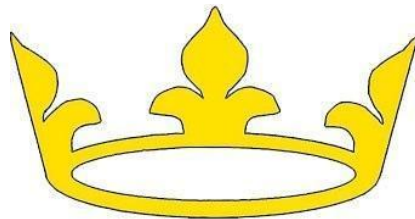


Seven Kings School

Friendship Excellence Opportunity

Year 9 Option Choices Booklet



GCSE Courses 2023

Options Booklet - Contents

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Pathways at Key Stage Four

Dear Year 9 student

You are now entering a vital phase of your education when you will be making very important choices. The choices you make will be among the most important decisions in your school career and will have an impact on the rest of your life.

There are some subjects that you must continue to study - but there is not enough time to continue with all the subjects in Key Stage 3. Therefore, you will have to make some decisions about what you continue studying.

Read this booklet carefully; it will give you clear information about the choices you are about to make.

- ◆ It contains information about the courses on offer and how the assessment will lead to a qualification in each of the courses.

- ◆ It contains information about what you have to do to make option choices.

We always try to give you your first choice subjects but this is not always possible. It is important that you choose a second option and think carefully about this.

You should discuss your plans with your teachers, parents and guardians and ask as many questions as you can. They will be able to advise you based on their knowledge of you as an individual.

You will also have the opportunity to discuss your option choices through an interview with a member of staff. There will also be a virtual curriculum evening

Good luck!

Mr J Roberts
Assistant Headteacher

Ms E Rupp
Year 9 Year Leader

It Starts with Me!

For the first time in your education, you are about to be given some choice over what you study. We give you this choice because everyone is different and not everyone has the same skills, interests and career aspirations.

You may already have an idea about what type of career you would like to go into but many of you will not. Either way, we have designed the options structure to ensure that whatever you choose you will have a balanced mixture of courses that will help prepare you for the future.

- You will have to study **English, Mathematics and Science**. These subjects provide you with the skills and knowledge you will need in every career
- There are two Science Pathways and you must choose **one Pathway**. This will depend on your Science level in Year 9
- You will also still have lessons of **Core Physical Education (PE)** to enable you to continue building on the skills learnt, further develop game play and for your general health, fitness and well-being.
- You will also choose one subject from the **Humanities** (Geography, History, Religious Studies and Sociology) as we believe this helps develop your understanding of the changing world in which we live
- We strongly advise you to consider taking a **Language**. This adds balance to your studies and is highly valued by universities and employers
- You can choose three other subjects if you are on Science Pathway 1 or four other subjects on Science Pathway 2
- Some students attend **Tutorial Support**. This means that you choose one subject less and use the extra time to focus on your other subjects. Only students who are invited to do this will be able to follow this option
- We always try to give students their choices but we cannot always guarantee this. When choosing your options you will be asked to nominate a reserve choice which you could get so think carefully about this subject

Option Choices

Science Pathways

You must choose one pathway and one Option Choice 1 if you take Science Pathway 2.
If you are working consistently at a secure Level 6H or higher, you could opt to study Separate Sciences. Discuss this with your Science teacher.

Pathway 1

Separate/Triple Science (Biology, Chemistry, Physics)

Pathway 2

Combined Science

Plus one subject from

- Geography
- History
- RE
- Sociology

Everyone on pathway 1 or 2 must also choose **ONE** subject from each of the 3 Option Choices below,

Option 1 (D)	Option 2 (E)	Option 3 (F)
Business Studies Drama DT French Food and Nutrition Geography History	Art Computing DT Geography History Music PE RE Textiles	Business Studies Computing French Mandarin Media Studies Sociology Spanish

PLEASE NOTE:

These option blocks are subject to some changes- students will be given the finalised options blocks on their options form.

FAQs – Frequently Asked Questions

1. What is GCSE?

GCSE stands for General Certificate of Secondary Education. It is the most common national qualification that students take in Key Stage 4. After taking GCSEs, students can go on to study post 16 courses such as A levels or BTEC or start an apprenticeship.

2. How will I be assessed?

Each course is assessed differently. You should look in the subject information section to find out more about this. Most subjects are now assessed at the end of Year 11 with examinations.

3. What is coursework?

Extended pieces of work completed over a period of weeks, both at home and in lessons. Some courses involve coursework, this is assessed and counts towards the final grade. More detail can be found in the subject information section.

4. What are 'Controlled Assessments'?

Controlled assessments are important pieces of extended work over a number of lessons that are assessed and count towards the final GCSE grade. Unlike coursework, controlled assessments are completed in lesson time, supervised by the teacher.

5. Will I study English Literature or English Language?

You will study both. The course is taught in an integrated way but you will achieve 2 GCSEs at the end.

6. What type of Science course will I study?

Separate sciences: you study three separate sciences in Biology, Chemistry and Physics and will achieve three separate GCSE grades. Separate science is taught over eight periods a week. Please see the Science page for entry requirements.

Combined Science Trilogy: this combines Biology, Chemistry and Physics. At the end of the course students will achieve two GCSE awards. Combined Science is taught over five periods a week

7. What is Tutorial Support?

This is an option for some students only – students are invited to do this by Ms Coleman and her team in the Student Support department. Some students benefit from studying one subject fewer than other students and using the time to work on all other areas.

Compulsory Subjects

English



In English, students follow a two-year GCSE course which helps them to form, develop and articulate varied and complex views and opinions through spoken language, reading and writing. It is our aim to share a love of literature and engender a passion for reading in all of our students. We will be preparing for an English Language and English Literature examination course and at the end of the course each student will obtain two GCSE qualifications (English Literature and English Language) and a Spoken Language Endorsement.

The GCSE specification is a fully linear course, meaning all exams are taken at the end of the two year course.

Given that all four of the English public exams (detailed below) will take place at the end of the course, this means that students' learning from lesson one in Year 10 onwards, and throughout the course, will need to be recalled, retained and tested. Therefore, there is an increased need for students to focus on the quality of their classwork and internal assessments, remember key elements of their study and practise these.

COURSE OUTLINE

Current syllabus followed:

AQA English Language GCSE (8700) and English Literature GCSE (8702), with a separate endorsement for Spoken Language.

GCSE students will be involved in a varied programme of reading novels, plays and poetry, writing creatively for a variety of purposes to ranging audiences, and taking part in discussion and debate, alongside developing the skills required to explore unseen texts. Thus, the National Curriculum of Reading, Writing, Speaking and Listening for English will all be covered fully.

ASSESSMENT – ENGLISH LANGUAGE

Students will sit two English Language papers (one focused on fiction and the other non-fiction) which will give them opportunities to demonstrate their abilities as readers and writers of English, providing them with the skills required to take an active and responsible role in society.

The English Language course outline looks like this:

Unit	What percentage of total GCSE marks does it equate to?	What will it involve?
Paper 1: Explorations in Creative Writing and Reading	50%	<p>This paper involves:</p> <p>Section A: Reading section.</p> <p>Four questions on one unseen fiction extract from either the 21st or 20th century. Tests retrieval, understanding of language and structure and ability to evaluate a given opinion relating to the chosen text.</p> <p>Section B: Writing section. A creative writing piece based on a picture stimulus or a written prompt.</p>
Paper 2: Writers' Viewpoints and Perspectives	50%	<p>This Paper involves:</p> <p>Section A: Reading Section.</p> <p>Four questions on two unseen non-fiction texts (one from the 19th century and one from either 20th or 21st century). Tests retrieval, ability to summarise differences, understanding of language and ability to compare writers' views and opinions and analyse writers' methods.</p> <p>Section B: Writing Section.</p> <p>One task: writing a non-fiction piece, such as a letter, article, newspaper report, speech.</p>

SPOKEN LANGUAGE ENDORSEMENT

GCSE English Language has an endorsed component covering Spoken Language. This endorsement will be reported as a separate grade (Pass, Merit, Distinction or Not Classified) and will not contribute to the result of the GCSE English Language qualification.

Students will undertake a prepared spoken presentation on a specific topic of their choice.

ASSESSMENT – ENGLISH LITERATURE

This course will allow students to experience a range of exciting and world-altering Literature (novels, poetry, and play scripts). The English Literature course outline looks like this:

Unit	What percentage of total GCSE marks does it equate to?	What will it involve? <i>(Note: all exams are closed-book)</i>
Paper 1: Shakespeare and the 19th-Century Novel.	40%	<p>Section A: Shakespeare</p> <p>Students study <i>Macbeth</i>.</p> <p>Section B: The 19th-Century Novel</p> <p>Students study Charles Dickens' <i>A Christmas Carol</i>.</p> <p>For both sections of the exam they are required to answer a question where they focus initially on an extract and then discuss the whole text.</p>
Unit 2: Modern Texts and Poetry	60%	<p>Section A: Modern Drama.</p> <p>Students will study J. B. Priestley's <i>An Inspector Calls</i>. They will have a choice of two questions in the exam, where they write about either a key theme, a character from the play or an aspect of dramatisation.</p> <p>Section B: Poetry</p> <p>Students analyse poetry from the AQA anthology. They will be studying poems focused on the themes of Power and Conflict. In the exam they compare two poems (one specified by the exam board and one they choose themselves).</p> <p>Section C: Unseen Poetry</p> <p>Students answer two questions: one about one unseen poem and another comparing two unseen poems.</p>

The Assessment Objectives for both courses are as follows:

English Language:

4.5 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Language specifications and all exam boards.

The exams and Spoken Language endorsement will measure how students have achieved the following assessment objectives.

- AO1:
 - identify and interpret explicit and implicit information and ideas
 - select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken Standard English effectively in speeches and presentations.

English Literature:

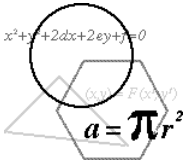
Assessment Objectives (AOs)

AO1	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none">• maintain a critical style and develop an informed personal response• use textual references, including quotations, to support and illustrate interpretations.
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Learning Leader – Ms S Skinner

Compulsory Subjects

Mathematics



Linear Higher Course

Examination board: Edexcel

Examination code: 1MA1

Grades available: 4 to 9

Sets: 1 to 3

Linear Foundation Course

Examination board: Edexcel

Examination code: 1MA1

Grades available 1-5

Sets: 4

Course outline

In Year 10 and 11 students continue studying the three year GCSE maths course which they started in Year 9.

Each year group will continue to follow the spiral curriculum which is designed to meet the requirements of the specification at a level appropriate to the ability of the students. Students will experience a variety of learning and teaching styles. These include activities that provide frequent opportunities to discuss their work as well as to develop, understand and explain their reasoning. Students use a variety of resources which include the Edexcel Pearson GCSE Mathematics textbook, mini and mega white boards and computers. The use of a scientific calculator is essential for the course.

The GCSE assessment has a great emphasis on problem solving, communication, proof and interpretation. This ensures that students have the skills they need to use Mathematics in a real life context. Problem solving questions are used in lessons on a regular basis to build pupils confidence to tackle these types of questions.

Assessment

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. Paper 1 is a non-calculator assessment, Paper 2 and Paper 3 are calculator assessments.

Each paper is 1 hour and 30 minutes long and worth 80 marks each.

The assessment will cover the following content headings:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

The assessment objectives are the following:

Assessment Objective		Weighting (Foundation)	Weighting (Higher)
AO1	Use and apply standard techniques	50%	40%
AO2	Reason, interpret and communicate mathematically	25%	30%
AO3	Solve problems within mathematics and other context	25%	30%

Careers with Mathematics

GCSE Mathematics course will provide excellent skills to continue studies in Mathematics to A Level.

Examples of careers with Mathematics include:

- Engineer
- Doctor
- Accountant
- Investment analyst
- Lecturer/Teacher
- Meteorologist
- Statistician
- Actuaries
- Surveyors
- Astronomer

If you have any questions about GCSE Mathematics, don't hesitate to ask your Mathematics Teacher!

Learning Leader – Mrs K Ahmad

Compulsory Subjects

Science

The Science curriculum aims to develop scientific knowledge and skills in a modern context. The curriculum is designed to be purposeful and cultivate curiosity in all our students. Our principles around developing a deeper understanding through “How Science Works” through contextualising their learning with modern news/discoveries keeps Science relevant and provides students with a genuine view of where Science can take them in the future.

It is compulsory that all students study Science. The Science department offers two options for studying science at GCSE level. Students can either study AQA Combined Science Trilogy GCSE course or study AQA Separate Science GCSE courses.

Combined Science Trilogy

This course will involve working towards and achieving two science GCSEs. The current structure of the course is as follows in terms of their timetable:

Teacher 1	3 x 90 minute lessons a fortnight 1 x 45 minute lessons a fortnight	Biology, Chemistry and Physics taught by both teachers.
Teacher 2	3 x 90 minute lessons	

All students will complete a GCSE in Combined Science: Trilogy. This course includes Biology, Chemistry and Physics. Students will take public examinations at the end of Year 11. Each exam paper is 1 hour and 15 minutes long. **Students will sit six exams at the end of Year 11.** There is no opportunity for resitting exams and they will be awarded their GCSE by the examination board at the end of Year 11.

This course is suitable for students who wish to study Science at A level and/or University, it is also a suitable pathway for students who are considering a career in Science. They will not be penalised for not selecting Separate Science. Students will be able to study Biology, Chemistry or Physics at A level at Seven Kings School; provided they meet the school’s Sixth Form entry grade requirements.

Separate Science: Separate Science GCSEs

This course will involve studying for three separate GCSE Sciences in Biology, Chemistry and Physics. The current structure of the course is as follows in terms of their timetable:

Biology	3 x 90 minute lessons a fortnight 1 x 45 minute lesson a fortnight
Chemistry	3 x 90 minute lessons a fortnight 1 x 45 minute lesson a fortnight
Physics	3 x 90 minute lessons a fortnight 1 x 45 minute lesson a fortnight

Each of the three GCSEs is assessed by two exam papers, giving a total of 6 exams. Each exam paper is 1 hour and 45 minutes long. **All exams will be sat at the end of Year 11.**

This course will be suitable for students who wish to study Science at A Level and/or University, it is also a suitable pathway for students who are considering a career in Science. This course will be very demanding and moves at a quick pace. Students will, therefore, need to have a very good understanding of the Science curriculum.

Our current entry requirements for Separate Science are that they have achieved a **Grade 5** average across their KS4 assessments this academic year, their Key Stage 3 results will also be taken into account when making a decision on the most appropriate pathway for students.

They will also require excellent time management and organisational skills as they will be studying for three Science GCSEs rather than two.

Students are advised to speak to their science teachers regarding their suitability for this course.

Further Study

A science qualification can lead to employment at all levels in such diverse careers as Medicine, Engineering, Pharmaceuticals, Finance, Law and Agriculture.

Students who like to study courses in Technology or Engineering at University will find that physical sciences are an integral part of many of these courses at Higher Education institutions.

Learning Leaders – Mr B Mizon and Ms M Hands

Compulsory Subjects

Physical Education



COURSE OUTLINE

The Physical Education programme in Key Stage 4 aims to enhance skill performance in a variety of activities as well as continue to develop and build communication skills, teamwork, resilience, problem solving and confidence.

In Year 10, students follow a set programme of study for part of the year and are also given the chance to select activities that they wish to participate in and develop their skills and knowledge further. Activities covered include: football, netball, basketball, rugby, fitness, badminton, cricket, rounders, athletics, volleyball, handball and trampolining.

In Year 11, students are given option choices allowing them to focus on sports and activities they have the most interest in and want to enhance their skill level and game play further. GCSE students should use their core PE lessons to support the sports they are being assessed in for their GCSE PE.

FURTHER STUDY

Students will be expected to take on a variety of roles by organising, umpiring, playing and coaching. They will also be encouraged to take part in extra-curricular activities within school and to discover local facilities and opportunities that may be of use to them in developing their skills and maintaining an active, balanced and healthy lifestyle in adult life.

Learning Leader – Mr A Goksel

Computer Science - Conditional Option

GCSE Computer Science (OCR J277)



COURSE OUTLINE

Students may opt to study for a GCSE in Computer Science. They will learn a range of skills and knowledge including how to approach solving problems, learning to program from a practical and theoretical viewpoint, how networks and computers function and how to protect them. You will also learn the mathematics behind computation and how this is used by computers to represent a variety of media including images and sound. You will cover the legal aspects of computer use as well as how these technologies impact and influence modern society and the environment for both good and bad.

Entry Requirement: students will need to be consistently achieving Level 6 or above in Mathematics. At GCSE level the Mathematical skill required is not significant however you are not allowed to use Calculators in the examinations and students who are good at Mathematics often find it easier to learn the problem solving and programming skills required to be successful. Mathematical skill is increasingly important at A level and beyond. An A level in Computer Science is currently available as an option and is growing in popularity in recent years.

Unit title	Assessment and Duration	Weighting
J277/01: Computer Systems Systems architecture Memory and storage Computer networks, connections and protocols Network security Systems software Ethical, legal, cultural and environmental impacts of digital technology	1 hour 30 minutes Written paper 80 marks	50%
J277/02: Computational thinking, algorithms and programming Algorithms Programming fundamentals Producing robust programs Boolean logic Programming languages and Integrated Development Environments	1 hour 30 minutes Written paper 80 marks	50%

Although coursework is no longer assessed, all students must be given the opportunity to undertake a programming task(s), either to a specification point or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming. This is no longer assessed directly but questions from this work will appear in Paper 2. The minimum requirement for schools is 20 hours of programming experience but over the two years you will do a lot more than that.

FURTHER STUDY/CAREERS

A qualification in Computer Science can lead to a wide range of career options, as well as a route into Apprenticeships, Further and Higher education. It will also be a useful skill in many other areas outside of Computer Science. Here is a short list of some of the relevant careers that you may already be considering, however computer skills are in demand and useful in almost any job you can imagine:

Technical Careers

- Cyber Security
- Programmer/Software Developer
- Systems Architect/Analyst
- Data Scientist
- Artificial Intelligence

Management Careers

- Project management
- IT Systems and Network Management

Learning Leader – Mr M Halfyard (m.halfyard@sevenkings.school)

Humanities Option

Geography



*“Learning to make a **WORLD** of difference”*

Geography will inspire you to become a global citizen. By exploring your own place in the world you will understand the different attitudes and values that people have towards the environment and to the sustainability of our planet.

The Syllabus

The GCSE course is split into 3 Units:

Unit 1 - Physical Geography (90 minute exam, worth 35%)

You will study the following modules:

- **The Challenge of Natural Hazards** – *Volcanoes, Earthquakes, Hurricanes and Climate Change*
- **Physical Landscapes in the UK** – *Coastal environments and River landscapes*
- **The Living World** – *Ecosystems, Tropical Rainforests and Hot Deserts*

Unit 2 – Human Geography (90 minute exam, worth 35%)

You will study the following modules:

- **Urban Challenges** – *Population change, Demographic Transition Model, Sustainable development*
- **The Changing Economic World**– *contrasts in development, factors affecting development, reducing global inequalities and the UK economy*
- **The Challenge of Resource Management** – *the global distribution of food, the changing demand and provision of food in the UK*

Unit 3 – Geographical Applications (75 minute exam, worth 30%)

You will study the following modules:

- **Issue Evaluation**- *Pre-released material become available 12 weeks before the exam date and studied in class debating a geographical issue*
- **Fieldwork**- *Two enquiries will be carried out in contrasting environments showing both the physical and human geography. Students will be tested on the skills they used during the fieldwork, in the exam.*
- **Geographical skills**- *cartographic, graphical, numerical and statistical skills*

What skills are involved in GCSE Geography?

GCSE Geography is a fantastic subject for developing a wide range of employable skills due to its combination of science, humanities and mathematics. Additional skills students develop include:

<i>Geographic information systems</i>	<i>Presentation skills</i>	<i>Analysing photographs,</i>	<i>Studying satellite images</i>	<i>Drawing/ interpreting a variety of graphs</i>
<i>Description</i>	<i>Explanation</i>	<i>Decision making</i>	<i>Enquiry</i>	<i>Map reading</i>

What opportunities are open to Geography Students?

- Compulsory 1 day trip to the Kent coast to study coastal formation and regeneration in Margate. They will complete geographical enquiries in preparation for the Unit 3 exam.
- Model United Nations - the school hosts an annual 2 day conference as well as providing opportunities to attend conferences across London.
- Optional 4 day international trip to the Bay of Naples to study tectonically active landscapes and explore a range of coastal environments (COVID dependent)
- GCSE mastery courses run through the Royal Geographical Society,

Careers with Geography

Students that have studied Geography are very attractive to employers. You will learn and develop a lot of different skills which will help you with any type of work, from being a Climate Scientist to an Accountant!

Examples of careers with Geography include:

● Meteorologist	● Environmental Education Officer
● Finance	● Surveyor
● Tourism Officer	● United Nations Ambassador
● Government Administrator	● Cartographer
● Doctor	● Accountant
● Chemist	● Engineering
● Lawyer	● Charity work
● Anything you want! Geography is an incredibly transferable subject for any career	

If you have any questions about GCSE Geography don't hesitate to ask your Geography Teacher!

Learning Leader – Ms C Syme

Humanities Option

History

Syllabus: Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)



COURSE OUTLINE

The History GCSE Syllabus will consist of the following units:

Paper 1: Thematic study and historic environment (Paper codes: 1HI0/10–12)

Written examination: 1 hour and 15 minutes

30% of the qualification*

Content overview: **Crime and punishment through time, c1000–present**

This comprises a thematic study (Crime and punishment in Britain, c1000–present) and a study of a historic environment (Whitechapel, c1870–c1900: crime, policing and the inner city).

Paper 2: Period study and British depth study (Paper codes: 1HI0/20–29)

Written examination: 1 hour and 45 minutes

40% of the qualification*

Early Elizabethan England, 1558–88.

This unit consists of three key topics which explore the reign of Elizabeth I: Queen, government and religion, 1558–69, Challenges to Elizabeth at home and abroad, 1569–88, and Elizabethan society in the Age of Exploration, 1558–88–88

Superpower relations and the Cold War, 1941–91

This unit explores the issues surrounding the ideological differences between the USA and the USSR and the crisis that occurred as a result of this. The unit covers three key topics: The origins of the Cold War, 1941–58, Cold War crises, 1958–70, and The end of the Cold War, 1970–91

Paper 3: Modern depth study (Paper codes: 1HI0/30–33)

Written examination: 1 hour and 20 minutes

30% of the qualification*

The USA, 1954–75: conflict at home and abroad

This unit explores the social and political developments that occurred in the USA 1954–76. The key topics are: The development of the civil rights movement, 1954–60, Protest, progress and radicalism, 1960–75, US involvement in the Vietnam War, 1954–75 and Reactions to, and the end of, US involvement in Vietnam, 1964–75

The course is taught in a variety of ways. You will be involved in group discussion work and problem solving exercises to help you use historical sources.

Written assessments, including past questions and research tasks are used. Essay writing is taught as a skill to use in exams and further education. You will be given the opportunity to improve your debating skills as well.

You will be expected to reflect and improve upon your exam technique at regular intervals throughout the course.

ASSESSMENT

You will be assessed through three written exams which will be completed at the end of Year 11, Paper 1 (30%), Paper 2 (40%) and Paper 3 (30%).

Teachers will also assess progress through written work, factual tests and exam questions.

FURTHER STUDY

This course will provide an excellent skills base for students to continue their studies in History to AS/A Level. The GCSE develops written and oral skills of analysis, evaluation, debate and presentation. These skills are extremely useful in further and higher education. They are also highly prized by prospective employers.

Among the careers that a History GCSE could lead to are Law, Banking, Management, Teaching, the Civil Service, Journalism, Broadcasting, Publishing, the Armed Forces and Local Government.

Learning Leader – Ms J Howlett

Humanities Option



Religious Studies

Religious Studies is an option that is open to all students. The course studied does not presuppose faith and is designed to be accessible to students of any religious persuasion or none. As you are aware our year 9 students are currently working towards a Short Course GCSE in Religious Studies, despite being given this opportunity students who wish to study the full course should still opt for it as one of their choices. The benefit of doing so would mean student's are given an opportunity to study more themes in greater depth and possibly explore the study of a third religion.

Course outline:

The aims of this course encourage students to:

- ✓ develop students' interest in, and enthusiasm for, a study of religion and its relation to the wider world
- ✓ provide students with the platform to debate and have discussions
- ✓ challenge students with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues
- ✓ equip students with valuable skills for their future development, such as analytical and critical thinking, the ability to work with abstract ideas, and research skills

Paper One: The study of religions: belief, teachings and practices

This is a written exam lasting 1 hour 45 minutes.

It is worth 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))

50% of GCSE

Students will be able to study in depth the key beliefs of Christianity and Islam. Students are exposed to visits and speakers who share their story and places of worship.

Paper Two: Thematic studies:

Students will Study the following four units and religious attitudes towards issues explored within;

Theme A - Relationships and families
Theme B - Religion and life
Theme D - Religion, peace and conflict
Theme E - Religion, crime and punishment

Also worth 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))

50% of GCSE

Where it leads:

R.S. GCSE provides an excellent basis for further study at A Level and beyond. Students often go on to study philosophy at A-level or degree level.

Amongst careers available to students are: law, travel, advertising, human resources, diplomacy, publishing, journalism, media and teaching.

Learning Leader – Ms S Moosa

Humanities Option:

Sociology



Syllabus: 8192 (AQA)

COURSE OUTLINE

Sociology is the study of society. It involves studying human social life, groups and societies in a systematic way. Sociologists investigate and explain the social world and our behaviour in it. They are interested in understanding the ways in which society influences us and shapes our lives.

Paper 1 will be studied in Year 10 and examined at the end of year 11. Students will study:

- The sociological research methods and theory
- Families
- Education

Paper 2 will be studied in Year 11. Students will study:

- Crime and Deviance
- Social stratification
- Sociological research methods and theory

As students will often have personal experiences or points of view on many of the issues covered, Sociology is a subject which lends itself to lively discussion. We hope as a result of studying it, you will have a greater understanding of the society in which you live and the processes behind aspects of daily life which can often be taken for granted.

ASSESSMENT

- The course is assessed by 100% examination, so strong writing skills and the ability to consider a variety of sociological perspectives are essential.
- Students will have to answer a number of short and extended questions on the above topics.
- There are 2 exams at the end of year 11:
 - Paper 1 (Family and Education Unit with Research Methods) = 1 hour 45 minutes. 100 Marks.
 - Paper 2 (Crime and Deviance and Stratification Unit with Research Methods) = 1 hour 45 minutes. 100 Marks.

FURTHER STUDY

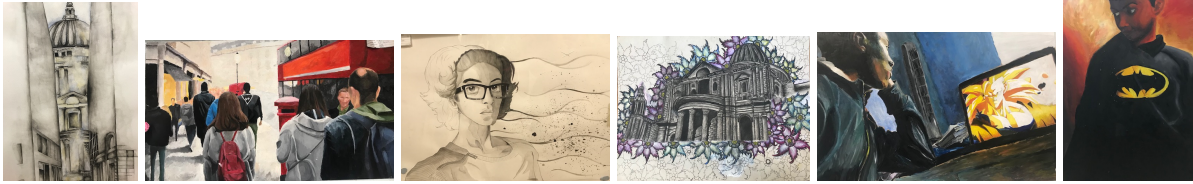
Sociology is a particularly useful subject for students who are considering careers working closely with other people, including but not limited to; social work, the medical profession, teaching, police and law enforcement, probation services, management or law. You can also study A Level Sociology in the Sixth Form, where it is a popular choice of subject.

Head of Sociology – Mrs Salam

Free Option

Art & Design

Syllabus: GCSE (1-9) Art & Design: Fine Art (1FAO)



COURSE OUTLINE

You are required to actively engage in the creative process of Art and Design to develop as effective and independent Artists through critical and reflective thinking. You will explore and learn to refine ideas using a broad range of materials and techniques, developing technical skills, with a focus on drawing and painting.

You will learn to:

- Apply a creative approach to problem solving
- Consider and develop original ideas from initiation to realisation of final outcomes
- Analyse critically your own work and the work of others
- Express individual thoughts and choices confidently
- Take risks, experiment and refine your work
- Discover from first hand source through to Virtual and in person gallery/museum visits

You can expect to learn in a creative environment, with an Art department who are enthusiastic and knowledgeable. We pride ourselves on our bespoke one to one tutorials with our Art students. Here we facilitate the exploration and planning of your ideas with connection to your own interests, through the practice of various materials and concepts. We have had excellent results and want you to be aspirational for personal success.

ASSESSMENT

You are required to produce sufficient amounts of work in each element of the course to meet each of the four assessment objectives. The mark scheme will be shared, explained and referred to throughout the course. You will use a Virtual Journal which will be the go to point for feedforward.

The course comprises of two components:

Part 1- Personal Portfolio 60% - 72 marks

Controlled Assessment Coursework (personal portfolio): This will be built up from your class learning and some home learning during the two years.

Part 2 – Externally Set assignment 40% - 72 marks

Externally set assessment will be released online on the 2nd January (second year). This is split into two sections (A & B)

Part A - Preparation for the examination

You will be given a theme 10 weeks before the examination to develop your studies and prepare your work.

Part B - A ten hour examination (two days duration)

This sustained examination time will be used to create a focussed Art outcome, where if you prepare sufficiently, will be enjoyable.

Opportunities open to Art students?

You will go on at least one trip a year to support your studies (restrictions permitting).

We will make you aware of current competitions and opportunities in and around London.

FURTHER STUDY

There are a multitude of different careers that require Art and Design skills. For many you need further education and training to build your knowledge and skills and to gain higher qualifications. This is studied at Art College and University.

Britain has a huge Art and Design sector and there are a wide range of careers which stem from this initial training including;

- Architecture
- Illustration
- Journalism
- Art Business
- Graphic Design
- Art Therapy
- Art Curating
- Film/Stage Production
- Prosthetics
- Advertising
- Scientific Illustration
- Theatre production and set design

Art, Craft and Design teaches you how to look at things in different ways, it encourages you to problem solve and express your own ideas. Becoming more knowledgeable about the culture of Art is enriching. If you would like any more information about the Fine Art course please ask any member of the Art Department. We look forward to working with you and seeing your Artistry evolve.

Learning Leader for Art – Ms D Ioannou

Free Option

Art & Design: Textile Design

Syllabus: GCSE (1-9) Art & Design: Textile Design (1TEO)



COURSE OUTLINE

You are required to actively engage in the creative process of fashion, textiles, interiors, designers, craftspeople and cultures in order to develop as effective and independent learners, and as critical and reflective thinkers. You will explore a broad range of materials and techniques to develop your technical skills and understanding, with a focus on drawing and material manipulation. This can develop into garments, accessories, sculptures, hangings, head pieces, canvases etc

You will learn to:

- Create and use Alternative and Sustainable Textiles
- Apply a creative approach to problem solving
- Consider and develop original ideas from initiation to realisation of final outcomes
- Analyse critically your own work and the work of others
- Express individual thoughts and choices confidently
- Take risks, experiment and learn from mistakes.
- Characteristics of materials, properties of colour, texture and surface
- Discover from first hand source through gallery/ museum trips(online virtually and in person hopefully)

You can expect the Art Department to be enthusiastic and knowledgeable; ask us about our specialisms and Artist, Designers or Craftspeople. As well as providing a creative environment in which you will explore your own interests, the Art team is always willing to help you explore new materials and concepts. We have had excellent results and want you to do as well as you can.

ASSESSMENT

You are required to produce sufficient amounts of work in each element of the course to meet each of the four assessment objectives. The mark scheme and assessment formats will be shared, explained and referred to throughout the course.

The course comprises of two components which are as follows

Part 1- Personal Portfolio

60% - 72 marks

Controlled Assessment Coursework (personal portfolio): This will be built up from your class learning and some home learning during the two years

Part 2 – Externally Set assignment

40% - 72 marks

Externally set assessment will be released on line on the 2nd January (second year). This is split into two sections (A & B)

Part A - Preparation for the examination

You will be given a theme 10 weeks before the examination so you can do studies and prepare your work.

Part B - A ten hour examination (over two days)

You will use this time to complete your final work. Do not be put off by ten hours; you need a sustained time to create your ultimate outcomes and if you prepare sufficiently, the examination will be enjoyable.

All of the above components will then be presented in your final collection in the year 11 Summer term.

The course is particularly useful if you are interested in colour, mixed media, fashion, textiles, craft and interior design. The course will give you opportunities to express your creative abilities. Not only will you find out about different designers and cultural work, you will learn new techniques, experiment with a range of media and produce your own final outcomes.

FURTHER STUDY

This course provides a starting point for you to study textiles, fashion, interior design and costume at a higher level and can provide access to higher education courses and careers in Fashion, Textiles and Design. For most of them you need further education and training to build your knowledge and skills and to gain higher qualifications; this is studied at Art College and University. Britain has a huge design sector and there are a wide range of careers which stem from this initial training including

<ul style="list-style-type: none">▪ Interior design▪ Textile creation▪ Fashion▪ Millinery▪ Business in the fashion industry▪ Illustration	<ul style="list-style-type: none">▪ Journalism▪ Trend forecasting▪ Advertising▪ Costume▪ Architecture▪ Theatre production and set design
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Art, Craft and Design –Textile design teaches you how to look at things in different ways, it encourages you to problem solve and express your own ideas. Becoming more knowledgeable about the culture of Art and Textiles is enriching. If you would like any more information about the Textile course please ask Ms D Ioannou

Learning Leader for Art – Ms D Ioannou

Free Option

Business Studies



Syllabus: Edexcel Level 1/Level 2 GCSE (9–1) in Business

COURSE OUTLINE

The course enables you to apply your knowledge and understanding to different business contexts ranging from small enterprises to large multinationals. You will develop an understanding of how these different contexts impact on business behaviour.

You will make decisions for businesses depending on different influences which include; business operations, finance, marketing, human resources and how the links between these underpin business decision making. The contents of Theme 1 outlined in the table below are studied in Year 10, Theme 2 in Year 11.

Theme 1: Investigating small business (*Paper code: 1BS0/01)	Theme 2: Building a business (Paper code: 1BS0/02)
<i>Written examination: 1 hour and 45 minutes</i>	<i>Written examination: 1 hour and 45 minutes</i>
<i>50% of the qualification</i>	<i>50% of the qualification</i>
<i>90 marks</i>	<i>90 marks</i>
Content overview <ul style="list-style-type: none">• Topic 1.1 Enterprise and entrepreneurship• Topic 1.2 Spotting a business opportunity• Topic 1.3 Putting a business idea into practice• Topic 1.4 Making the business effective• Topic 1.5 Understanding external influences on business	Content overview <ul style="list-style-type: none">• Topic 2.1 Growing the business• Topic 2.2 Making marketing decisions• Topic 2.3 Making operational decisions• Topic 2.4 Making financial decisions• Topic 2.5 Making human resource decisions

Assessment overview

The paper is divided into three sections:

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Questions in Sections B and C will be based on business contexts given in the paper.

FURTHER STUDY

The course develops a range of skills: problem solving, decision making and ICT skills and is useful for any job in business or other professions. This can lead to careers in management, finance, banking, insurance, consultancy or financial journalism. It also prepares students who wish to continue their education after 16 at Seven Kings or elsewhere in Business, Economics, or Accounting.

Learning Leader – Mr K Imrit

Free Option

Drama



Syllabus: Pearson Edexcel GCSE (9 - 1) in Drama (1DR0)

COURSE OUTLINE

If you liked Drama at KS3 you will love it at GCSE! It is one of the most exciting and challenging subjects offered as part of the Key Stage 4 curriculum. It gives you the opportunity to think about characters, feelings and situations through drama and to develop your skills in communicating your ideas to an audience. So let your imagination flourish and your confidence build by opting for Drama!

Drama is a social subject and you will work at building a positive group dynamic. This will involve creating a respectful, focused and productive environment in lessons in which creativity can grow.

As a result of your efforts you will develop:

- Your confidence in communicating with imagination and expression
- Your understanding of the technical elements of theatre including lighting/sound etc
- Your performance skills in producing pieces of drama that engage and enthrall your audience
- Develop your ability as an actor by challenging yourself with complex texts

As part of the course you will:

- See and write about live theatre
- Get the chance to work with outside theatre companies
- Showcase examination work to an audience
- Develop your written analysis of drama work

Opting for drama will be a challenge but it will also be fun and rewarding.

- You will discover different elements of theatre and put them into practice
- Devise in a workshop environment using interesting and challenging techniques
- Hear the applause of the audience
- Learn in a way that is different from your other subjects

Your future, with developed skills in performance and communication, is not limited to the field of acting and theatre, many of our students go on to be successful in a variety of careers.

Just think about how you might use your skills in a commercial and competitive world; in a boardroom, on a committee, competing for promotion, doing a sales pitch on the Apprentice! So Drama GCSE is worth considering. Give it some thought and if there are any further questions, please ask your Drama teacher.

ASSESSMENT

Component 1 - Devising (40%)

You will learn how to explore and develop your understanding of the devising process (making up your own drama) to communicate meaning in a theatrical performance. The stimulus will be provided and may be about exploring a historic event, music, a news article, a painting, a poem or a photograph - so this should appeal to students who are interested in the arts. (15 marks)

You will need to complete a portfolio of evidence during the devising process, a final performance of your drama and write an evaluation of your own work. (45 marks)

Component 2 - Performance from Text (20%)

You will practically explore the content of the play and its social, cultural and historical aspects that will have an impact on your performance. So you can apply your skills and thinking from History, Geography and Religious Studies to help you here.

You will then choose two extracts to perform to an audience that includes a visiting examiner! You will also need to complete a proforma describing your research on the text and your vision for the performance. (48 marks)

Component 3 - Theatre Makers in Practice (40%)

For this component, you will explore a full performance text and demonstrate your knowledge and understanding of drama. You will learn how characters and performances communicate ideas and meaning to an audience. (45 marks)

You will also go to see a live theatre performance and you will be required to analyse and evaluation the production. (15 marks)

This unit is a written paper and will be assessed in a 1 hour and 30 minute examination.

FURTHER STUDY

The skills developed in Drama are transferable and will support the demands of most creative, disciplined and modern careers. So whether you are thinking about going into business, becoming a doctor, lawyer, judge, policeman or teacher, skills in group work, presentation and communication will make you stand out from the crowd and have your voice heard.

<https://www.youtube.com/watch?v=q3DGHtpuV28>

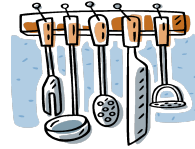
Learning Leader – Miss E Cameron

Free Option

Design Technology

There are two options for students who wish to continue studying Design and Technology:

- Food Preparation and Nutrition
- Design & Technology



COURSE OUTLINE

Technology:

- Is both creative and technical
- Is relevant to the consumer society you live in
- Encourages you to be a discerning consumer
- Enables you to design and make products
- Places an emphasis on practical work
- Develops a full range of skills that will be useful in other subjects you study and in employment.

Food Preparation and Nutrition (9-1)

This GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. The GCSE course will also teach the importance of hygiene and cover industrial food practices, giving students an insight to a world of career opportunities and the confidence to cook with ingredients from across the globe.

The course combines both the practical and theoretical aspects of Food Preparation and Nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

ASSESSMENT

The Food preparation and Nutrition GCSE is assessed in two parts.

50 % Non-exam assessed

Task 1: Food investigation (30 marks)

- Students' understanding of the working characteristics, functional and chemical properties of ingredients

Task 2: Food preparation assessment (70 marks)

- Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.
- Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

50% Written Exam

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)



Further Study

The opportunities to work in the Food industry are endless. A food qualification can lead to further education/employment in a wide variety of areas, such as:

Food Scientist

Nutritionist

Designer

Dietician

Researcher

Food modelling/photography – TV/ Magazines.

Catering –Havering/Redbridge college

Food Technologist

Design and Technology (9-1)

The new DT GCSE continues to enable students to nurture their ideas within the guidelines of the new qualification. The contextual challenges provided in the qualification, such as extending human capacity, give students the freedom to take design risks and to innovate in a situation where it is safe to test and refine ideas reflected in their coursework. The qualification has two main components, 50% coursework and 50% external exam.

The course covers a broad range of topics including the following:

- Materials and components
- Production processes
- Industrial processes
- Social, moral, ethical and environmental issues of product design
- Product analysis
- Designing and making processes
- Computer aided design / Computer aided manufacture

How does it follow on from what I have learned before?

At Key Stage 3 you will have had a wide experience of all four material areas. You will have produced small-scale products and design folders using all these materials. Your knowledge and understanding from some of these areas will have been tested in an end of year exam. The GCSE (9-1) in Design and Technology allows you to decide which material area you feel best suits your own particular skills and attributes.

You will produce products and design folders and be examined on your knowledge and understanding in your chosen area. However, the products and folders will be larger or more sophisticated than the Key Stage 3 projects and you will have a lot more time to design and produce products, and develop an in-depth understanding of the materials and processes within your chosen area.

ASSESSMENT

▪ **Coursework**

The coursework is the major part of the Design and Technology course. It accounts for 50% of the total marks. Three contextual challenges will be provided by the board on 1st June each year, from which students must choose one to respond to. Students will produce a project which consists of a portfolio and a prototype. Coursework is internally assessed and externally moderated, marked out of 100 marks.

There are four parts to the assessment:

- Part 1: Investigate
- Part 2: Design
- Part 3: Make
- Part 4: Evaluate

▪ Examination

The Written exam is externally assessed, lasting 1hr 45mins, totalling 100 marks. Students must answer all questions in section A (40 marks). Students must choose one specialism in section B – either Metals, Papers and Boards, Polymers, Systems, Textiles or Timbers (60 marks).

The paper includes calculations, short-open and open-response questions as well as extended-writing questions focused on:

- analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others
- analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts.

The paper is split into section A “core” and section B “material” categories. Exams are not tiered, accommodating the full grade range 9 to 1.

What other skills might I develop?

The course places an emphasis on the design and manufacture of quality products. You will be required to look at commercial products and form opinions as to their ability to satisfy consumer needs. You will also be asked to consider how those needs relate to moral, social, ethical and environmental issues.

The designing process allows you to develop skills of problem solving and lateral thinking as well as developing communication techniques using a variety of media including the use of ICT.

Maths skills must be mapped explicitly, and must be 15% of the total qualification. Since maths cannot be assessed in the NEA this will mean that the exam(s) will need to include all maths content.

The making process allows you to explore and practice a wide variety of traditional and modern manufacturing techniques. It develops your understanding of the working properties of a range of materials.

Above all, it encourages you to be imaginative and experimental when combining materials and using or developing processes. You will build confidence in your ability to work with materials to produce quality products.

FURTHER STUDY

These courses lead to Product Design A Level. They are useful for pupils considering entering design related careers of many kinds: engineering, architecture, graphic design, furniture design. (A foundation course in design is generally followed after A levels prior to degree level courses).

In the Sixth Form we offer Product Design at A level. All are beneficial if you are considering a career in Design or a related area.

Further information can be obtained from www.edexcel.com

Learning Leader – Mr G Thiara

Free Option

MFL: Chinese, French and Spanish

Speak to the future: Take a language! >>> Consider this - have a read of this amazing article:

<https://docs.google.com/presentation/d/1cvYPDStHxfuFYrfnYEsDcTSHSq44KslGOhfe9moshO4/edit?usp=sharing>

GCSE MFL information Loom video >

<https://www.loom.com/share/8de3358de1844d84bafb7228bd4bfe45>

Course specification links –

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

<http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

<http://www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673>

COURSE OUTLINE

The three overall themes are:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment



- Students are tested in the four skills areas: listening, reading, writing and speaking. The four skills are equally weighted and each account for 25% of the final grade.
- All themes and topics must be studied in the context of both the students' home country and that of countries and communities where French/Spanish and Chinese are spoken.
- **Students must take the same language they have studied in Year 9**

ASSESSMENT

- ✓ The speaking element – is externally assessed and involves a role play, a photo task and general conversation at the end of Year 11.
- ✓ The writing examination, taken at the end of year 11, is a mixture of word, short phrase and text translation. There is also a literary component.
- ✓ Listening and Reading exams will also be taken at the end of year 11, and will involve a traditional sat exam in the hall. Each skill is examined separately.

Dictionaries

Students should purchase a basic dictionary in order to follow the course. We can recommend the Collins dictionary from high street stores for £3 or under. Candidates are however not allowed to use a dictionary in the final exams but it is good practice to consult one during the course learning.

Preparation for GCSE Languages at Key Stage 3

The Modern Languages courses in Chinese, French and Spanish at KS3 aim to provide a good foundation for further study at GCSE. In Years 7, 8 and 9, pupils will have been introduced to and will have practised using key vocabulary, structures and grammar which will enable them to develop and enhance their skills, knowledge and understanding in Key Stage 4.

The new KS3 curriculum will also have emphasised the importance of skills and transferring skills to make sense of new vocabulary in various contexts. Our year 9 pupils have already started meeting new GCSE-style assessment formats.

Instructions in the foreign language

The majority of instructions are now in the foreign language as the new GCSE aims to test the understanding of the foreign language studied. It is therefore essential that pupils have a **spontaneous comprehensive ability**. They must not only understand the written or spoken texts but also understand the instructions relating to the task. This will be practised in lessons through the course.

FURTHER STUDY

A GCSE in a Modern Foreign Language is regarded by many universities and employers as a real asset, especially universities from the Russell Group and Oxbridge.

Students wishing to enter careers in the Sciences, Computer Science, Engineering, Finance, Business, Journalism, Law, Maths-related and Teaching will find their prospects are enhanced through knowledge of a Modern Foreign Language.

Some business courses at universities now include a compulsory language element so that graduates from English universities are equipped to work successfully in a multilingual environment.

Enrichment and events

As the KS3 pupils will have seen from recent events and trips, it is our aim always to organise a wide range of activities and events - such as multilingual theatre and a trip to Chinatown - which enrich and broaden the curriculum experiences for all language learners.

Learning Leader – Mr A Ferraby

Free Option

Media Studies



What types of media products will I study?

Video Games, Music Videos, Movies, Magazines, Radio, TV Drama, Newspapers.

Course Outline

- ★ The media explores every single aspect of our social and cultural lives, reflecting who we are and creating the world we live in.

- ★ In an increasingly digital world, it has never been more important to understand how the media operates and how it influences you and the decisions you make.

- ★ Media studies will give you the skills you need to sift the fake-news from the real news, and understand how the media represents you and sells products to you.

- ★ You will learn:
 - How media products are made
 - How the media represents different types of people
 - How the media industry makes money
 - Why audiences consume different media products and how those products affect them.
 - How to make your own media products

We follow the [WJEC/Eduqas specification](#) There are 2 exams and one piece of coursework.

★ **Coursework 30%**

- You will make your own media product
- Either
 - A magazine
 - A film
 - A music video
 - An advert
- You will have to think carefully about how your product represents a particular group of people.

★ **Paper 1: Exploring The Media. (40%) 1 hour and 30 minutes**

- *Section A: Media Language and Representation*
 - you write about print media products, adverts, newspapers, magazines or film posters
 - you explore how print media represents different races, genders, religions and age-groups.
- *Section B: Media industries and Audiences*
 - you write about how different media industries (news, gaming, radio, film) make money and attract audiences - this is like a **business studies** unit focused on the media.

★ **Paper 2: Understanding Media Forms and Products. (30%) 1 hour and 30 minutes**

- Section A: Television
 - you will watch and analyse a television drama - looking at how camerawork, sound and mise-en-scene make meaning.
- Section B: Music
 - you will analyse a music video
 - you will explore how famous musicians use online media, websites and social media to promote themselves.

Media Studies links up well with:

- **English** because in both subjects you analyse texts
- **Sociology** because you explore how the media reflects and affects society.
- **Business Studies** because you learn how the media industry makes money
- **Religious Studies** because you learn about how groups of people, races, genders, age-groups and faiths are represented.
- **Art** because both are creative subjects that ask you to make your own products.
- **Music** because we study the impact of music on media products.
- **Computer Science** as we explore how changing technology affects media production.

Career Paths

The Uk media sector generates an annual revenue of £97 billion and employs over 250,000 people.

- Social media
- TV, film and journalism
- Public relations,
- Brand development,
- Smartphone app development,
- Music,
- Fashion,
- Communications

Learning Leader – Mr D Amphlett

Free Options

GCSE Music



Music Syllabus: OCR J536

COURSE OUTLINE

This course helps you to extend the skills of performing, composing and listening that you have already developed in the lower school. If you already play an instrument or have singing lessons you will find that you will have a head start with much of the work in GCSE music, but any student who enjoys a wide range of music and who likes to create new sounds would find this course stimulating, rewarding and enjoyable.

ASSESSMENT

(a) Listening Examination – 40%

During this course we will listen to and discuss a wide range of music, including the music that you play and compose. You will sit a listening test as part of the examination which is based on five different areas of study which are:

- My Music – music for your own instrument/voice
- The concerto through time
- Rhythms of the World
- Film music
- The conventions of Pop

(b) Performing – 30%

Performing is an integral part of the course. You will choose one instrument to focus on (which could be voice) and you will be expected to practise regularly. The assessed coursework consists of one solo performance and one performance as part of an ensemble. In addition to lesson time, you will also have a one-to-one instrument lesson each week to support your performance skills.

(c) Composing – 30%

You will compose short pieces throughout the course, both independently and in groups. Your two final compositions must be in different styles and will be completed under controlled assessment conditions. One of your compositions must be for your own instrument. During the course you will learn to use both Musescore, Soundtrap, Garageband and Logic Pro computer software.

FURTHER STUDY

Music is an academic as well as practical subject that enhances all other GCSE studies. Music is favoured by the leading universities and employers because of the diverse requirements needed to succeed at GCSE Music. Studying Music at GCSE enables students to develop their creativity and self-confidence. Scientific research has proven that Music increases brain function which helps to develop skills necessary for professional careers such as Medicine, Law and Media. We hope that by studying Music at GCSE our students will develop their creativity, skill base and a lifelong love for all types of music.

Learning Leader – Mrs D Webb

Free Option

Physical Education (GCSE) - Creating Our Next Sport Scientists

Syllabus: OCR GCSE Physical Education (9-1) J587



COURSE OUTLINE

Theory Examination (60% of total marks)

There are two exams for GCSE PE. They are 1 hour each and consist of questions that are multiple choice, 2, 3, 4 or 5 mark questions as well as a 6 mark extended response question.

The theory content is broad and interesting covering a wide range of concepts overlapping with subjects such as biology, physics, psychology and sociology.

The units of work include the following:

PAPER 1 - Physical Factors Affecting Performance

1.1 Applied Anatomy and Physiology

- Muscles & Movement, Bones and Joints
- Movement Analysis - levers, planes and axis of movement
- Cardiovascular & Respiratory Systems - structure and function
- Aerobic and Anaerobic exercise
- Effects of Exercise on body systems - short and long term

1.2 Physical Training

- Components of Fitness
- Principles of Training
- Optimising Training
- Injury Prevention

PAPER 2 - Socio-Cultural Issues and Sports Psychology

2.1 Socio-cultural influences

- Engagement and Participation in Physical Activity and Sport
- Commercialisation of Physical Activity and Sport
- Ethics and Socio-Cultural Issues in Sport - deviance, drugs, violence in sport

2.2 Sports Psychology

- Characteristics of skilful movement and skill classification
- Goal Setting
- Mental Preparation
- Types of Guidance and Feedback

2.3 Health, Fitness and Well-Being

- Health, Fitness and Well-Being
- Diet and Nutrition

Practical Examination- Performance in Physical Education (40% of total marks)

- **Practical (30% of the 40%)**
Assessment will be in 3 activities which must include 1 individual sport and 1 team sport. The 3rd sport can be from either. Students can be assessed in sports they participate in outside school.
- **Analysing and Evaluating Performance (10% of 40%) *Written Controlled Assessment***
This is a written piece of work that involves you drawing on a variety of aspects across both units. You will be assess and analyse your fitness and skill performance , evaluate your strengths and weaknesses, give a detailed overview of the key skills of the sport, complete a movement analysis of one skill used and then create a detailed action plan which aims to improve the quality and effectiveness of a specific skill using coaching points, drills, SMART goals and principles of training.

Activities that students could be assessed in include but are not limited to:

Team activities: Association Football, Badminton, Basketball, Cricket, Dance, Handball, Netball, Rugby League, Table Tennis, Tennis, Volleyball, Blind Cricket, Goal ball, Wheelchair Basketball, Wheelchair Rugby

Individual activities: Athletics – Field & Track events, Badminton, Dance, Road Cycling, Gymnastics, Equestrian, Kayaking, Skiing, Swimming, Table Tennis, Tennis, Trampolining, Boccia, Polybat

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education and Higher Education as well as prospective employers. A Physical Education GCSE could lead to careers in sports science, sports coaching or management, physiotherapy, sports development, personal training, sports psychology, exercise physiology, healthcare and education.

This course will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

Learning Leader – Mr A Goksel

Extra Support

Pupil Support Department

Students who have received support from the Pupil Support Department will continue to do so throughout Years 10 and 11.

Learning Leader: Ms C Coleman

Tutorial Support

Tutorial Support is taken in the place of one option subject and runs three times a week. It's a valuable opportunity to get additional support with GCSE subjects in a small group with specialist teachers and LSAs. It also helps to build up study skills, revision techniques and to catch up with anything that students found hard in GCSE lessons. It gives students the chance to consolidate and reflect on their learning.

In these three lessons students focus on literacy and study skills, revision methods and examination techniques. They may also complete home learning with support. Some students may also follow alternative accredited courses during this lesson time such as the ASDAN Bronze Award, a life-skills qualification; Entry Level and Unit Awards are also run in a range of subjects for students who find it hard to access subjects at GCSE.

Tutorial Support can also benefit students who are new to English and can be discussed with the Learning leader for EAL, as well as the students and their parents/carers.

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