



LONGDEAN

2021

KEY STAGE 4

OPPORTUNITIES

# OPPORTUNITIES AT LONGDEAN

## *CHOICES FOR THE FUTURE*

### **Introduction**

So far in your career at Longdean you have been told which subjects to take. In Year 9, for the first time, you will be able to make a series of structured choices. Then, when you enter the Sixth Form, you will be able to make a further selection. These, in time, may lead you into your choice of career or subject to study in Higher Education.

Longdean calls the process you are going through one of "Choices", deciding what you will be successful at. However, you must remember that if you don't decide upon certain subjects you will block off many pathways to your future. It is for this reason that the government, quite correctly, decided that everybody has to follow certain core subjects. You must study English, Maths and Science. You also need to follow an RE and PSHE course and keep yourself physically active in Games. You may be following a path leading to the English Bacallaureate, meaning that you have to continue to study your modern foreign language and either Geography or History.

In Science, students can take three separate Sciences or follow a Double Award Science course.

All of you will have a choice of 'options'. Decide upon a subject you enjoy with three questions in mind:

1. Which subject am I good at and can achieve a good grade at?
2. Which subjects do I enjoy?
3. Which subject do I need to give me a clear pathway into my career?

Once you have made your 'choices', then talk to your parents, teachers and form tutor and make sure that your selection is the best for you.

Good luck!



G P Cunningham  
Headteacher

## Option courses available

<b>Humanities</b>	<b>Creative/Physical</b>	<b>Technology</b>
GCSE Business Studies CACHE Child Care GCSE Citizenship GCSE Film Studies GCSE Geography BTEC Health & Social Care GCSE History GCSE Psychology GCSE Religious Studies GCSE Sociology WTEC Travel & Tourism	GCSE Art and Design BTEC Art – Fashion/Textiles GCSE Photography BTEC Music BTEC Performing -Dance BTEC Performing - Drama GCSE PE CNAT Sport	GCSE Computing BTEC ICT WTEC Catering & Hospitality GCSE Design & Technology CTEC Engineering

# Pathways

## Pathway 1

<u>Subject</u>	<u>Number of periods per fortnight</u>
English	8
Mathematics	8
Science	7
3 year option (Computing/Geography/History/Triple Science)	5
French/Spanish	5
Ethics (RE)	1
PSHCE	1
Games	4
1 year option	11

One of your options over the three years (one year or three year) has to be GCSE Geography or GCSE History. You have a free choice for the other options.

## Pathway 2

<u>Subject</u>	<u>Number of periods per fortnight</u>
English	8
Mathematics	8
Science	7
3-year Option 1 (Art/Catering/Childcare/Engineering/Sport/Travel)	5
3-year Option 2 (Computing/Geography/ History/Triple Science)	5
Ethics (RE)	1
PSHCE	1
Games	4
Option	11

You have a free choice of options for each of the three years. If you want to take GCSE Geography or History, you should take it as your 3-year option.

## The Key Stage 4 Curriculum

At Longdean School, our Key Stage Four curriculum in starts in Year 9 and finishes at the end of Year 11. During these three years, all students follow a core curriculum of English, Mathematics, Science, Ethics (RE), PSHE and Games. Students in Pathway 1 will also continue to study their foreign language and will need to take either GCSE Geography or History (either over three years or as a one-year option).

### Three year options – Pathway 1

Students have to choose a three-year option from Computing, Geography, History and Triple Science (i.e. extra Science lessons, leading to GCSE Biology, Chemistry and Physics). Qualifications in all these core subjects are completed at the end of Year 11.

### Three year options – Pathway 2

Students have to choose two three-year options – one from Computing, Geography, History and Triple Science (i.e. extra Science lessons, leading to GCSE Biology, Chemistry and Physics) and another one from Art, Catering, Childcare, Engineering, Sport and Travel. Qualifications in all these core subjects are completed at the end of Year 11.

### One year options

On top of this, all students have three one-year options. They will study one of these in Year 9, one in Year 10 and the other in Year 11, taking the qualifications in these at the end of each Year. There is an extensive range of subjects to choose from, set out in this booklet. Some are GCSEs, which are more exam – based, and some are BTECs, CNATs or WTECs, which are more coursework based (but equivalent to GCSEs). If a student is seen to be falling behind in English and/or Maths in Years 10 or 11, he/she may also follow a catch-up programme instead of doing his/her one-year option

Following the Opportunities Evening, students need to choose the options that they wish to take. They will have a meeting with a senior member of staff where these choices can be discussed and appropriate advice give. Parents are more than welcome to be part of this meeting.

Choices are not set in stone. Students are able to change their mind – either during the first three weeks of their current option, or later on, if they change their minds about what they would like to do in subsequent years.

The option classes are taught in mixed-year classes, and are taught for 11 hours per fortnight, in double and triple lessons.

Listed below are the qualifications that a student in each pathway should expect to achieve by the end of Year 11:

<b>Pathway 1</b>	<b>Pathway 2</b>
GCSE English Language	GCSE English Language
GCSE English Literature	GCSE English Literature
GCSE Mathematics	GCSE Mathematics
GCSE Science (at least 2)	GCSE Science (at least 2)
Three-year option – Computing, Geography, History or Triple Science	Three-year option – Computing, French, Geography, History or Triple Science
GCSE French or GCSE Spanish	Three-year option – Art, Catering, Childcare, Engineering, Sport, Travel
GCSE Geography or GCSE History	<b>Option</b>
<b>Option</b>	<b>Option</b>
<b>Option</b>	<b>Option</b>
10 GCSE equivalents	10 GCSE equivalents

# English Language and Literature

## GCSE AQA, 8700 and 8702

### **Content**

All students will follow this double entry course which includes Speaking and Listening, Writing and Reading.

The English Language and Literature syllabi are designed to work together, and candidates will take modules in both subjects in Year 10 and Year 11.

- Students will undertake a range of activities in Speaking and Listening, for example group presentations, problem-solving activities, debate and discussion.
- Students will read a range of fiction and non-fiction texts, including Shakespeare and other major writers. They will discuss and comment upon their reading in talk and writing.
- Students will produce written work which is varied in form, purpose and audience. They will learn to plan, organise and draft their writing for effective communication and consider presentation.

### **Examination**

English Language and Literature are both entirely assessed by 100% examination at the end of the two year linear course.

Speaking and Listening will be assessed and recorded separately. Students now get a pass, merit or distinction for their speaking and listening assessment.

Exams are in the summer of Year 11.

# Mathematics

## GCSE

### Aims

GCSE specifications in Mathematics encourage students to develop confidence in, and a positive attitude towards Mathematics and to recognise the importance of Mathematics in their own lives and to society. It enables students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

### Content

Five content areas:

	FOUNDATION	HIGHER
• Number	25%	15%
• Algebra	20%	30%
• Ratio, proportion, rates of change	25%	20%
• Geometry	15%	20%
• Probability and Statistics	15%	15%

All students will require a scientific calculator.

### Examination - Edexcel

- Use and apply standard techniques (50% Foundation, 40% Higher)
- Reason, interpret and communicate mathematically (25% Foundation, 30% Higher)
- Solve problems within mathematics and other context (25% Foundation, 30% Higher)

<b>Paper 1</b> <b>33.3%</b>	<b>Paper 2</b> <b>33.3%</b>	<b>Paper 3</b> <b>33.3%</b>
Non-calculator 80 Marks 1 hr 30 mins	Calculator 80 marks 1 hr 30 mins	Calculator 80 marks 1 hr 30 mins

## **Science**

### **The “Triple Science” Option**

*This section applies ONLY to pupils in who choose the “Triple Science” option.*

Science is a core subject at Longdean. Every student will have the opportunity to gain valuable and relevant qualifications in science. We will be preparing students for qualifications offered by **AQA**. For our science GCSEs, the examination season is in May/June of the summer term at the end of Year 11 and there is no coursework. It is particularly important that students and parents note that the work covered in Year 9 is a fundamental part of the GCSE even though the formal examinations are not taken until the end of Year 11. It is vital to make a sound and secure start to the course in order to avoid later difficulties.

**Students have the chance to express a preference as to whether they wish to work towards THREE separate GCSEs in Biology, Chemistry and Physics, or towards a DOUBLE AWARD GCSE (worth two GCSEs) in Combined Science.**

Students who choose the THREE SEPARATE SCIENCES will have more science lessons per fortnight for all three years of the course. It is NOT possible to switch to this route at a later stage – the courses need to begin at the start of Year 9.

Students who choose three separate sciences would have an advantage when starting Advanced level science courses in the sixth-form. However, this particular door does not close and it is possible for pupils to start A-level sciences from the core Double Science route, providing that they score highly enough on the relevant papers, and they are prepared to complete a “bridging task” after their GCSEs at the end of Year 11.

#### **Common Aims (All Science Courses)**

- To provide scientific knowledge and understanding which will enable students to engage with science based issues as informed citizens.
- To help students make sensible, informed decisions about their lifestyle and environment.
- To provide students with an enjoyable and exciting course of study, which will build on their work from Key Stage 3, and stimulate a genuine interest in how and why things happen in their world.
- To enable students with good GCSE grades to embark on a range of scientific A-Levels and post-16 courses, leading to a huge range of career options.

#### **Content: Year 9-11 “Triple Science” option**

- Pupils choosing this option will work towards three entirely separate GCSEs in Biology, Chemistry and Physics, starting in Year 9.
- The course includes practical skills and scientific thinking, as well as everyday scientific issues and scientific knowledge. There is a considerable amount of practical work, which includes, but is not limited to, 8 defined practical tasks for each subject (a total of 24) that pupils must complete so that they have the experience to answer questions about them in the end-of-course examinations.
- The content of the course is a more than adequate base for moving on to the corresponding Science A-Level or post-16 course if the examinations are passed well enough at the end of the course in Year 11.

## **Examination: Year 9-11 “Triple Science” option**

- The assessment is administered by AQA and the course codes are:
  - 8461 (Biology) <http://www.aqa.org.uk/subjects/science/gcse/biology-8461>
  - 8462 (Chemistry) <http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>
  - 8463 (Physics) <http://www.aqa.org.uk/subjects/science/gcse/physics-8463>
- Pupils will take six written examinations of 1h45min each at the end of year 11, all worth an equal amount. There are two papers each for biology, chemistry and physics. They are longer than the papers taken by pupils on other courses and each one counts for 50% of the corresponding qualification. Questions on the defined practical tasks will be included, so good attendance throughout the course is important.
- A decision will be made in Year 11 as to whether the papers will be taken at foundation or higher Tier. Both papers for any given subject have to be at the same tier, but they can be of different tiers for different qualifications. For example a pupil might take higher tier Biology papers but foundation tier Chemistry papers. Several permutations are possible based on performance by the time of examination entry in Year 11.
- Foundation papers can lead to awards from grade 1 (lowest) to 5. Higher papers can lead to awards from grade 4 to 9 (highest) with a safety net award of grade 3 for a borderline performance. Anyone entered for higher tier papers but performing below this level would get an Unclassified (U) grade. The grades have one number to reflect that they are worth one GCSE each. The highest grade is 9, and the grades then go 8, 7 and so on down to the lowest pass, grade 1. In effect it is a nine-point scale, applied separately and independently to each of the three subjects.

### **More information:**

Follow us at:

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for information, revision tips and science news

## **Science**

### **GCSE Combined Science (double award)**

*This section applies ONLY to students who are not expressing a preference for the “Three Sciences” option. They will follow a curriculum leading to a double award (two GCSEs) in Combined Science.*

Science is a core subject at Longdean. Every student will have the opportunity to gain valuable and relevant qualifications in science. We will be preparing students for qualifications offered by **AQA**. For our science GCSEs, the examination season is in May/June of the summer term at the end of Year 11 and there is no coursework. It is particularly important that students and parents note that the work covered in Year 9 is a fundamental part of the GCSE even though the formal examinations are not taken until the end of Year 11. It is vital to make a sound and secure start to the course in order to avoid later difficulties.

#### **Common Aims (All Science Courses)**

- To provide scientific knowledge and understanding which will enable students to engage with science based issues as informed citizens.
- To help students make sensible, informed decisions about their lifestyle and environment.
- To provide students with an enjoyable and exciting course of study, which will build on their work from Key Stage 3, and stimulate a genuine interest in how and why things happen in their world.
- To enable students with good GCSE grades to embark on a range of scientific A-Levels and post-16 courses, leading to a huge range of career options.

#### **Content: Year 9-11 Combined Science**

- Pupils will work towards a GCSE Double Award in Science, starting in Year 9.
- The GCSE Double Award covers all the main aspects of biology, physics and chemistry.
- The course includes practical skills and scientific thinking, as well as everyday scientific issues and scientific knowledge. There is a considerable amount of practical work, which includes, but is not limited to, 16 defined practical tasks that pupils must complete so that they have the experience to answer questions about them in the end-of-course examinations.
- The content of the course is an adequate base for moving on to any Science A-Level or post-16 course if the examinations are passed well enough at the end of the course in Year 11. Candidates must also be prepared to complete independently a “bridging task” during the summer holiday, before the start of Year 12.

## **Examination: Year 9-11 Combined Science**

- The assessment is administered by AQA and the course code is 8464: <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464> . The full name of the course is Combined Science: Trilogy. “Trilogy” in this context refers to the examinations being based on equal weightings of biology, chemistry and physics. It counts as TWO GCSEs, not three.
- Pupils will take six written examinations (1h15min each) at the end of year 11, all worth an equal amount (16.7%). There are two papers each for biology, chemistry and physics. Questions on the defined practical tasks will be included, so good attendance throughout the course is important.
- A decision will be made in Year 11 as to whether the papers will be taken at foundation or higher Tier. This is NOT a mix-and-match specification – ALL six papers have to be taken at the same tier. Foundation papers can lead to awards from grade 1-1 (lowest) to grade 5-5. Higher papers can lead to awards from grade 4-4 to grade 9-9 (highest) with a safety net award of grade 4-3 for a borderline performance. Anyone entered for higher examinations but performing below this level would get an Unclassified (U) grade. The grades have two numbers to reflect that the qualification is worth two GCSEs. The highest grade is 9-9, and the grades then go 9-8, 8-8, 8-7 and so on down to 2-2, 2-1 and the lowest pass, grade 1-1. In effect it is a seventeen-point scale.

### **More information:**

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# Computer Science GCSE

## Aims

- To give students a real, in depth understanding of how computer technology works.
- Insight into what goes on 'behind the scenes', including computer programming and app development.
- To develop critical thinking, analysis and problem solving skills which can be transferred to everyday life.
- To use new and exciting resources to understand current and emerging technologies.

## Content

### Examination Unit

- Paper 1 – Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. This unit is assessed by written exam which is a mix of multiple choice, short answer and long answer questions.
- Paper 2 – A written assessment containing long and short multiple questions as well as multiple choice, This tests students understanding of computer systems, networks, cyber security, relational databases and SQL and legal ethical and environmental impacts of Computing.

## Examination

- **AQA Computer Science Syllabus 8525**
- **Unit 1:** Computational thinking and problem solving 50%
- **Unit 2:** Computing Concepts 50%

# French and Spanish GCSE

## Aims

The GCSE courses in French and Spanish aim to:

- Develop the ability to use a foreign language for practical communication;
- Form a sound base for further study, work and leisure;
- Offer insights into the culture and civilisation of other countries;
- Develop an awareness of the nature of language;
- Provide enjoyment and intellectual stimulation.

## Content

- The introduction of a wide range of literary texts,
- The requirement to translate short texts from and into the target language
- A focus on the culture and identity of countries where the languages are spoken
- Knowledge and application of grammar

## The focus will be on teaching:

- Knowledge of the cultural content that motivates and brings languages to life,
- Strong communication based on a good understanding of how language works (activating grammatical knowledge and understanding),
- Application of languages in personal, academic and employment-related contexts,
- Spontaneous talk and use of repair strategies as a skill,
- Wide range of sources for listening and reading, including literary texts to inform, inspire and act as a stimulus for a personal response,
- Independence and interaction in all skills.

## Examination

- Edexcel French and Spanish
- The weighting for the four skills (listening, speaking, reading and writing) will be 25% each
- Tiered exam – students will have to decide to do either **foundation OR higher**
- External assessment for all skills (oral exams will be internally conducted but externally assessed),
- At least 10% of the marks available must be allocated to knowledge and application of grammar,

**If you have any questions, you should talk to Mrs Unvois or to your French or Spanish teacher for advice as soon as possible.**

## **Games**

- All Students will have four games lessons a fortnight.
- They begin the year by choosing from one of the major games of football, netball, rugby or basketball, which they play during the first half term. The rest of the autumn term and the whole of the winter term is split into three blocks of about seven weeks each, during which students can choose from football, sports hall activities and other specific school options such as badminton and fitness.
- In the summer term they will have blocks of about four weeks each of athletics, tennis or badminton and rounders, cricket or softball.
- The focus in Key Stage 4 is on lifelong participation, hopefully with students choosing activities that they may pursue later in life. Students can also opt for Sports Leader courses.

## **Ethics (RE) & PSHCE**

- All Students will have one period per fortnight each of RE and PSHCE.
- The content of these courses includes some philosophy and ethics in RE, and careers, first aid and relationships education in PSHCE.

# Art & Design GCSE

**Board: Edexcel Syllabus: Art & Design –  
Full Course Code: 1AD0**

- This is a general Art & Design course suitable for all. The skills you learn will be varied and you will have opportunities to work in pencil, paint, print, ceramics, collage, 3D Sculpture, textiles, ICT and Digital photography. You may even choose to work with a Graphic Design approach. It is important that you experiment and work to your strengths.
- The course is not all practical. You will use a sketchbook to document your work, research the work of other artists and cultures, as well as form links between your work in class and the history of Art. This means that you will be expected to investigate and analyse works of art, developing an Art vocabulary.
- Homework is an important part of the course and contributes to coursework grades.
- Coursework forms 60% of your final mark. This is divided into 2 or 3 projects based around a broad theme. Recent themes have included identity, natural forms, machines and movement. With each project you will experiment with different techniques, learn about new artists and produce a substantial piece of Art in response to the theme.
- There is a final externally set project which is given to you eight weeks before the exam. This forms the final 40% of your mark. Your teacher will help you prepare for this during the eight weeks preparation time. The exam itself is for you to complete 10 hours of practical work – for example a large painting or sculpture.
- There is Art Club every week after school to support you with your coursework.
- There are many things you can go on to do with a GCSE in Art & Design. You could go on to take an A Level in Art or you might wish to go into a job where it is useful to have had experience of art, craft and design. These might include careers in such fields as advertising, marketing, design, illustration, interior design, fashion, architecture, publishing and the media.

## **Longdean can offer:**

- Specialist teachers in Graphic Design, textiles, photography and Fine Art.
- Ceramic facilities
- Digital photography
- Research Library
- Resource areas
- ICT areas
- Technician support

## **Art and Design with Fashion BTEC First Award**

**Board: Pearson BTEC Level 1/Level 2 First  
Award in Art and Design**

**Full Course Code: 600/4781/1**

- This is a course with a fashion focus specialism with an Art and Design specification. There are three school based units and an external unit set by the exam board.
- Every project will be linked to a vocational scenario.
- You will begin by being introduced to a variety of art specialism and skills such as painting and drawing, photography, computer design, illustration, printmaking and textile specific skills.
- You will then work to a brief which will have a specific fashion focus. The work will be predominately 2 dimensional and will emphasise design skills.
- You will also be taught how to create a professional portfolio and present this to a group of people. This will be an assessed task.
- Finally a project will be set by the exam board and the final outcome will be done under supervised conditions in a 10 hour period.
- You will be assessed continuously throughout the course and tracked against specific objectives at Pass, Merit and Distinction level. Homework is an important part of the course and contributes to coursework grades.
- There is an Art Club every week after school to support you with your coursework.
- There are many things you can go on to do with a BTEC in Art & Design/Fashion. You could go on to take an A Level in Art or a level 3 course. You might wish to go into a job where it is useful to have had experience of art, craft and design. These might include careers in such fields as advertising, marketing, design, architecture, interior design, the fashion industry, textile design, publishing and the media.

### **Longdean can offer:**

- Specialist teachers in textile design with industry experience.
- Batik, silk screen, embroidery, sewing machines, image transfer etc.
- Digital photography and Illustrator
- Research Library
- Resource area
- ICT support
- Technician support

# Photography GCSE

**Board: Edexcel Syllabus: Art & Design –  
Endorsed Photography – Full Course  
CODE: 1PYO**

This is a specialism within the Art & Design specification. The skills you learn will be varied and you will have opportunities to work with digital images, film, animation and the moving image. You should be creative, have a good eye and be willing to experiment. We have studio sessions where we look at lighting and studio set ups as well as going out to photograph the world around us. We also use computer software to create imaginative photographic manipulations and experimentations. Students are taught how to use DSLR and compact cameras beyond the auto settings. The department also has a darkroom for students to gain an understanding of developing images.

Students will be expected to develop knowledge and understanding of:

- The use of light as the most important element in photography
- Different genres of Photography
- Viewpoint, composition, focus, shutter speed, exposure
- Image manipulation using Photoshop
- Contextual connections between students' digital work and the work of others, extracting and using meaningful information
- The use of a range of source material, software and hardware in the generation and development of ideas.

The course is not all practical. You will use a sketchbook to document your work, research the work of other artists and photographers, as well as form links between your work in class and the history of Art. This means that you will be expected to investigate and analyse images, developing a critical vocabulary.

- Homework is an important part of the course and contributes to coursework grades. This can be practical as it gives you opportunities to take photographs beyond the classroom.
- Coursework forms 60% of your final mark. This is divided into 3 projects based around a broad theme such as light photography and movement. With each project you will experiment with different techniques, learn about new artists and produce a substantial piece of Art in response to the theme. For photography this will mean producing something beyond a single photograph e.g. a book of photographs, an installation, large scale montage or even photography or projection on a 3d form.
- There is a final externally set project which is given to you eight weeks before the exam. This forms the final 40% of your mark. Your teacher will help you prepare for this during the eight weeks preparation time. The exam itself is for you to complete 10 hours of practical work. We normally take students on a trip to prepare for the exams.
- There is an Art Club every week after school to support you with your coursework.
- There are many things you can go on to do with a GCSE in Photography/Art & Design. These might include careers in such fields as advertising, photojournalism, marketing, design, fashion, publishing and the media.

# Business Studies GCSE

## Aims

- This is a one year GCSE course, focusing on business behaviour and the environment within which it takes place. It is recommended students do not take this subject in Year 9.
- This course gives the students an insight into the world of business and examines a wide range of topics including the structure and organisation of businesses and their interaction with consumers.
- Topics studied include setting up a business, marketing, finance, people in business, operations management and types of production.
- Students will learn by working with real businesses and getting a feel for the reality of business life.

Content Overview	Assessment Overview	
<ul style="list-style-type: none"><li>• Business activity</li><li>• Marketing</li><li>• People</li></ul>	<b>Business 1: business activity, marketing and people (01)</b> 80 Marks 1 Hour 30 Minutes paper	<b>50%</b> of total GCSE
<ul style="list-style-type: none"><li>• Operations</li><li>• Finance</li><li>• Influences on business</li><li>• The interdependent nature of business</li></ul>	<b>Business 2: operations, finance and influences on business (02)*</b> 80 Marks 1 Hour 30 Minutes paper	<b>50%</b> of total GCSE

# ICT Level 2 Certificate in Digital Applications

## Aims

The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

## Content

### **Component 1: Exploring User Interface Design Principles and Project Planning**

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface. This unit is worth 30% and assessed by coursework.

### **Component 2: Collecting, Presenting and Interpreting Data**

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information. This unit is worth 30% and assessed by coursework

### **Component 3: Effective Digital Working Practices**

Learners will explore how organisations use digital systems and the wider implications associated with their use. This unit is worth 40% and assessed by examination.

# Level 1/2 Hospitality and Catering

## **Aims**

This course offers you a unique opportunity in the curriculum to develop your knowledge of the catering and hospitality industry as well as to extend your practical cooking skills.

## **Content**

During Key Stage 4, students are taught knowledge, skills and understanding.

You will learn:

- Advanced food preparation skills
- The 'how and why' of food safety
- How the Hospitality and Catering industry is organised

The course also encourages the investigation and study of catering and hospitality in a variety of contexts. The contexts you are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of resources. The course is designed to appeal equally to girls and boys.

## **Examination**

The course is assessed in two ways:

- One controlled assessment - 60% of marks
- One examination - 40% of marks

## **Further Study**

Level 1/2 Hospitality and Catering could lead to further study of a Higher National diploma in Catering within the school or the Hemel Hempstead area.

# CACHE Level 2 Award in Children's Development and Care

## Aims

This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction to the childcare sector of employment.

This qualification will enable you to develop significant transferable knowledge and study skills that will support progression to further learning, including:

- an awareness of learning styles
- a basic introduction in to working with children in a variety of settings
- an understanding of roles and responsibilities when working in a setting
- an understanding of equality and diversity within a childcare setting
- a basic understanding of the stages and sequence of child development
- an introduction to observing children and how it supports development
- an introduction to the influences that affect holistic development
- an introduction to everyday care routines and the types of activities that can support the development of independence an introduction to supporting children through transition

## Content

3 mandatory units:

- Unit 1: An introduction to working with children aged 0-5 years
- Unit 2: Development and well-being 0-5 years
- Unit 3: Childcare and development 0-5 years

## Course Assessment

- Units 1 and 2 are graded by assessment tasks (coursework) completed throughout the year
- Unit 3 is graded by short answer exam taken at the end of the course

Unlike other options, this course is graded A\* - D.

## Course Requirements

This course is 2/3 coursework which requires a good standard of written English. A responsible and mature attitude are also expected.

# BTEC

## Tech Award in Performing Arts (DANCE)

### Aims

- This course is for learners who wish to acquire technical skills through vocational contexts by studying dance as part of their key stage 4 learning.
- This qualification recognises the value of learning skills through practical scenarios. The qualification will broaden students' experience and knowledge of the performing arts sector, including in depth studies of practitioners and professional works.

### Content

- Practical and written assignments are set regularly
- There is no final examination but there is an external assessment made up of both practical and theory elements, examined in formal conditions over a series of stages.
- You will replicate professional repertoire, investigate practitioners works and produce group choreography based on a theme set by the exam board

### Course Structure

You will cover three units over the course:

- **Component 1-** Exploring the performing arts
- **Component 2-** Developing skills and techniques in the performing arts
- **Component 3-** Performing to a brief

### Course Requirements

- Students on this course must be prepared to perform to any audience. They will be expected to attend after school rehearsals, watch professional productions and attend coursework catchup club when necessary.
- Independence to keep up to date with portfolio work
- You will perform solos, duos and large group pieces.
- If you have a passion for dance and performing, then this course is for you!

**Students with a history of forgetting kit or non-participation in performing arts subjects at key stage 3 will not be suitable.**

**Please note: due to changes in the syllabus, students can now study both the dance and drama pathways, in different years, if they would like to do so.**

# **BTEC**

## **Tech Award in Performing Arts (DRAMA)**

### **Aims**

- BTEC drama is for learners who wish to acquire technical acting skills through vocational contexts by studying drama as part of their key stage 4 learning.
- Students develop their experience and knowledge of the performing arts sector in practical ways, including in-depth studies of practitioners and professional works, understanding plays in the context and style in which they were written.

### **Content**

- Practical and written assignments are set regularly
- There is no final formal examination in the hall but there is an external assessment made up of both practical and theory elements, examined in a series of stages.
- You will replicate professional repertoire, investigate practitioners works and produce group devised performances based on a theme set by the exam board

### **Course Structure**

You will cover three units over the course:

- **Component 1-** Exploring the performing arts
- **Component 2-** Developing skills and techniques in the Performing Arts
- **Component 3-** Performing to a brief

### **Course Requirements**

- Students on this course must be prepared to perform to any audience. They will be expected to attend after school rehearsals, watch professional productions and attend coursework catchup club when necessary.
- Independence to keep up to date with portfolio work
- You will perform monologues, duets and large group pieces.
- If you have a passion for drama and performing, then this course is for you!

**Students with a history of non-participation in performing arts subjects at key stage 3 will not be suitable.**

**Please note: due to changes in the syllabus, students can now study both the dance and drama pathways, in different years, if they would like to do so.**

# OCR Cambridge National in Engineering Design

## Aims

- The Cambridge National in Engineering Design encourages learners to communicate and consult with a client to develop a viable and innovative product, through a 1 year GCSE equivalent (level 2) course.
- Learners will apply practical skills to produce a prototype in the form of a model and test design ideas to inform further product development.
- Through reflection learners evaluate the prototype making comparison of outcome against specification points and assess possible and practical solutions and improvements to their prototype design.
- A practical approach to teaching and learning will provide learners with knowledge in engineering technology and develop critical thinking, creativity and dextrous skills through engaging practical experiences.

## Content

- Students will be asked to research and analyse a product which will include looking at market research, dis-assembly, health and safety concerns, life cycle assessment and product analysis.
- This will lead students on to creating some initial designs, 3D developments/Computer Aided Design work, working engineering drawings, a manufacturing spec and 3D prototyping.
- After this students will then create a production plan and make their designed product before testing and evaluating against their client needs.

## Examination

- Students will be asked to complete 3 short assessments each worth 25% of the overall level 2 qualification equivalent to a GCSE.
- There is also a theory exam worth 25% based on client brief, product requirements and specifications.

## Further Progression

- This course is a pathway to AS/A2 level Product Design at Longdean School.
- Skills and Knowledge learnt will help equip them for a career in design or engineering outside of school.
- The UK design industry is one of the nation's most exciting and fastest growing industries.

# GCSE Film Studies

## Eduqas

### Content

Students will:

- Develop their interest and enjoyment of film in its national and global contexts and begin to develop an appreciation of cultural diversity through the close study of a wide range of films.
- Develop a critical and investigative approach to films, the film industry and film audiences.
- Study patterns of similarity and differences across a range of films.
- Recognise the way in which films represent people, places, ideas, issues and events to different audiences.
- Recognise the ways in which film technologies shape film productions.
- Recognise and explore the creative possibilities of film and film products.
- Engage with aesthetic, technical, economic, ethical and moral issues as they arise in their study of film, film audiences and the film industry.

### Examination

GCSE Film Studies is assessed through 70% examination and 30% Non-exam assessment.

**Component One:** Key developments in US Film

Ferris Beuller's Day Off [Hughes, USA, 1986] – 12A

Rebel Without a Cause [Ray, USA, 1955] – PG

Juno [Reitman, USA, 2007]

**Component Two:** Global Film: Narrative, Representation and Film Style.

Tsotsi [Hood, South Africa, 2005] – 15

District 9 [Blomkamp, South Africa, 2009] – 15

Attack the Block [Cornish, UK, 2011] – 15

**NEA:** Students create a storyboard and shooting script focusing towards a particular genre style. Also produce an evaluation of the process.

All exams are in the Summer Term.

# Geography GCSE

## Aims

- To stimulate an interest in the natural environment and the way people live in countries of different levels of development
- To develop practical skills such as map work and writing up the results of field-work
- To provide an interesting and challenging course using a wide-variety of teaching methods

## Content

### The Physical Environment (\*Paper 1 code: 1GA0/01)

- **Topic 1: The changing landscapes of the UK** – including optional sub-topics from which students choose **two** from three, 1A: Coastal landscapes and processes, 1B: River landscapes and processes and 1C: Glaciated upland landscapes and processes.
- **Topic 2: Weather hazards and climate change**
- **Topic 3: Ecosystems, biodiversity and management**

### The Human Environment (\*Paper 2 code: 1GA0/02)

- **Topic 4: Changing cities**
- **Topic 5: Global development**
- **Topic 6: Resource management** – including optional sub-topics from which students choose **one** from two, 6A: Energy resource management and 6B: Water resource management

### Geographical Investigations: Fieldwork and UK Challenges (\*Paper 3 code: 1GA0/03)

- **Topic 7:** Geographical investigations – fieldwork
- **Topic 8:** Geographical investigations – UK challenges

## Examination

- Edexcel Syllabus A
- THREE written exam papers at the end of the course -  
**Paper 1** - 1 hour and 30 minutes, 37.5% of the qualification, 94 marks  
**Paper 2** - 1 hour and 30 minutes, 37.5% of the qualification, 94 marks  
**Paper 3** - 1 hour and 30 minutes, 25% of the qualification, 64 marks
- As a department we have many years of experience teaching. Results are amongst the top departments in the school and many students gain their highest grades in Geography.

# AQA Design & Technology

## Introduction

- Design and Technology has changed and can no longer be taken as separate subjects such as Electronic Products or Resistant Materials. Whilst we do offer a Cambridge National in Engineering Design in place of Resistant Materials (which is very closely related and covers much of the same content and outcomes ), there is no GCSE equivalent for Electronic Product Design. Therefore we will be delivering AQA DT with a Electronic bias towards coursework. How much this bias will be, will ultimately be the pupils choice.
- This new Design and Technology GCSE will have an increased proportion of Maths and scientific principles in, therefore will be ideal for those students who are confident in these subjects.

## Content

- This GCSE will cover a broad range of DT principles from basic Resistant Materials to Electronics and is a good choice for any DT student who wishes to expand their learning and develop their skills as an all round designer.
- Based upon the principles of explore, create and evaluate, the GCSE aims to develop pupils creative skills in design and making. It also aims to develop students understanding of design trends and famous designers who have changed the world we live in.
- This course is designed to appeal equally to boys and girls. Design work must be presented to a high standard and projects are designed to excite and motivate students.

## Examination

- Students follow the AQA specification. They are required to produce a coursework project, which represents 50% of the total mark and should not exceed 35 hours' controlled assessment work.
- Evidence required for the project consists of final prototype and a course design folder and/or appropriate ICT evidence. An examination paper of 2 hours' duration represents the final 50% of the assessment.
- The exam will have a core section of general DT questions worth 20 marks, a specialist section worth 30 marks and a general designing and making section worth 50 marks which will including both short and extended questions.

# History GCSE

## Aims

- To develop *knowledge and understanding* of the most important *people, events and ideas* that shaped the world in which we live.
- To develop *skills in finding, comparing and analysing information*, contained in a variety of *sources: photographs, letters, cartoons, maps, newspapers, textbooks, IT databases*, etc. These are vital skills applicable to any job and an excellent basis for further study in any subject.
- To develop a *flexible mind*, able to understand how human affairs are shaped by the interaction of many different ideas and situations.
- To appreciate how *people* in the past *felt* about the *situations* which *faced them*, and how this was similar to, or different from, our reactions now. This develops skill in appreciating the many different viewpoints held by people today in our complex and rapidly changing society.

## Students study the following elements of the EDEXCEL GCSE.

- Medicine through Time and The British Sector of the Western Front 1914-18 Surgery and Treatment. (looking at ideas about causes of illness, and treatments over time).
- The Cold War 1945-91 and Henry VIII and his Ministers (Wolsey and Cromwell)1509-1540
- The USA 1954-1975: Conflict at Home and Abroad (Civil Rights and the Vietnam War)

This course allows students to study a range of topics, in a variety of ways which use and develop individual talents and aptitudes. Study methods include the use of maps, charts, diagrams, photography, letters, diaries, cartoons, newspapers, IT databases, videos etc

For One Year Option there is a 2 Day Field Study Trip to Ypres. For 3 Year there are 3 x Trips (one in each year) to the Science Museum, Hampton Court and The Doctors Show Theatre production.

## Examination

EDEXCEL SYLLABUS B: Schools History Project.

**Paper 1 - 1hr 15m** - Medicine and Surgery 30%

**Paper 2 - 1 hr 45m** – Cold War and Henry VIII 40%

**Paper 3 - 1 hr 20m** – USA 30%

**You know** what topics and questions will appear in which papers and can prepare accordingly. We have found the EDEXCEL examinations to be fair and straightforward, repaying hard work with excellent results.

# **Tech Award In Travel and Tourism Edexcel BTEC Level 1/Level 2**

## **Aim**

Investigate the aims of UK travel and tourism organisations

Explore travel and tourism and tourist destinations

Explore factors that may influence global travel and tourism

To explore the potential impacts of tourism at global destinations

Investigate how organisations identify Travel and Tourism trends

Explore how to meet the needs and preferences of travel and tourism customers

## **Course Structure**

Core units:

1 – Travel and Tourism organisations and destinations (Internal assessment)

2 – Influences on Global Travel and Tourism (Exam)

3 – Customer needs in Travel and Tourism (Internal synoptic assessment)

All 3 units must be passed in order to pass the course.

## **Opportunities for progression**

BTEC qualifications are recognised by employers and educational institutions and provide a good progression route to advanced qualifications eg BTEC Nationals or vocational courses such as WJEC applied Tourism which can be studied in year 12 and 13.

Employment within the travel and tourism industry eg posts in travel agencies, visitor attractions, ski resorts etc.

Apprenticeships at organisations within the industry, such as TUI, Holiday Inn, etc.

# Pearson BTEC Level 1/2 First Award In Music

## Aims

This course is designed to give students the opportunity to shine in all areas of music – Performing (either live or using a sequencer), Composing and in the understanding of how the music industry works.

## Content

There are 4 main units, one of which is externally examined.

Students will study how the music industry works, including the role of agents, performance areas, copyright, management, publishing and marketing. This unit is examined and there are two opportunities to do well – both in January and again in May.

In unit 2, students design and create a music product. This can be a podcast, a concert or an album, and students work together as a team to perform, design and record their work, meeting deadlines along the way. Progress and team work are critical to this unit and students will be marked on participation and attitude to learning.

Unit 4 involves the creation of a number of starting points for composition, developing these and then combining them into one finished piece. Students can write in a style of their choice, for a variety of instruments and voices and there will be the opportunity to use music technology to support this.

Our stronger performers will choose unit 5 as their final choice. This will be the performing unit. They will be performing as soloists and in groups; they must play two pieces to an audience – one solo and one group piece.

Students who are more drawn to music technology will have the opportunity to sequence their own pieces, using Logic, GarageBand and Mixcraft (or a combination of all 3) to put together completed pieces for a final master track. This gives them the opportunity to develop key skills in listening and application of music technology specific techniques.

**In addition, to support students with their practical skill development, (necessary for aspects of different units) they are provided with a weekly FREE instrumental lesson as part of the course, to develop their individual instrumental or vocal skills and support the practical element of the coursework. This can also be used to develop their compositional and sequencing skills, on a 1-1 basis.**

## Course Requirements

- Experience of playing a musical instrument (which includes vocals) – graded exams helpful but not necessary.
- Enthusiasm and willingness to learn
- Good communication skills, as often you will be required to work within a team
- Basic ICT skills, a willingness to research and investigate the many aspects of music and plenty of creativity and imagination

In order to support their progress practically, all students are expected to perform and participate in extra-curricular groups run in their vocal/instrumental specialism. Students are also expected to practice for a minimum of 20 minutes, 3 times per week, to support their instrumental lessons.

# Physical Education GCSE

PE will offer you the opportunity to develop your skills in a wide range of sports and activities and help you improve your own performance.

You will learn about exercise, how the body works to help you exercise and then through training how performance can be improved

- The pass rate for many years has been well above the school average: A\*-C pass rate over 80%, 100% pass rate.
- Many Students achieve their highest grade in GCSE PE, as we expect very high standards of performance and discipline.

## The course is divided into three sections:

<b>Theory</b>	Two final exams and an extended piece of coursework.	60%
<b>Analysis of performance</b>	Written personal exercise plan coursework.	10%
<b>Practical</b>	Candidates must choose between being performers in one team sport, one individual sport and an additional sport of their choice from an allocated list.	30%

## Points to Note

- Most GCSE PE lessons are usually theory lessons, Students may be set according to ability for theory. Subjects covered in theory include: applied anatomy and physiology, reasons for participation, training, fitness and injury.
- Homework is set by each teacher every week.
- Written coursework takes the form of designing a specific exercise programme in controlled conditions and then performing and evaluating the plan.
- There are THREE practical activities therefore students must take part fully in all practical activities.
- It is suggested that you participate in at least one sport at club level outside of school.
- If you have an on-going medical condition you must discuss this with Mr Jones before opting.
- Students will cover a wide range of activities during lessons times and the selection of the final THREE activities can take place throughout the whole year. Video evidence is mandatory for moderation.
- It is not possible for all practical activities to be assessed during school time, Students wishing to offer a sport not covered in school, such as skiing or horse riding will have to join a local club, and provide a video of their performance.

**Students with a history of forgetting kit or non-participation will not be suitable.**  
**The Physical Education Department reserve the right to refuse entry on this course or entry for exam.**

## PRACTICAL ASSESSMENT

**Students must offer ONE team, ONE Individual and ONE choice sport.**

Team	Individual
<ul style="list-style-type: none"> <li>• Association football (cannot be five-a-side or futsal)</li> <li>• Badminton (cannot be assessed with singles/individual activity badminton)</li> <li>• Basketball (cannot be 'street basketball')</li> <li>• Camogie (cannot be assessed with hurling)</li> <li>• Cricket</li> <li>• Dance (acceptable dances include: ballet, ballroom, contemporary/modern, hip-hop, jazz, salsa, street, tap)</li> <li>• Gaelic football</li> <li>• Handball</li> <li>• Hockey (must be outdoors field hockey, not ice hockey or roller hockey)</li> <li>• Hurling (cannot be assessed with camogie)</li> <li>• Lacrosse</li> <li>• Netball</li> <li>• Rowing (cannot be assessed with sculling, canoeing, kayaking or a rowing machine. This can only be used for one activity)</li> <li>• Rugby league (cannot be assessed with rugby union or rugby sevens – cannot be tag rugby)</li> <li>• Rugby union (can be assessed as sevens or fifteen-a-side. Cannot be assessed with rugby league, cannot be tag rugby)</li> <li>• Squash (cannot be assessed with singles/individual activity squash)</li> <li>• Table tennis (cannot be assessed with singles/individual activity table tennis)</li> <li>• Tennis (cannot be assessed with singles/individual activity tennis)</li> <li>• Volleyball</li> </ul> <p>Specialist:</p> <ul style="list-style-type: none"> <li>• Blind cricket</li> <li>• Goal ball</li> <li>• Powerchair football</li> <li>• Table cricket</li> <li>• Wheelchair basketball</li> <li>• Wheelchair rugby</li> </ul>	<ul style="list-style-type: none"> <li>• Amateur boxing</li> <li>• Athletics (can be assessed in one event from the disciplines of either Track or Field. Race walking and cross country are not a permitted Athletics events)</li> <li>• Badminton (cannot be assessed with doubles)</li> <li>• Canoeing (cannot be assessed with kayaking, rowing or sculling)</li> <li>• Cycling (Track or road cycling only)</li> <li>• Dance (can only be used for one activity)</li> <li>• Diving (platform diving)</li> <li>• Golf</li> <li>• Gymnastics (floor routines and apparatus only)</li> <li>• Equestrian (can be assessed in either show jumping, cross country or dressage)</li> <li>• Kayaking (cannot be assessed with canoeing, rowing or sculling)</li> <li>• Rock climbing (can be indoor or outdoor)</li> <li>• Rowing (cannot be assessed with sculling, canoeing, kayaking or a rowing machine. This can only be used for one activity)</li> <li>• Sculling (cannot be assessed with sculling, canoeing or kayaking)</li> <li>• Skiing (outdoor/indoor on snow; cannot be assessed with snowboarding. Must not be dry slopes)</li> <li>• Snowboarding (outdoor/indoor on snow; cannot be assessed with skiing. Must not be on dry slopes)</li> <li>• Squash (cannot be assessed with doubles)</li> <li>• Swimming (not synchronised swimming)</li> <li>• Table tennis (cannot be assessed with doubles)</li> <li>• Tennis (cannot be assessed with doubles)</li> <li>• Trampolining</li> </ul> <p>Specialist:</p> <ul style="list-style-type: none"> <li>• Boccia</li> <li>• Polybat</li> </ul>

# Pearson BTEC Level 2 Health and Social Care

## Aims and Content

- The main focus is on four areas of equal importance, which cover the:
  - development of key skills that prove your ability in health and social care such as *interpreting data* to assess an individual's health
  - processes that show ways of working in health and social care, such as *designing a plan* to improve an individual's health and wellbeing
  - attitudes that are considered important in health and social care, including the *care values* and the opportunity to practise applying them
  - knowledge of *human growth and development, health and social care services*, and factors affecting *people's health and wellbeing*.

## Course Structure

Core Units:

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care

1. Human Lifespan Development - coursework
2. Health and Social Care Services and Values - coursework
3. Health and Wellbeing - external exam of 2 hours which includes 10 mark written essays

All three units must be passed in order to pass the course

Learners can achieve a Level 2 Pass, Merit or Distinction within each unit, which are equivalent to GCSE grades 4 and above. If Level 2 is not achieved then a Level 1 pass can be obtained.

## Opportunities for Progression

BTEC qualifications are recognised by employers and education institutions and provide a good progression route to advanced qualifications, e.g. BTEC Nationals that can be studied at year 12 and 13.

# GCSE Psychology AQA

## Aims

- This qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills
- The topics include the latest advances in the subject
- To develop an understanding of Psychological research which makes up our current understanding of why people behave as they do
- To learn about key case studies from the 19<sup>th</sup> and 20<sup>th</sup> Centuries
- To develop the skills to enable students to analyse and evaluate key studies in the field of Psychology
- To develop the ability to evaluate experimental methods including the use of qualitative and quantitative data
- To develop students essay skills, in particular the ability to write concisely
- To learn how to design, conduct and evaluate Psychological experiments

## Content

### Cognition and behavior

1. Memory including the multi-store model of memory and factors influencing eye witness testimony
2. Perception including monocular and binocular depth cues and visual illusions
3. Development including early brain development, Piaget's theory about intelligence and fixed vs. growth mind sets
4. Research methods including experimental methodology, statistics, correlations, sampling and ethics

### Social context and behavior

1. Social influence including conformity, obedience and deindividuation
2. Language, thought and communication including the differences between language and communication and non-verbal communication
3. Brain and neuropsychology including structure and function of the brain and cognitive neuroscience (how the structure and function of the brain relates to behavior)
4. Psychological problems including mental health, depression and addiction

## How it's assessed

This qualification is linear. Linear means that students will sit all their exams at the end of the course. There is no coursework. Two written exam papers, each paper is 1 hour 45 minutes.

All questions will be compulsory, all topics taught will be covered and the exam question style will be a mixture of multiple choice, short answer and extended writing.

Staff recommend that students are targeted at least a level 6 in both English and Maths to ensure that they have the required skills to be successful at Psychology GCSE and have an interest in biology.

GCSE Psychology is incredibly interesting and challenging in many ways. By taking Psychology you will improve your ability to work with statistics, case studies and real experiments. Career progression following Psychology A Level after GCSE can include becoming an Educational Psychologist, Psychiatrist, counsellor, therapist or working in teaching or business.

<http://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/specification-at-a-glance>

# GCSE Sociology AQA

## Aims

- GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways.
- To develop an understanding of Sociology; which aims to explain human social relationships and institutions.
- To learn about topics ranging from Crime to Social inequality and from the Family to Education.
- To develop a wide range of knowledge and understanding about society
- To develop an understanding of society's structures and issues.
- To develop the ability to evaluate experimental methods including the use of qualitative and quantitative data
- To develop the skills to design, conduct and evaluate Sociological experiments
- To develop students essay skills, in particular the ability to write concisely

## Content

Sociology is exciting, interesting and relevant to students' lives. The course will encourage students to take a questioning approach to evidence and issues and develop their thinking and evaluation skills.

1. The sociological approach
2. Social structures, social processes and social issues
3. Families describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist).
4. Education describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion
5. Crime and deviance describe and explain various sociological explanations of crime and deviance including labelling, structural theories, subcultural theories and interactionist theory.
6. Social stratification including poverty and power
7. Sociological research methods including ethical research and how to undertake Sociological research

The course is assessed by 2 exams at the end of the year. Each exam is 1hour 45 minutes. The questions include multiple choice questions followed by a range of short and extended responses. There is NO coursework.

This is a great option to choose if you are interested in how our society works. The skills and knowledge you develop studying sociology focuses on human activities and relationships that connect individuals, groups and institutions. Career progression includes the law, health, education and business.

<http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/specification-at-a-glance>

# Religious Studies GCSE

## Content

Component 1:

### **The study of religions, beliefs, teachings and practices:**

Students will study the beliefs, teachings and practices of two religions and their basis in the sources of wisdom and authority within those religions. They will study similarities and differences in the ways the beliefs and teachings of those religions are understood and expressed. Learning will include:

1. **Christianity** (Unit 3.1.3)
  - Key beliefs
  - Jesus Christ and salvation
  - Worship and festivals
  - The role of the church in the local and worldwide community
2. **Islam** (Unit 3.1.5)
  - Key beliefs
  - Authority
  - Worship
  - Duties and festivals

Component 2:

### **Thematic studies: Religious, philosophical and ethical studies:**

Students will learn about different religious and non-religious perspectives on a range of themes. They will study religious, philosophical and ethical arguments related to these issues and will learn about their impact and influence on the modern world. Perspectives considered will include atheism and/or humanism. Themes selected for study are:

1. Relationships and families
2. Religion and life
3. The existence of God and revelation
4. Religion, peace and conflict

## Examination

- The course will follow the AQA GCSE in RS Specification A (Route 8062A)
- There are two examinations of 1 hour 45 minutes at the end of the course

**THERE IS NO COURSEWORK REQUIREMENT**

# Citizenship Studies GCSE

## Overview

Citizenship Studies investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values.

## Course content:

### Section 1: Citizenship skills, processes and methods.

These are explored throughout Sections 2-5 and enable learners to:

- Form hypotheses, create reasoned arguments and reach substantiated conclusions about citizenship issues.
- Understand the methods and approaches used by governments and others to address citizenship issues in society.
- Analyse citizenship ideas, issues and debates.
- Present their own and other viewpoints.
- Plan practical citizenship actions and critically evaluate their effectiveness.

### Section 2: Life in Modern Britain

- The principles and values that underpin British society.
- The meaning of identity in a diverse society.
- The role of the media and free press.
- The UK's role in international organisations.

### Section 3: Rights and Responsibilities

- What laws society needs and why.
- Citizens' rights and responsibilities with the legal system.
- How the law has developed, protects citizens and deals with criminals.
- Universal human rights and how these are protected.
- How citizens can bring about change in the legal system.

### Section 4: Politics and Participation

- Where political power resides in the UK and how it is controlled.
- The powers of local and devolved government and how citizens can participate.
- Whether political power resides with the citizen, parliament or government.
- How others govern themselves.
- How citizens can bring about political change.

### Section 5: Active citizenship.

- Through case studies and their own action, students will explore how citizens can make a difference.
- In groups, they will take citizen action: a planned course of informed action to address a citizenship issue or question of concern aimed at delivering a benefit or change for a particular community or wider society.

## Examination

☑ The exam is administered by AQA.

☑ There are two written exams.

☑ Paper 1 assesses Active Citizenship and Politics and Participation.

☑ Paper 2 assesses Life in Modern Britain and Rights and Responsibilities.

☑ There is no coursework, although completing a Citizenship Action is a compulsory element.

# OCR Level 1/2 Cambridge National Certificate in Sport

## Aims and Content

- This course prepares young people for careers in the Sports sector.
- It is currently equivalent to 1 GCSE grade 1.5 – 8.5
- The course covers four units that are taught over one year. Three units are assessed through assignments which may involve delivery of presentations, posters, written work, logbooks, diaries, videos etc. One unit is externally assessed through an exam.
- There is a practical element of the course and Students must be prepared to participate regularly in Sports activities.

## Course Structure

### Core Units:

- R051. Contemporary issues in sport (external written exam – 1 hour 60 marks)
- R052. Developing Sports Skills (coursework)

### Specialist Units:

- R053. Sports leadership (coursework)
- R054. Sport and the media (coursework)

## Course Requirements

- Students on this course must be prepared to participate in Physical activity. They will be expected to attend coursework catch up club when necessary.
- Independence to keep up to date with coursework
- If you have a passion for learning about the body, sports leadership and sports media, then this is the course for you.

**Learners can achieve a Level 2 Pass, Merit or Distinction within each unit, and if Level 2 is not achieved then a Level 1 pass can be obtained at a Level 1 pass, Level 1 Merit & Level 1 Distinction**

## Opportunities for Progression

BTEC qualifications are recognised by employers and education institutions and provide a good progression route to advanced qualifications, e.g. BTEC Nationals that can be studied at year 12 and 13.

## Advice can be sought from

- Form Teacher
- Subject Teacher
- Director of Learning
- Head of Year

*Mrs F Nielan*

- Deputy Headteacher/Intervention
- Assistant Headteacher/Curriculum
- Assistant Headteacher/KS3
- Assistant Headteacher/KS4
- Director of Learning - Careers

*Mrs S Embrey*

*Mr D Lawrence*

*Mr R Muskett*

*Mr L Coot*

*Mrs A Cooke*

# NOTES