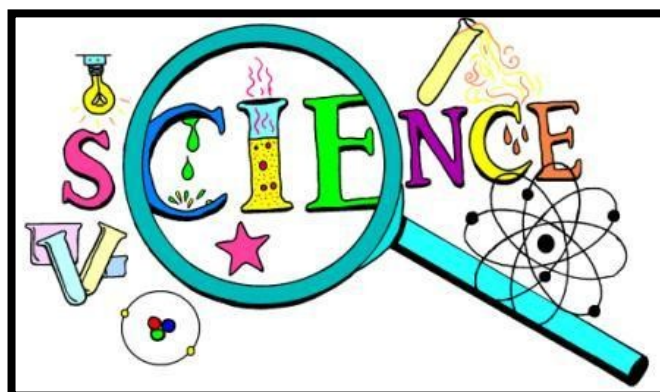
MyMaths www.mymaths.co.uk *

CorbettMaths www.corbettmaths.com

OnMaths www.onmaths.com

* We have school subscriptions to these sites and you should know your login and password

Science



Why Study?

Everyone, instinctively, wants to understand and explain what is going on around them and know how it could affect their daily lives. Are processed foods harmful? Is global warming real? Why do I need to allow more distance between me and the car in front during poor weather? How much is too much screen time? How are vaccinations made and tested? Science helps to explain these everyday things!

Science & the World of Work

A vast number of jobs and careers involve Science. Science knowledge and skills form an integral part of so many things. Science is crucial for jobs such as medical research, forensic science, engineering etc. However, jobs such as hairdressing, car mechanics and so on, often require a GCSE in Science too. Remember, GCSE Science opens many career options.

Personal Skills Development

The Science specifications will allow you to link what you learn in lessons to the world around you. You will not only have to work on the theory aspects, but also your practical skills, so you are able to answer questions on the Required Practical's and will appear in the examinations. You will need to develop independence throughout the course but also be able to work as part of a small group at times.

Mathematics skills also appear throughout the course as well as your ability to write coherently using good scientific terminology in longer, more structured answers. It will also be essential for you to evaluate information given to you and be able to form justified conclusions.

Course Content

The good news is you've already started GCSE course during Year 9! Pathways are not decided until the end of Year 9 using assessment data throughout the year, knowing the curriculum and most importantly, knowing our students. Generally, one set follows the Triple Science course (3 GCSEs) and all other students follow the Trilogy Science course (2 GCSEs). All three sciences still need to be studied.

Science contd.



How Will I Be Assessed

Examination

The course content for each Trilogy Science pathway and the knowledge for the majority of the Triple Science pathway is exactly the same. There is an additional 50% more content for each discipline needed to be taught and learnt for the Triple Science students to enable the GCSEs to be worth one each. This means these lessons will be at a faster pace and there will be a greater importance placed on independent study.

All examinations for all pathways are taken in the summer of Year 11. The number and duration of these examinations will depend on the specific pathway being followed. The course content is split differently for each pathway, however, it will be clear what you will be doing and when! Further details on this can be found by accessing the information using the web links below.

Coursework

There are no controlled assessments in the new Science GCSEs. However, there are set pieces of practical work that must be completed prior to the end of the course to ensure all pupils are fully prepared for their examinations. There are 8 Required Practical's for each subject in the Trilogy Sciences and 16 in total for the Triple Sciences. These will take place at regular intervals over years 9, 10 and 11 when the appropriate course content is taught. In addition to this, there will be regular end of unit tests to ensure that all students are progressing well.

Exam Board

<https://www.aqa.org.uk/subjects/science/gcse>

Further Information

Triple Science

Biology— <https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Chemistry— <https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

Physics— <https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Trilogy Science

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Religion, Philosophy and Ethics



Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious, philosophical and ethical issues. The students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. Students will consider different beliefs and attitudes to religious and non-religious issues in contemporary British society.

Core RPE is unexamined and will be timetabled once a week for all year 10 students. This is in line with government statutory requirements.

Option Subjects

Contents Page

Art

Citizenship

Computing: Computer Science

Dance

Drama (GCSE)

DT Food Preparation and Nutrition

DT Hospitality and Catering

DT Timbers (formerly Resistant Materials)

DT Textiles

Employability Skills

Geography

History

Horticulture

Creative iMedia

Modern Foreign Languages

Music

PE (GCSE)

PE (OCR Sport)

RE

Art



Why study Art?

It's enriching, inspiring and immersive.

It will help you understand a new language - that of visual communication.

It will allow you to investigate your interests and enable you to explore cultures, traditions and pastimes.

Art can help you enjoy making and creating personal outcomes of which you will feel proud. The GCSE Art course at Thomas Keble will provide you with an opportunity to work with a very wide range of materials, including sculpture, ICT, photography, printing, textiles, drawing and painting as appropriate, to name but a few.

Art and the World of Work

Please don't think you can only be an artist with this qualification. A creative thinker who can pursue a personal line of enquiry is a valuable and potentially desirable employee, be they a beautician, boxer or brain surgeon.

More directly related careers include: fashion, publishing, architecture, film, software development, web design, set design, advertising, jewellery design and making, product design and development, marketing and teaching... the list goes on...

Personal Skills Development

Studying Art at Thomas Keble will help to:

- **Organise** your thoughts by pursuing a line of enquiry
- **Investigate** problem-solving by exploring the creative process
- **Understand** the viewpoints of others by exploring a range of cultures
- **Explore** materials and processes

Course Content

Essentially GCSE Art extends what you've been learning in Year 7 to 9 in a more mature and personal way.

The assessment criteria fall into the following four skill sets:

Exploring and refining ideas and processes through a themed and logical approach, **recording** from life (for example photos and drawings), referring to the work of an artist or cultural influence and finally **producing a personal response** as the conclusion to the project

Art continued



How Will I Be Assessed?

Written and drawn components feature as part of the assessment (in exam and non-exam content). All work produced in Year 10 and Year 11 is submitted for assessment.

The exam preparation period runs from January in Year 11 until the exam piece is produced (in exam conditions) during the summer exam season at the end of Year 11; this is the only 'exam'. It will be 10 hours long, although it will be broken up, usually over a few days. The preparation material, produced since January, will be brought into the exam and referred to as you make your final piece.

Coursework details: Modules and brief overview

The course begins with our '**Taster Project**' (September to January). Here pupils begin by responding to initial observational drawings, followed by investigations into the work of a chosen influence (an art, craft or design practitioner). This 'taster project' concludes with pupils designing a personalised response/ outcome. Recording (drawing) and written analysis underpin their developments.

January sees the setting of the '**Extended Project**', and this runs for a year, until the exam period. Here, pupils explore deeply a variety of appropriate methods of working, through researching an influence (practitioner) and combining this understanding with their self-selected themes/ interests.

Work is assessed through the use of four assessment criteria:

Exploring and refining ideas and processes through a themed and logical approach, **recording** from life (for example photos and drawings), referring to the work of an artist or cultural influence and finally **producing a personal response** as the conclusion to the project.

Exam Board

www.aqa.org.uk

Citizenship



Why study Citizenship?

Active citizenship underpins this course, helping you to understand and make sense of the legal, political, economic and social aspects of your lives, to encourage you to take an interest in these matters and to help you develop the skills and confidence to deal with situations as required.

In addition to learning details regarding the law, government and economy, our lessons involve discussing controversial legal and political issues such as immigration, the age of criminal responsibility, prison reform, media freedom, community cohesion and voting ages. We visit court rooms, talk to Magistrates, meet with MPs and launch our own campaign to improve our society.

Citizenship and the World of Work

This subject is accepted in the main basket of subjects for post-16 providers, such as Cirencester College. Through Citizenship, you have the opportunity to acquire the necessary skills to succeed further in subjects such as politics, economics, law, criminology, psychology, history and business studies. It links to a wide range of careers such as local government, the forces, the emergency services, accountancy, law, teaching or media.

Personal Skills Development

Key skills developed within Citizenship are the ability to organise yourself and others in a team, to learn to engage with leaders of our community, the ability to argue viewpoints in a clear written format and confidence in debating in class.

Course Content

Our rights, responsibilities and the law

- Rights and responsibilities, the law, the legal system, policing and prisons.

Citizenship in Action

- Democracy, elections and voting in the UK, national, local and devolved government, the British constitution, the economy, finance, the role of the media and free press, citizenship participation in the UK and active citizenship.

Our society and our links with the wider world

- Identities and diversity in UK society, the UK and its relations with the wider world and politics beyond the UK.

How will I be assessed?

Exam 1 = Our rights, responsibilities and the law – 50mins – 25% of the marks - Mix of multiple choice questions

Exam 2 = Citizenship in Action – 1hr 45mins – 50% of the marks - Mixture of short answer and extended response items. You will be required to reflect upon the Citizenship action you undertook during the course and apply that knowledge to a question

Exam 3 = Our society and our links with the wider world – 1hr – 25% of the marks - Mixture of short answer and extended response items.

Exam Board OCR

Key Textbook—Citizenship OCR (9-1) OCR Hodder Education, By Johnson and Roffe

Computing: Computer Science



Why study Computer Science?

In computing, you learn how computer systems work, from the physical stuff (the hardware) to the apps and programs that users interact with (the software). You also learn how to create and manipulate computer systems and how to apply the skills and approaches you pick up in computing to tackle real-life problems creatively.

Computer Science and the World of Work

Computing skills are essential in a wide range of professions, from astronomy to financial analysis —not just IT related jobs! Almost all careers will require some computing ability, and many jobs in the technology sector come with high salaries.

Personal Skills Development

Computing will help you with any subjects which require a degree of critical thinking – which is virtually all of them. Like maths, Computing teaches logical thinking and problem-solving. You can use the skills you develop in computing to help you analyse and solve maths problems. It also develops logic, rigour and problem solving.

Course Content

Units include Systems Architecture, memory, storage, network topologies, system security, algorithms, programming logic and data representation. These will all be explained during the course – you are not expected to know them yet!

How will I be assessed?

There are two 90-minute exams - Computer Systems and Computational Thinking, Algorithms and Programming, which are sat at the end of Year 11.

Further information

OCR Computer Science

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

<https://www.youtube.com/watch?v=7Up7DIPkTzo&list=PLCiOXwirraUAEhj4TUjMxYm4593B2dUPF>

Dance



Why study Dance?

The study of Dance, as an art form, develops students' understanding and appreciation of a range of dance styles. It also develops aesthetic and artistic sensibility to dance works. Students increase in confidence and self-esteem by developing the knowledge, skills and understanding needed to perform, choreograph and appreciate dance, including an awareness of its artistic contexts.

Dance and the World of Work

Dance enables students to develop life-skills and attributes including decision-making, critical and creative thinking, aesthetic sensitivity and the ability to cooperate with others. This qualification is a recognised part of the National Qualifications framework. Dance at GCSE level provides progression from Key Stage 3 to Post-16 studies. It lays an appropriate foundation for further study of Performing Arts, Dance or other related subjects. In addition, it provides a worthwhile course for candidates from diverse backgrounds in terms of general education and lifelong learning.

Course Content

This GCSE course looks at, not only individual performance, but also choreography, analysing performance, study of professional dance works, developing an understanding and appreciation of a range of dance styles. There are two components: Performance and Choreography (60%) and Dance Appreciation (40%).

How will I be assessed?

Component 1—Performance and Choreography 60% (80 marks) internally marked and externally moderated

Performance—30% of GCSE (40 marks—15 marks for set phrases and 25 marks for duet/trio performance)

Choreography—30% of GCSE, 40 Marks

Component 2—Dance Appreciation 40% (80 marks) - Written Exam, 1 hour 30 minutes.

Drama



Why study Drama?

Studying Drama helps with building self-confidence, public speaking and developing social skills. Drama helps you to be more aware of how your personal presentation can affect the way people see you. It also encourages creativity and problem-solving, and you will have the opportunity to experience a range of theatrical responses to themes and issues. As a drama student, you will learn to develop an informed critical appreciation of the drama that you see.

Drama and the World of Work

Many students continuing with Drama after leaving school take either A- Level Theatre Studies or a Performing Arts or Media course. Students can then go on to study for Drama or Media degrees or attend Drama schools and, from there, forge a career in the arts, either in the theatre or in arts administration, or in television and film.

Personal Skills Development

Many of the creative and 'life skills' developed in drama are relevant to you throughout your working life. As well as fostering confidence, Drama teaches students to listen to, respect, compromise and co-operate with each other – essential skills in the world of work.

Course Content

You will devise your own plays in groups, as well as perform two extracts you have learnt from a scripted play. You will also spend quite a lot of time writing: you will keep a log of how your practical work is progressing and produce a final, detailed written log that describes and evaluates your devised project. You will also practise writing in preparation for the written exam at the end of the course. For this exam you will be studying *Blood Brothers* and analyse a live theatre performance.

How will I be assessed?

Exam Specification: Unit / Paper information

Component 1: Written exam at the end of the course – writing about the set text *Blood Brothers* and a live performance seen (80 marks)

Component 3: Texts in Practice – performance of two short extracts from a scripted play (40 marks)

How will I be assessed?

Coursework details: Modules and brief overview

Component 2: Devised Drama – creating and performing a drama piece in groups, accompanied by a written log analysing and evaluating your work. (80 marks)

Further information

AQA <https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/introduction>

DT Food Preparation and Nutrition



Why study Food?

Food is a challenging and rewarding subject allowing students to examine all aspects of food – from farm to fork. All students will learn the principles of nutrition, special diets and a variety of skills and methods, delivered through an array of challenging **practical** cookery tasks.

Food and the World of Work

This **academic** course is best suited to learners who enjoy the **scientific aspects** of studying food and who still enjoy regular weekly practical sessions. It is ideal for those who want to work in food product development, nutrition (including sports) or who simply wish to carry on studying the **subject post-16**. There are strong cross-curricular links with Biology, Chemistry, Geography and PE.

Personal Skills Development

The ability to cook and make healthy food choices will stay with students for **life**. The course helps to develop skills in organisation and **independence**, as students are expected to plan for and participate in practical cookery sessions, as well as manage their own **non-exam assessments** (courseworks) in Year 11. A good standard of written communication is important and literacy is interwoven throughout the course. The course has a strong focus on communication and teamwork, helping to build confidence in young learners.

What will I be studying?

As well as developing your practical cooking skills and learning how to present your dishes, we will be working through the specification, exploring five main areas:

- Food Safety & Microorganisms – hazards, **hygiene**, bacterial growth and **microbiology** Principles of nutrition – macronutrients and micronutrients.
- Principles of Nutrition – **macronutrients** and **micronutrients**.
- Diet and Health – healthy eating guidelines and diet related illness, menu planning and special diets.
- Food Production & the Environment – **farms, factories, manufacture** and the **environment**.
- Food Science & Provenance – **how ingredients interact**, the global kitchen and **commodity groups**

DT Food Preparation and Nutrition - *continued*

How will I be assessed?

Written Exam Paper

50% of the total marks

- A **1 hour 45 minute examination paper**. The paper will contain both short and extended response questions drawn from the theory learnt during the course.

Non-Exam Assessment (Coursework)

50% of the total marks (Task 1=15%, Task 2=35%)

- Task 1 – Food Investigation – Students will undertake a short exam board set **experiment**, examining the working characteristics of ingredients. All findings will be recorded in a written report (1500-2000 words).
- Task 2 – Food Preparation – Students will undertake a practical **design and make activity**, comprising of an assessed practical where learners will make and serve three dishes. The dishes will be selected to reflect a theme from a choice of set tasks. The results of the project will be recorded in a 15 A4-page design folder.

Further information

Eduqas: GCSE Food Preparation & Nutrition

<http://eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

<https://www.foodafactoflife.org.uk/> - an online learning hub for teachers and students alike. Big focus on food science and nutrition.

<https://www.nutrition.org.uk/> - the British Nutrition Foundation Website with lots of information about diets and healthy eating for all types of consumers.

<https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs> - BBC Teach video playlist.

<https://www.bbc.co.uk/bitesize/> - visit the Home Economics: Food & Nutrition section.

<https://www.ifst.org/lovefoodlovescience> - food science hub with lots of experiments.

<https://www.bbc.co.uk/food> - recipes, contemporary food stories and TV clips.

<https://www.deliciousmagazine.co.uk/> - recipes.

<https://www.bbcgoodfood.com/> - recipes.

DT Hospitality and Catering



Why study Food?

Food is a challenging and rewarding subject allowing students to examine all aspects of food – from farm to fork. All students will learn the principles of **nutrition**, special diets and a variety of skills and methods, delivered through an array of challenging **practical** cookery tasks.

Food and the World of Work

This **new vocational** course is best suited for people who may want to **work** in the dynamic and vibrant Hospitality & Catering sector. Whether working in a restaurant, café, hotel or building a business of their own. Some pathways will require additional training through apprenticeships or college. This Vocational Award will develop students' knowledge and understanding of the vast reach of the **industry** and provide them with opportunities to develop associated practical skills. There are cross-curricular links with Science.

Personal Skills Development

The ability to cook and make healthy food choices will stay with students for **life**. The course has a strong focus on communication and **teamwork**, helping to build confidence in young learners. They will also be required to participate in regular practicals which will require a good level of **organisation**.

What will I be studying?

As well as developing practical skills, lesson will be designed to cover two main units of study:

- Unit 1: The Hospitality & Catering Industry industry scope; **industry** structure; providers; **job roles**; the **customer experience**; health and safety; food safety
- Unit 2: Hospitality & Catering in Action healthy eating; nutrients; lifestages; special diets; **cooking methods**; **presentation techniques**; **menu planning**; costing; evaluating products

How will I be assessed?

Non-Exam Assessment (Coursework) - 60% of the total marks

- Students will research and design a menu based on an exam-board set “real-life” scenario. This will include an assessed practical where learners will make and serve two dishes with accompaniments. The results will be presented in a design folder.

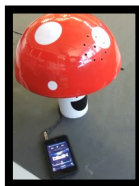
Written Exam Paper—40% of the total marks

- A 1 hour 20 minute examination paper. The paper will contain both short and extended response questions drawn from the theory learnt during the course. The focus in Unit 1

Further Information

WJEC: Level 1/2 Vocational Award Hospitality and Catering www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/

DT Timbers



Why study Design & Technology?

Timbers is a challenging and exciting course that explores all aspects of designing and making. Year 10 is dedicated to investigating different materials and manufacturing processes; alongside building core theory knowledge. Year 11 is focused on completion of the NEA (non-examined assessment) task and involves producing a design folder and 3D prototype.

Timbers & The World of Work

The course encourages students to solve problems and work with a wide range of materials, to broaden their knowledge of the world around them. Students develop independent study skills and become adept at managing their time effectively. They gain cultural knowledge by investigating different artists, designers, and design movements which they can use to develop and inspire their work. Students often progress to A-Level Product Design or T-Level Engineering at college or sixth form.

Personal Skills Development

Besides the obvious key skills of problem solving, creativity, designing and making, Design Technology: Timbers also gives students the opportunity to learn about sustainability, teamwork and designing for the future. Design Technology: Timbers has strong cross curricular links with Science, Maths, Geography, Art, and Computing. Students develop good organisation skills and are expected to work independently on their NEA task. DT suits students who are inventive, creative, like designing and making products and have a curious mind.

Course Content

The course is 50% theory and 50% non-examined assessment. Therefore 50% of the lesson time will be dedicated to theory. Students should not expect to be working on 'practical' skills every lesson. During year 10, students will be completing a range of projects in the following areas:

- Timbers;
- Metals, Polymers, Electronics;
- Smart and modern materials;
- Designers/design movements;
- Drawing techniques and CAD/CAM;
- Sustainability.

How will I be assessed?

Written Exam Paper - 50% of the total marks

- A **1 hour 45 minute examination paper**. The paper will contain both short and extended response questions drawn from the theory learnt during the course.
- Section A – Core theory (40% of examined marks)
- Section B – Timber & Manufactured Board (60% of examined marks)

Non-Exam Assessment (Coursework) - 50% of the total marks

Three contextual challenges will be provided on 1st June in Year 10. The students will respond to one of them. Projects will be internally assessed and externally moderated. Students will produce a project which consists of a design portfolio and a prototype. The portfolio will be approximately 30 sides of A3 paper.

There are four parts to the assessment: 1, Investigate, 2, Design, 3, Make, 4, Evaluate

Further Information—Edexcel: GCSE Design and Technology

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>

DT Textiles



Why study Textiles?

Are you interested in fashion design and catwalk trends? Do you enjoy research, illustration and experimenting with different techniques? Do you have a flair for design and enjoy working with fabrics and making? If you have answered yes to some or all of these questions, then Textiles may well be a subject you would enjoy studying.

Textiles and the World of Work

The fashion industry is huge and continues to grow rapidly every year. Careers include: fabric technologist, fashion illustrator, graphic designer, fashion journalist, fashion buyer, marketing, retail, visual merchandiser, fashion photographer, costume designer, pattern cutter, knitwear designer, trend forecaster, stylist, textile designer, and printmaker. Careers in fashion and textiles are likely to be most satisfying for students who are highly creative, love to draw and make things, and are inspired by fashion/textiles.

Personal Skills Development

During the course there is a heavy focus on personal responses and developing your own “voice” as a designer. This will help you not only to develop your practical and artistic flair, and also breeds independence, organisation and confidence.

Course Content

Textiles explores different aspects of the fashion and textiles industry. It provides the opportunity to learn and develop skills in areas of researching, recording, experimentation, and making.

How will I be assessed?

Examination - 40% of the total marks

In Year 11 you will complete an externally set assignment. The examination is a ten-hour practical examination which is supported by preliminary studies.

Non-Exam Assessment (Coursework) - 60% of the total marks

During Year 10 you will begin an individual coursework project which you will continue into Year 11. You will develop practical skills using a wide range of materials and techniques in drawing, mixed media, experimentation of different fabric and techniques as well as 3D construction. This will allow you to experiment with and further your own creative interests.

Further Information

Edexcel: GCSE Textiles Design (Art & Design Series)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

Employability Skills

Short Course and Volunteering Short Course (ASDAN) by invitation only



Why study Employability Skills?

Employability Skills Development Short Course is a nationally recognised qualification offered by schools and colleges in the UK. At Thomas Keble, we have set out to provide pupils working at Entry Level 3 and Level 1 with a wider curriculum to enable pupils to gain vocational qualifications. It is not a GCSE, however Employability Skills Development is distinctive to other qualifications, as, instead of focusing on acquiring subject knowledge, the objective is on developing transferable skills which can be applied to any situation. Pupils develop these skills building credits into a portfolio. Pupils will build credits in this from the Employability Skills Development. Upon completion of the course, pupils gain an Employability Skills Development Certificate awarded by Asdan.

Volunteering Short Course - As part of our course pupils take part in over 30 hours of volunteering for three charities, Cotswold National Landscape, the Royal Forestry Society and the Cotswold Canal Trust. Pupils gain a wealth of knowledge and experience working with professionals as well as finding out more about our local history, environment and future community developments. Pupils use their double lesson each fortnight to complete the volunteering element of the course. Upon completion of the course pupils will gain a Volunteering Certificate awarded by Asdan.

What will I be studying?

The focus is on developing key skills. Therefore, the context in which these skills are acquired is flexible so they can be decided by the student and based around their activities, interests and achievements both in and out of school e.g., pupils can use their work experience week as one credit towards the course or if pupils have a part time job, this can also be used as a credit e.g., paper round. Students take responsibility for planning, organising and completing challenges selected from a wide range of themes.

What exams will I have to do?

There is no exam! There are no controlled assessments. Students build up a portfolio of evidence by completing sufficient challenges aiming for twelve credits. Students must also demonstrate their skill development by regularly recording how they have planned and reviewed their work. The level achieved is determined by the extent of skill acquisition demonstrated. Portfolios of work are internally moderated

Duke of Edinburgh Bronze Award

As part of our Employability studies pupils can gain the Bronze Duke of Edinburgh Award with an option of completing the expedition. Pupils already take part in three elements required for this award e.g., volunteering, skill and physical.

Employability Skills

continued



Employability Skills and Volunteering.

These courses focus on developing Key Skills of:

- **Problem solving** - Employers want you to use your initiative. They need you to be able to recognise problems and come up with solutions.
- **Working with others** – We must all work with others in some form. Good teamwork is vital to business success.
- **Improving own learning and performance** - We live in an everchanging world. Employers value people who can learn new skills and acquire knowledge.

Communication - Is about using your speaking, listening, reading and writing skills effectively for different tasks. You should be able to understand and present information, in addition to expressing opinions clearly. Employers, colleges and universities greatly value Key Skills as they can help you achieve higher grades and do better at work.

During any exam period, the Employability Skills Course supports pupils to have additional opportunities for their revision preparation and time to make revision resources in their normal Employability lessons. We aim to complete the Year 11 Employability Skills course by February half term. From this time all lessons become exam preparation/revision time for pupils.

Geography



Why study Geography?

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Geography and the World of Work

The skills developed in a Geography GCSE will enable you to compete for a variety of different college courses and careers. Geographers go on to study a variety of subjects at A Level and university, and to pursue careers in many different areas such as the armed forces, uniformed services, public and civil service, planning, environmental management, energy, transportation, education, marketing and tourism.

Personal Skills Development

Students will develop a range of geographical skills during the GCSE course including: numerical, cartographic (maps), statistical, graphical, use of qualitative and quantitative data skills. Alongside these, they will have the opportunity to formulate enquiries and arguments and improve their literacy.

Course Content

Unit 1: Living with the Physical Environment

- Challenges of natural hazards (tectonics, tropical storms, extreme weather);
- Physical landscapes in the UK (coasts and rivers);
- The Living World (local ecosystems, tropical rainforests, cold environments);

Unit 2: Challenges in the Human Environment

- Urban Challenges (contrasting cities, sustainable urban futures);
- The Changing Economic World (closing the development gap, economic studies);
- The Challenge of Resource Management (global resource security: water);

Unit 3: Geographical Applications

- Issue Evaluation (issue selected from any part of the specification);
- Fieldwork (two fieldwork enquiries, contrasting environments, physical and human geography, enquiry process)

How will I be assessed?

Unit 1 35%, Unit 2 35% and Unit 3 30%: 1h 30min Exam

Students will be examined on their issue evaluation and fieldwork studies during this paper. They will also receive a pre-release resource booklet before the exam. Fieldwork is completed in Y10 but examined in Y11 and represents 15% of the total assessment.

Further information

AQA GCSE Geography 8035— <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

www.coolgeography.co.uk

<https://timeforgeography.co.uk/>

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

History



Why Study History?

The reason to study History is because you want to. Our aim is to allow our students to appreciate and understand what Martin Luther King Jr reminded us “We are not makers of History. We are made by History.” History is more than dates and writing essays, it is about learning the skills to understand who we are and where we have developed from and in doing so allow us to make our own mark.

History & The World of Work

Employers who see you have a qualification in History know certain things about you. They will know you have taken on certain key skills which can be applied to all sorts of situations. History is an excellent qualification for journalists, teachers, secretaries, accountants, researchers, police officers, lawyers, to name but a few, however in addition, it is a rewarding, interesting and fulfilling subject. In universities, they like to know that you have followed a balanced course at school, and History is a vital component in keeping that balance.

Personal Skills Development

Historical skills are abundantly desirable workplace skills. The collection of knowledge, interpretation of a variety of sources to create informed and supported decisions; the organisation of knowledge and accurate notetaking; and the ability to argue, justify and accept differing views.

Course content

In Year 10 we concentrate on British History: The People’s Health c1250 to present (a Thematic Study) and then The Norman Conquest 1066-1087 (a Depth Study). We also study a study of the historic environment where we visit Goodrich Castle.

In Year 11, we study World History, beginning with The Making of America 1789-1900 (another Thematic Study), followed by our last topic Living Under Nazi Rule 1933-1945 (a Depth Study).

How Will I Be Assessed?

Examination

- OCR History B Schools History Project (9-1) J411 Option AF.
- J411/11 The People’s Health and The Norman Conquest
- J411/21 History Around Us
- J411/39 The Making of America and Living Under Nazi Rule

There will be three examinations:

- J411/11 is a 1 hour and 45 minutes exam
- J411/21 is a 1 hour exam
- J411/39 is a 1 hour and 45 min exam

Further information

Our exam board is OCR www.ocr.org.uk

Horticulture

(ASDAN Gardening and Environmental Short Courses) –

Invitation only



Why study Horticulture?

Some pupils find traditional academic education challenging and are more suited to a practical syllabus. We have set out to provide pupils working at Entry Level 3 and Level 1 with a wider curriculum which includes subjects to equip and enable pupils gain vocational qualifications in the future. These ASDAN short courses have been chosen to utilise the wonderful resource of the animal garden and garden room.

What will I be studying?

Students take responsibility for planning, organising and completing challenges whilst managing the animal garden at school. There will be an opportunity for enterprise within this short course, as well as attending trips to Bisley Community Composting, the local garden centres, local gardens e.g., Painswick Rococo Garden and other wildlife sites etc.

What exams will I have to do?

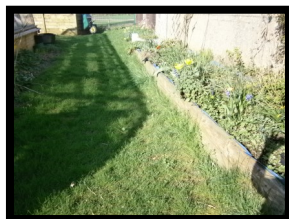
There is no exam! There are no controlled assessments. Students build up a portfolio of evidence in the Gardening and Environmental Studies Short Courses, by completing sufficient challenges to attain three to six credits. Students must also demonstrate their skill development by regularly recording how they have planned and reviewed their work. The level achieved is determined by the extent of skill acquisition demonstrated. Portfolios of work are internally moderated.

Volunteering Community Work

As part of our Horticulture course pupils take part in up to ten hours of volunteering at Bisley Community Composting Scheme, Five Valleys Project and The Cotswold Canal Trust, where they might complete, for example hedge cutting and tree planting. Pupils gain a wealth of knowledge and experience working with professionals as well as finding out more about our local history, environment and future community developments.

Horticulture

Continued



Gardening and Environmental Skills, and the World of work.

These courses focus on the Key Skills of:

- **Problem solving** - Employers want you to use your initiative. They need you to be able to recognise problems and come up with solutions.
- **Working with others** – We must all work with others in some form. Through this course they will work cooperatively in small groups learning team building skills on a practical basis. Good teamwork is vital to business success.
- **Improving own learning and performance** - We live in an ever-changing world. Employers value people who can learn new skills and acquire knowledge. Health & Safety is a key element of the course and opens the pupils understanding of using and handling tools and products in today's working world and environment.

Communication - Is about using your speaking, listening, reading and writing skills effectively for different tasks. Part of the course will involve presenting their new knowledge and understanding of specific course subjects back to the group, enabling pupils to gain self-confidence in their own ability to present in the world of work.

During any exam period, the Horticulture Course supports pupils to have additional opportunities for their revision preparation and time to make revision resources in their normal lessons. We aim to complete the Year 11 Horticulture course by February half term. From this time, all lessons can become exam preparation/revision time for pupils, if required.

This vocationally-related subject will equip learners with a range of skills and provide opportunities to develop, in context, transferable skills such as research, planning, review, working with others and communicating creative concepts effectively. The hands-on approach has strong relevance to the way young people use the technology required in creative media.

This qualification is aimed at students interested in pursuing a career in media roles, everything from photography, post production and special effects work to game design. There is no programming in this course.

The course prepares you for a career in creative technical industries. All students will learn about pre-production skills – which is to say learners will understand the purpose and uses of a range of pre-production techniques such as storyboarding. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production plans.

There is 1 exam - Creative iMedia in the media industry, 1 NEA which students must do - Visual identity and digital graphics, and one further NEA which the students will select from a list

Exam Specification: Unit / Paper information

The is one exam on R093: Creative iMedia in the media industry – this is a normal exam and is 90 minutes

Coursework details: Modules and brief overview

The Visual Identity unit above, and another which students will choose from a list.

OCR

<https://ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>

Modern Foreign Languages



Why study MFL?

Once you have learnt one language it becomes much easier to learn a second one, not only at school or for a job, but maybe as an interest later on in your life. A language qualification looks good on your CV and may lead to opportunities you hadn't thought of, including travel to interesting places, making new friends in other countries and understanding different cultures.

MFL and the World of Work

Languages could be a useful skill in a wide range of jobs, such as engineering, sales, car manufacturing, not to mention Airbus. There are opportunities to use a language, even if just at a basic level, in import and export companies, marketing, secretarial work, as well as in travel and tourism, media and fashion. Employers are increasingly recognising the value of language skills and those acquired through language learning, such as analytical ability, communication skills, outward-looking attitudes and empathy with other cultures.

Personal Skills Development

Language learning boosts other important skills, such as being a good listener and communicating well, skills equally important in the work place. Speaking more than one language increases your brain capacity and improves your memory. Problem solving, customer relations and persuading and influencing are some of the transferable skills acquired through having contact with another culture in another language and through overseas experience.

Course Content

All language courses at KS4 are based around the main contexts of People and Lifestyle, Popular Culture, Communication and the World Around Us. You will study topics such as healthy lifestyles, family and relationships, free-time activities, technology and the media, tourism abroad and in the local area, school life, future plans and jobs.

GCSE French is suitable for pupils who have studied French in Years 7,8 and 9.

GCSE Spanish is suitable for pupils who have studied Spanish in Years 7, 8 and 9.

How will I be assessed?

You will be assessed in the four skills of Listening, Speaking, Reading and Writing, each worth 25% of the final exam grade. The exams are taken at the end of Year 11 and so assessments will be set over the two years to check and inform your progress.

There is no coursework.

Further information

AQA GCSE French/Spanish

www.aqa.org.uk

www.duolingo.com

Music



Why study Music?

Studying music has many benefits, some subject related and others more general. The subject is both academic and creative in its delivery. You will learn to: perform by yourself and as part of an ensemble; compose original music (using music software); develop listening skills; develop creative skills; develop analytical skills; make creative decisions and develop communication skills.

Music is all around us. It influences our moods and emotions, stimulating and exciting us in many ways. Ultimately, you will be able to develop a deeper understanding of your appreciation of music; what you like and why you like it.

Music and the World of Work

Music is a fantastic qualification to have on your CV as people are interested in creative subjects and creative people! Furthermore, Music has many transferable skills. There are many possible career opportunities on offer if you decide to pursue Music further including: performing; producing; music technology; PR and marketing; sound engineering; broadcasting; composing; teaching; music therapy; arts administration –the list goes on.

Personal Skills Development

Students will develop a range of skills to support them throughout life. They will develop confidence through performing and will learn to work effectively as a group. There are opportunities to learn about different cultures and historical contexts associated with musical forms. Students will also develop the skills to organise their time during independent creative projects.

Course Content

The Course is broken up into 3 areas: Performing - 30%, Composing - 30%, Appraising - 40%

Students will specifically focus on 4 areas of study throughout the course. These are: Western Classical Tradition 1650-1910, Popular Music, Traditional Music and Western Classical Tradition since 1910. Through these 4 area students will be exploring different genres and styles of music. They will use this learning when completing the appraising paper and to support them with their own compositions.

How will I be assessed?

Exam Specification: Students will take a 1 hour 30 minute appraising paper at the end of Year 11. This will include two sections related to the Areas of Study explored throughout the course, one of unfamiliar music and one with the pieces we will study.

Coursework details: Students will compose two original pieces of music; one to a brief set by the exam board and one as a free composition. They will also submit two recordings of performances on their chosen instrument or voice. These performances will be developed and practiced in the classroom and as part of home study. *(It is important to note you must either be able to play an instrument or willing to put the time in on a brand new instrument, with support from the music department.)*

Further information

Exam Board & web address

AQA GCSE Music

<https://www.aga.org.uk/subjects/music/qcse/music-8271>

GCSE Bitesize area for AQA Music.

<https://www.musictheory.net> - To support with developing understanding of Music Theory.

PE (GCSE)



Why study PE?

The GCSE Physical Education course will appeal if you have a keen interest in sport and recreation and always look forward to PE lessons; take part in sport/recreation outside class time; want to follow a course that develops knowledge and understanding through practical and theoretical involvement; want to improve your own performance in a range of sports; are considering a sports-related career or a higher level course.

It is beneficial if you have achieved at least a high Silver or Gold standard in your end of Key Stage 3 assessments for PE and are competent in English. Confidence in both Science and Maths is also desirable due to the added focus on theory in this new exam.

What will I be studying?

The course builds on knowledge, understanding and skills established in Key Stage 3 PE. It will give you exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. You will perform in team and individual sports ranging from rugby and netball to badminton and tennis. You will have the opportunity to choose some of these sports and will be assessed as a performer. You will also be studying a range of theory topics. These include: applied anatomy and physiology; movement analysis; physical training; use of data; sports psychology; socio-cultural influences and health, fitness and well-being.

PE and the World of Work

- PE teacher / Sports Coaching / Sports Physiotherapist / Sports massage;
- Sports Psychology / Sports Journalist

How will I be assessed?

The new GCSE Physical Education will be 60% theory and 40% non-exam assessment (practical performance) of which 30% will be based on your assessment in the role of player/performer and 10% will be analysis and evaluation of performance.

You will be assessed in three different practical activities: a team activity, an individual activity and a third from either a team or individual activity.

PE (OCR Sport)



Why study OCR Sport?

The OCR Sport course will appeal if you are interested in a career in coaching in sport or the Leisure industry; have a real passion for sport and being involved in your PE lessons; want to get involved in sport though not necessarily be outstanding in, practically; love your sport; don't want to be assessed on how good you are in practical activities and you are able to cope with doing assignments.

OCR Sport and the World of Work

- Health and Fitness Instructor / Leisure Centre Assistant;
- Sports Coach / Sports Development Officer;
- Sports Professional.

What Will I be Studying?

Course is split into 3 modules with 2 Mandatory Units and 1 extra optional Unit. The total marks available are 190 raw marks scaled up to 200.

Two Mandatory units:

R180: Reducing the risk of sports injuries and dealing with common medical conditions (Exam 40% of final mark)

R181: Applying the principles of training: fitness and how it affects skill performance (Assignment)

Two Optional units:

R182: The body's response to physical activity and how technology informs this and (Assignment)

R183: Nutrition and sports performance (Assignment)

How will I be assessed?

You will have to complete a written exam in Year 11 worth 25% of your final mark and the rest of the course is assignment based, split over the two years.

RPE—Long Course

(Religious Studies)



Why Study RPE?

The study of religion is not only for the religious. Religion, Philosophy and Ethics gives you time to think, discuss, analyse and reflect on a wide range of issues. Many of these issues feature in current affairs, link to other subjects and are relevant to your present or future life. Through studying RPE you will develop analytical, creative thinking through reflecting on and questioning the beliefs and values of others. There is also the opportunity to debate and discuss a range of moral issues facing the world today. You will also be encouraged to reflect on and develop your own personal beliefs and values.

You will learn the importance of getting on with those whose beliefs and values differ from your own. Personal development is enhanced by engagement with spiritual, moral and social questions.

RPE & The World of Work

The skills of analysis, reflection and discussion developed during the course are essential in most jobs, however a GCSE in RPE is particularly useful in the caring professions (nursing, medicine, childcare, counselling) and in areas such as Politics, Journalism, Law and Teaching. Studying different religions helps you understand people and issues better, thus making you a more perceptive, responsible and caring employee.

Course Content

Component 1: Religious, Philosophical and Ethical Studies in the Modern World: 4 key units:

- Issues of Relationship
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

Component 2: A study of the beliefs, teachings and practices of Christianity

Component 3: A study of the beliefs, teachings and practices of Islam

Students will also have the opportunity to develop techniques of philosophical enquiry

How Will I Be Assessed?

Component 1: 1 two hour exam

Component 2: 1 one hour exam

Component 3: 1 one hour exam

Question types: Define (2) Describe (5) Explain (8) Discuss (15)

Further Information

WJEC Edugas www.wjec.co.uk

Useful Links

<https://www.bbc.co.uk/bitesize/examspecs/z3xvfcw>

Notes