



Akeley Wood School

GCSE Options for Year 9

2017

KS4 Options 2017



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THE STRUCTURE OF THE KEY STAGE 4 CURRICULUM

Key Stage 4 students study a core of compulsory subjects, comprising of examination courses in English (English Language and English Literature *or* English Language only), Mathematics and Science (Combined Science *or* Separate Science). They are also given the opportunity to select courses according to their preferences and interests. Students usually study four subjects in addition to the compulsory ones mentioned above, although students wishing to study Separate Sciences, need to assign one of their options choices to this subject too. The curriculum is complemented by non-examination lessons in Games and Personal, Social, Health & Economic Education (PSHEE). Students continue to participate in the Enriched Curriculum.

Whilst the selection of subject choices for each student will reflect individual interests and abilities, it is important to keep the range of subjects chosen as broad as possible. This is to ensure a balanced curriculum in terms of subjects, learning experiences, assessment formats and future opportunities. We encourage a careful balance of humanities/arts/technical subjects. Most students are advised to select a foreign language although this is not compulsory.

All students will take part in discussions in their PSHEE lessons over the coming weeks focusing on how to make choices and what to consider when making those choices. We are also piloting the use of 'supervision interviews' this year, in which the student will meet with a member of staff to discuss their option choices and the appropriateness of them. Parents will be informed of this appointment and are encouraged to attend too where possible. The final Option Form will be completed at or after the supervision interviews and are due back to school by **Thursday 23rd March 2017**.

Students in the Tutorial Programme have the opportunity to study three or four option subjects in addition to the core curriculum, depending on the advice of the SENCO. If three subjects are chosen a student will receive 5 periods of support which is structured to their learning and curriculum needs.

Availability of courses

This booklet outlines a large number of courses. It is important to note that the final list of courses which will run will be influenced by a number of factors including the number of students choosing a course and the availability of appropriately qualified staff.

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Option Blocks

The GCSE option subjects are organised into Option Blocks for the purposes of timetabling. Each student is able to study one subject in each block. In order to satisfy as many student preferences as possible the Option Blocks are constructed after students have indicated their subject choices. We try very hard to timetable all choices but cannot guarantee to do so. Anyone whose choices cannot be accommodated will be contacted as soon as possible to discuss appropriate alternatives. Students who are not contacted may assume that we are able to accommodate their chosen subject combination.

The Option Blocks will be published once they have been constructed and after that time changes of subjects will only be possible within the block structure and dependant on class size. It is worth noting that the deadline for final choices to be submitted via the Options Form is **Thursday 23rd March 2017**. Any student who misses this deadline will need to select their choices from within the Option Blocks, which will, by then, have been built.

Assessment

All of our Key Stage 4 examination courses lead to a General Certificate of Secondary Education qualification (GCSE). GCSE courses are assessed through written examinations with a few including a non-Exam Assessment (NEA) component. Some GCSE courses enable students to take the examination at one of two levels, or tiers, depending on their ability in the subject and likely final grade. The recent transition for GCSE specifications is now complete and all courses are now using new specifications. These qualifications are graded on the new scale of Grade 9 through to Grade 1; with Grade 9 as a measure of the highest attainment and equivalent to the very top marks of the previous A* grade. Grade 4 is equivalent to the current Grade C, whilst Grade 5 is equivalent to a high C/low B grade and is the benchmark grade that will be used by Higher Education providers for successful access to the next tier of education.

Enriched Curriculum

Two lessons per week are spent on the Enriched Curriculum. This innovative programme allows students to choose from a wide range of activities designed to enhance the educational experience and provide the opportunity to try new things. In most options, different choices can be made each term. In Year 11 a number of revision options are offered within the Enriched Curriculum. The current Enriched Curriculum booklet is available on the school website.

Virtual Learning Environment (VLE) - Firefly

The school is continuing to expand use of Firefly, our VLE. As well as being used for homework, a wide variety of resources are available to support learning and revision on Firefly.

KS4 CURRICULUM SUBJECTS

CORE EXAMINATION SUBJECTS (Compulsory)
English Language Or English Language and English Literature
GCSE Combined Science – double award ¹
Mathematics

OPTIONS EXAMINATION SUBJECTS	
Art ²	French
Business	Geography
Computer Science	History
Design & Technology	Music ³ or Music with Music Technology focus ³
Drama	PE (Sports Studies)
Fashion & Textiles ²	Religious Studies
Film Studies	Separate Science ¹
Food & Nutrition	Spanish

CORE SUBJECTS
Games & PE
Assembly
PSHEE
Enrichment Programme

Footnote:

¹Students can study for GCSEs in **either** the three Separate Sciences (Biology, Chemistry and Physics) **or** follow a Combined Science course. Students wishing to study for GCSEs in the three Separate Sciences should choose 'Separate Science' as one of their four options.

² Students can only follow **one** of Art or Fashion & Textiles.

³ Students can only follow **one** of Music or Music with a Technology focus.

GCSE ART & DESIGN

Specification code FINE ART 8202 [AQA]

This is a 9-1 assessed GCSE course

Overview

The specification meets the criteria outlined by the Qualifications and Curriculum Authority for a full course GCSE. It combines the necessary breadth and depth of study, with the freedom of choice required to accommodate a range of abilities and material resources. An appreciation of the need to visit various sources of inspiration and to realise the importance of thorough research will be evident from the start.

Aims

The aims of the course are to enable each student to:

- actively engage in the process of art and design in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- develop creative skills through learning to use imaginative and intuitive powers when exploring and creating images and artefacts that are original and of value.
- develop competence, with increasing independence, refining and developing ideas and proposals, personal outcomes or solutions. Learning to actively engage with a broad range of materials and techniques, including, when appropriate, traditional and new technologies.
- develop cultural knowledge and understanding and application of art, craft, design and media and technologies in historical and contemporary contexts, societies and cultures.
- develop critical understanding through investigative, analytical, experimental, interpretive practical, technical and expressive skills to develop as independent learners.
- develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

Content

Students will have the opportunity to develop their drawing and painting skills starting with natural and man-made forms from direct observation. A variety of different media will be available for experimentation. Students will experience various printmaking techniques, which may include: monoprints, collographs, stencil and relief printing methods. Developmental work might involve ceramics, three-dimensional problem-solving in sculpture and an exploration of mixed media methods. Visits to national galleries will enable students to collect contextual information and research relevant artists to relate to a personally selected theme. Students will learn how to analyse and evaluate famous works of art.

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Historical, cultural and social appreciation is a necessary part of the course. Reference to artists, designers and crafts people must be a part of each unit of work (including the examination).

Scheme of Assessment

Students are assessed in two components:

Component	Weighting	Method of Assessment	Duration
8202/C Portfolio of work	60%	Non-Exam Assessment	45 hours of supervised activity (Year 10/11)
8202/X Externally-set task	40%	Non-Exam Assessment	10 hours of supervised activities

The scheme of assessment covers grades A* to G. Grades will be awarded on that scale.

Suitability

This course allows for the study of art and design in both breadth and depth. It provides progression from Key Stage 3, a strong and appropriate foundation for further progression to A Level Art and Design. Students will have exciting and stimulating opportunities to explore their interests in art and design in ways that are personally relevant and truly developmental in nature.

GCSE BUSINESS

Specification code BUSINESS 8132 [AQA]

This is a 9-1 assessed GCSE course

Course Overview

Business is designed to equip our students with comprehensive knowledge and skills they will need to overcome challenges presented during their future study and careers. Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

Course Requirements

The assessment methods for Business are such that students require a sound level of numeracy and literacy. Students will need to write extended, analytical essays to questions on a wide range of topics in addition to confidently interpreting financial data and completing their own calculations using formulae.

Opportunities

Business students can progress to Business or Economics A Levels at Akeley Wood School. Beyond this, there are a large number of Business courses offered by Universities providing breadth of subjects and methods of study. Business, Marketing and Management studies can be pursued in their own right or linked to Accountancy, Computing, Food, Science, Languages, Mathematics and Psychology.

Course Content

The content includes:

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

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Assessment

The GCSE assessment consists entirely of three written examinations at the end of the year and no coursework is involved.

Paper 1:	Paper 2:
Influences of operations and HRM on business activity	Influences of marketing and finance on business activity
What's assessed: <ul style="list-style-type: none"> • Business in the real world • Influences on business • Business operations • Human resources 	What's assessed: <ul style="list-style-type: none"> • Business in the real world • Influences on business • Marketing • Finance
Written exam: <ul style="list-style-type: none"> • 1 hour 45 minutes • 90 marks • 50% of GCSE 	Written exam: <ul style="list-style-type: none"> • 1 hour 45 minutes • 90 marks • 50% of GCSE
Questions <ul style="list-style-type: none"> • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks. 	Questions <ul style="list-style-type: none"> • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks.

GCSE COMPUTER SCIENCE

Specification (J276): [OCR]

This is a 9-1 assessed GCSE course

Overview

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science, Mathematics and Engineering is growing rapidly.

Computer technology continues to advance rapidly and the way that technology is utilised has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has significantly expanded, resulting in new challenges for employers and employees. Businesses today require an ever-increasing number of technologically-aware individuals. Computer scientists are needed to theorise, design, develop, and apply the software and hardware for the programs we use day in day out in every profession.

Aims

This specification aims to encourage students to:

- Acquire and apply creative and technical skills, knowledge and understanding of Computer Science in a range of contexts
- Design, write, develop and debug programs whilst understanding and applying fundamental principles including abstraction, decomposition, logic, algorithms, and data representation
- Develop their understanding of current and emerging digital technologies and their social and ethical impacts on individuals and the wider society
- Develop safe, secure and responsible practice when using computer based systems
- Develop the skills to think creatively, innovatively, analytically, logically and critically and be able to work collaboratively

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Content

Component	Description
Component 01:	This is an external examination focussed on computer systems covering the physical elements of computer science and the impact of Computer Science in a global context.
Component 02:	Computational thinking, algorithms and programming Opportunity to learn about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.
Component 03:	Programming project (non-exam assessment) Applying the knowledge and skills developed in component 01 and 02 to plan, design suitable algorithms, develop the code, test and evaluate an innovative and creative solution.

Scheme of Assessment

Paper	Weighting	Method of Assessment	Duration
Component 1	40%	Written examination	1 hour 30 minutes
Component 2	40%	Written examination	1 hour 30 minutes
Component 3	20%	Practical tasks	Approximately 20 hours

Suitability

GCSE Computer Science is suitable for students who enjoy programming computers and exploring what makes them work. 20% of the course is project based so you must be prepared to work independently through a task and use external support effectively. An ability in mathematics is essential.

GCSE DESIGN AND TECHNOLOGY

Specification Code: Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Design and Technology (1DT0)

This is a 9-1 assessed GCSE course

Overview

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

Students will acquire subject knowledge in design and technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens.

They should develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students should develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community. In the context of this document, the term 'prototype' refers to a functioning design outcome. A final prototype could be a highly-finished product, made as proof of concept before manufacture, or working scale models of a system where a full-size product would be impractical.

Aims

- Demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- Use imagination, experimentation and combine ideas when designing
- Develop the skills to critique and refine their own ideas while designing and making
- Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing

- Develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- Develop a broad knowledge of materials, components and technologies and practical skills
- To develop high-quality, imaginative and functional prototypes
- Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- Consider the costs, commercial viability and marketing of products

Scheme of Assessment

Students are assessed in two components:

Component 1 (1DT0/01): Written examination: 1 hour 45 minutes **50% of the qualification**

Content overview

1 – Core content

and any **one** from the following material categories:

2 – Metals

3 – Papers and boards

4 – Polymers

5 – Systems

6 – Textiles

7 – Timbers

Assessment overview

The paper consists of two sections. **Section A (40 marks) is assessed on the core content** and **Section B (60 marks) is assessed on the material category** students have chosen:

Metals, Papers and boards, Polymers, Systems, Textiles or Timbers.

Component 2 (Paper code: 1DT0/02) Non-examined assessment (*Coursework portfolio and made outcome*) **50% of the qualification**

Content overview

There are four parts to the assessment:

1 – Investigate: (16 marks) - This includes investigation of needs and research, and a product specification

2 – Design: (42 marks) - This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design

3 – Make (36 marks) - This includes manufacture, and quality and accuracy

4 – Evaluate (6 marks) - This includes testing and evaluation.

Suitability

The students who have enjoyed Design and Technology lower down the school and have an aptitude for making things will thrive on this course. The course will also appeal to those of lesser practical ability but who simply enjoy designing and making activities.

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GCSE DRAMA

Specification Code OCR J316

This is a 9-1 assessed GCSE course

Aims

GCSE Drama provides a curriculum to ignite and engage students' creativity, passion and interests. It also provides freedom for them to experiment and take risks with their work.

We will explore plays and a range of themes and issues: some are funny, some are moving and some are thought-provoking. You need to be prepared to think deeply about difficult situations and support others. You need to be open-minded and respect different opinions.

Most of what we do is carried out practically in groups of varying sizes – you must be comfortable working with different people, but also be comfortable with working on your own in the spotlight.

Content and Assessment

	Component Name	Marks	Duration	Weighting
01/02	Devising Drama Exploration of a stimulus set by exam board. Work in groups to create own devised drama, as performers or designers. Assessed portfolio and performance.	60	Non-exam internal assessment (moderated by exam board)	30%
03/04	Presenting and Performing Texts Exploration of a text chosen by exam board – performance of two scenes to a visiting examiner. Assessed portfolio and performance	60	Non-exam internal assessment portfolio. Practical externally marked performance.	30%
05	Response: Written Exam Paper Section A: Questions on a set text Section B: Essay on a live production (Review) seen at the theatre	80	1 ½ hour paper	40%

Suitability

This course will suit you if:

- you enjoy performing
- You like working collaboratively
- You can put yourself in other people's shoes
- You are creative
- You like plays and enjoy going to the theatre
- You like exploring topical issues

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- You have a sense of fun and can self-motivate

GCSE ENGLISH LANGUAGE

Specification Code 1EN0 [EDEXCEL]

This is a 9-1 assessed GCSE course

Overview

This course embraces the key concepts of competence, creativity, cultural understanding and critical understanding. This allows students to develop reading skills for both literary and non-fiction texts, writing skills for both imaginative and practical tasks, and also spoken English skills. This is a linear course. It consists of two externally examined components and one endorsement for Spoken Language. Students must complete all assessments in the same exam series.

Aims

The aims of the English Language GCSE course are to enable each student to:

- read a wide range of texts fluently and with good understanding
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the student's certificate.

Content

Component 1: Fiction and Imaginative Writing

- Study selections from a range of prose fiction.
- Develop skills to analyse and evaluate 19th-century fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

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Overview of assessment

- Section A – Reading: questions on an unseen 19th-century fiction extract.
- Section B – Writing: a choice of two creative writing tasks. The tasks are linked by a theme to the reading extract.
- Assessment duration 1 hour and 45 minutes.
- 40% of the total GCSE.

Component 2: Non-fiction and Transactional Writing

- Study a range of 20th and 21st-century non-fiction texts (including literary non-fiction).
- Develop skills to analyse, evaluate and compare non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Use spelling, punctuation and grammar accurately.

Overview of assessment

- Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.
- Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.
- Assessment duration: 2 hours.
- 60% of the total GCSE.

Assessment of Spoken Language

The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade, alongside the overall grade issued.

Students will be required to:

- demonstrate presentation skills in a formal setting
- listen and respond to questions and feedback to presentations
- use spoken English effectively.

The spoken language presentation may take a variety of forms, including:

- a) speech or talk by a student, followed by questions from the audience or
- b) formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts which have been shared in advance, followed by questions from the audience.

Students are awarded a Pass, Merit or Distinction. Students who do not reach the Pass standard, or who do not attempt the assessment, are recorded as Not Classified.

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GCSE ENGLISH LITERATURE

Specification Code 1ET0 [EDEXCEL]

This is a 9-1 assessed GCSE course

Aims

The aims and objectives of the GCSE course in English Literature are to enable students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms. They need to criticise and analyse what they read.

Content

This is a linear course. It consists of two externally examined components. Students must complete all assessments in May/June in any single year.

Component 1: Shakespeare and Post-1914 Literature

- Study a Shakespeare play and a post-1914 British play or novel.
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.

Overview of Assessment

- Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.
- Section B – Post-1914 British play or novel: ONE essay question.
- Assessment duration: 1 hour and 45 minutes.
- Closed book (texts are not allowed in the examination).
- 50% of the total GCSE

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Component 2: 19th-century Novel and Poetry since 1789

- Study a 19th-century novel and a poetry collection set by the exam board.
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.
- Develop comparison skills.

Overview of Assessment

- Section A – 19th-century novel: a two-part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.
- Section B – Part 1: ONE question comparing a named poem from the set collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems.
- Assessment duration: 2 hours and 15 minutes.
- Closed book (texts are not allowed in the examination).
- 50% of the total GCSE.

GCSE ART & DESIGN - FASHION AND TEXTILES

Specification Code 8204/C – 8204/X AQA

This is a 9-1 assessed GCSE course

Overview and Aims

Fashion and Textiles GCSE gives young people the opportunity to combine practical and technological skills with creative thinking to design and make real and useful products.

The study of Fashion and Textiles is exciting and challenging. Students work with a range of different materials and technologies to produce original and innovative designs. They are encouraged to look at fashion design and illustration and also costume design from different periods and cultures and interpret those designs using a repertoire of different techniques and processes including sublimation printing, screen-printing, pattern cutting, draping and fabric manipulation.

Fashion and Textiles offers the opportunity for talented students who can offer a combination of artistic, inventive and creative flair, the opportunity to express their ideas, technical knowledge and organisational skills. It is an exciting and challenging course which especially needs creative flair enthusiasm and determination.

This GCSE is a natural path to the Fashion and Textiles A Level that we also offer, this can prepare students into a career in a wide variety of related fields and job roles such as Fashion Buying, Visual Merchandising, Fashion Design and Interior Design.

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How will I be assessed?

Component 1 – Portfolio	Component 2 – Externally Set Assignment
<p><i>What's assessed?</i></p> <p>A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken.</p>	<p><i>What's assessed?</i></p> <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives</p>
<p><i>How is it assessed?</i></p> <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE 	<p><i>How is it assessed?</i></p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE
<p>Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.</p>	<p>Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.</p>

Additional Notes

Please note that there is a possibility for students taking the new 3 year GCSE pathway that there could be an opportunity to take an additional qualification alongside this GCSE. Subject to accreditation the *Technical Award in Fashion and Textiles (AQA)* is an exciting opportunity for students to build a portfolio of technical skills to support their chosen career in the industry. This would be built into the course as a foundation style year alongside the existing GCSE.

GCSE FILM STUDIES

Specification Code 5350 [WJEC]

This is a 9-1 assessed GCSE course

Overview

Film is an important part of many people's lives. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. They experience a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise. The root of that power is the immersive audio-visual experience film offers – one which can exploit striking cinematography, composition and locations as well as powerful music and sound. It is not surprising that many consider film to be the major art form of the last hundred years and that many feel it important to study a medium which has such a significant influence on the way people think and feel. The WJEC Eduqas specification in GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later '70s and '80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from the UK, Europe, South Africa and Australia.

Aims

GCSE Film Studies aims to develop knowledge and understanding of:

- the ways in which meanings and responses are generated through film
- a contrasting, culturally diverse range of films from different national contexts
- film as an aesthetic medium
- how films reflect the social, cultural and political contexts in which they are made
- the relationship between film and film technology over time.

In addition, the specification aims to enable you to apply your knowledge and understanding of film to filmmaking or screenwriting.

Content

Component 1: Key Developments in US Film

Written examination: 1 hour 30 minutes; 35% of qualification

You will study three US films for this component:

- one comparative study of a pair of mainstream genre films (from a choice of five pairs). Each pair of films includes one film produced between 1930 and 1960 and one film produced between 1961 and 1990
- one independently produced film, from a choice of five recent films.

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Component 2: Global Film: Narrative, Representation and Film Style

Written examination: 1 hour 30 minutes; 35% of qualification

You will be required to study three films from outside the US for this component:

- one global English language film, from a choice of three, produced outside the US
- one global non-English language film, from a choice of three
- one UK film, from a choice of three, produced since 2010.

As with Component 1, all films must be studied in relation to the core study areas set out in detail in the introduction to this section:

1. the key elements of film form (cinematography, mise-en-scène, editing and sound)
2. the contexts of film (social, cultural, historical, political, technological and institutional) including key aspects of the history of film and film technology.

Section A: one of the following global English language films (produced outside the US) must be studied:

- Rabbit-Proof Fence (Noyce, Australia, 2002)
- Slumdog Millionaire (Boyle, UK, 2008)
- An Education (Scherfig, UK, 2009)
- District 9 (Blomkamp, South Africa, 2009)
- Song of the Sea (Moore, Ireland, 2014)

Section B: one of the following global, non-English language films must be studied:

- Spirited Away (Miyazaki, Japan, 2001)
- Tsotsi (Hood, South Africa, 2005)
- Let the Right One In (Alfredson, Sweden, 2008)
- The Wave (Gansel, Germany, 2008)
- Wadjda (Al-Mansour, Saudi Arabia, 2012)

Section C: one of the following contemporary UK films (produced after 2010) must be studied:

- Submarine (Ayoade, UK, 2010)
- Attack the Block (Cornish, UK, 2011)
- My Brother the Devil (El Hosaini, UK, 2012)
- Skyfall (Mendes, UK, 2012)
- Brooklyn (Crowley, UK, 2015).

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Component 3: Production

The production may take the form of:

- either a filmed extract from a genre film (2 minutes to 2½ minutes)
- or an extract from a screenplay for a genre film (800 to 1000 words). The screenplay must be accompanied by a shooting script of a key section from the screenplay (approximately 1 minute of screen time, corresponding to approximately one page of screenplay). You must also provide an evaluative analysis of the production (750 to 850 words), which analyses and evaluates the production in relation to other professionally produced films or screenplays.

Suitability

Film Studies is an analytical subject that explores the world of the film and the meanings encoded within films as texts. It is suitable for students who enjoy analysing inferred meanings within a text, and those that like to question the world around them. Film Studies is very well received on 6th Form and University applications due to the analytical and creative elements fostered on the course.

GCSE FOOD PREPARATION AND NUTRITION

Specification Code 8585 [AQA]

This is a 9-1 assessed GCSE course

Overview

The GCSE Food Preparation and Nutrition course is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Food preparation skills are integrated into five core topics:

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

Content

Paper 1: Theoretical knowledge of the topics above

Non-exam assessment:

Task 1: Food investigation demonstrating students' understanding of the working characteristics, functional and chemical properties of ingredients. Evidenced by written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment demonstrating 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. Evidenced by written or electronic portfolio including photographs.

Scheme of Assessment

Component	Weighting	Method of Assessment	Duration
Paper 1	50%	Exam Paper	1h 45mins
Paper 2	50%	Portfolio	

Suitability

This course is suitable for those who enjoy practical cookery and would like to understand the complexities of the food we eat and how to plan diets for those with nutritional needs. **It is an essential part of the course that practical work is undertaken so parents must be prepared to supply ingredients and undertake the cost that this involves.**

KS4 Options 2017



GCSE GEOGRAPHY

Specification Code 8035 [AQA]

This is a 9-1 assessed GCSE course

Overview

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from within lessons, exploring case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Aims

The specification provides opportunities for students to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Content

This new qualification is linear, with 3 examination papers to be sat at the end of the course. The topics covered on each paper are as follows:

Paper 1: Living with the Physical Environment

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK
- Geographical skills

KS4 Options 2017



Paper 2: Challenges in the human environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Geographical skills

Paper 3: Geographical applications

- Issue evaluation (a critical thinking and problem solving assessment based on a different pre-released resource booklet each year)
- Fieldwork
- Geographical skills

Fieldwork

Whilst coursework is no longer a feature of GCSE Geography, fieldwork has enhanced importance, as all students must complete at least two fieldwork enquiries (one physical and one human geography investigation), with the third exam paper featuring questions about their fieldwork. Students will still have to plan, carry out, process, present, analyse and evaluate their fieldwork in depth, however will be asked to do so under examination conditions rather than as a piece of coursework.

Geographical Skills

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams.

Scheme of Assessment

Component	Weighting	Method of Assessment	Duration
Living with the physical environment	35%	Exam Paper	1h 30mins
Challenges in the human environment	35%	Exam Paper	1h 30mins
Geographical applications	30%	Exam Paper	1h 15mins

Suitability

Geography is an ideal subject for students who have an interest in the links and processes between the physical and human environments that will help them make sense of the world in which they live. It has many cross-curricular links to other subject areas including Science, Mathematics, History and Business Studies, and provides the perfect platform for further study at A Level.

GCSE HISTORY

Specification Code 8145 (AQA)

This is a 9-1 assessed GCSE course

“The time for extracting a lesson from history is ever at hand for those who are wise.”
~ Demosthenes (Orator of Ancient Athens 4th Century BC.)

Overview

This course provides the opportunity to study history from a variety of perspectives including political, social and economic, thereby helping students appreciate the diversity and complexities of the societies studied. The course actively engages students in the process of historical enquiry to develop them as effective and independent learners with enquiring minds ready for the challenge of being leaders in the 21st Century.

Aims

The strengths of history as a qualification lie in the many possibilities and opportunities it opens up. Employees and educational establishments alike will appreciate the variety of transferable skills provided through study of the subject, chiefly the ability to understand and analyse issues and events to a high level of competence. Success in the subject provides students with the ability to express their views and opinions (both oral and written) in a clear manner, to put forward well researched ideas and arguments in a concise manner, to investigate and assess a variety of materials and to organise such material in a logical and coherent way.

Content

Paper 1: Understanding the modern world

Section A: Period study - 1D America, 1920–1973: Opportunity and inequality

This allows students to focus on a substantial and coherent medium time span of at least 50 years. The study will require students to understand an unfolding narrative of substantial developments and issues.

Section B: Wider world depth studies - Conflict & tension between East and West, 1945-1972

Depth studies enable students to focus on a substantial and coherent short time span. The studies enable students to gain understanding of the complexities of a society or historical situation and the interplay of different aspects within it.

Paper 2: Shaping the nation

Section A: Thematic study 2A Britain: Health and the people: c1000 to the present day

This enables students to understand change and continuity across a long sweep of history.

Section B: British depth studies & the historic environment - Norman England, c1066–c1100

The study of the historic environment should focus on a particular site in its historical context and enable students to study the relationship between a place and historical events and developments. There is no requirement to visit the site.

KS4 Options 2017



Scheme of Assessment

PAPER 1: UNDERSTANDING THE MODERN WORLD	PAPER 2: SHAPING THE NATION
<ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 84 marks• 50% of GCSE• Section A – 6 compulsory questions (40 marks)• Section B – 4 compulsory questions (40 marks)• 4 marks for spelling, punctuation and grammar	<ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 84 marks• 50% of GCSE• Section A – 4 compulsory questions (40 marks)• Section B – four compulsory questions (40 marks)• 4 marks for spelling, punctuation and grammar

Suitability

History is an ideal subject for those who enjoy the challenge presented by relying on a range of evidence to understand the past. It suits a student who is keen to understand why the world around them is the way it is today: the strengths and the flaws within their society. History is a thoroughly well-respected qualification from the view-point of employers, universities, colleges and society. It is regarded as one which shows academic rigour and develops skills such as balanced judgement and independent enquiry.

KS4 Options 2017



GCSE MATHEMATICS

Specification Code 1MA1 [EDEXCEL]

This is a 9-1 assessed GCSE course

Overview

Students will follow the newly designed specification for Edexcel Linear course (1MA1). Recent changes to the GCSE specifications have produced an increased focus on the need for students to be able to solve problems and analyse different strategies. This means an increased focus on problem solving and analytical thinking in the classroom, which runs through the teaching of all of the topics in the course.

Aims

Mathematics encompasses a wide range of numeracy skills which all students will need to use in a variety of ways throughout their life. This course aims to equip students with the right skills to meet these challenges. GCSE Mathematics will also provide an important foundation for many of the courses you may take in employment or further education, and it is a requirement for many University courses. The higher tier course prepares students for A level study in Mathematics should that be a suitable choice for the student at Sixth Form.

Content

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills, grouped into the following areas:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

The new Assessment Objectives place greater emphasis on mathematical problem solving and mathematical reasoning and communication. These Assessment Objectives are:

- AO1: Use and apply standard techniques
- AO2: Reason, interpret and communicate mathematically
- AO3: Solve problems within mathematics and in other contexts

With new content added to both tiers, an increased emphasis on mathematical problem solving and reasoning, an increase in assessment time and a change in the structure of the papers; GCSE Mathematics examinations will be more demanding in the future.

KS4 Options 2017



Scheme of Assessment

Students are assessed at either Foundation Tier or Higher Tier (to be decided in Year 11) in each Assessment Objective. They will be assessed with **three** terminal exams; one focusing on non-calculator skills and the other two to be completed with the use of a calculator.

Suitability

Mathematics is a compulsory subject in Years 10 and 11. The final tier of entry is decided in Year 11.

KS4 Options 2017



GCSE MODERN FOREIGN LANGUAGES

(French and Spanish)

Specification Code 8658 (French) 8696 (Spanish) AQA

These are 9-1 assessed GCSE courses

Overview

In a world where the opportunities for international travel continue to grow, the ability to communicate in a foreign language is a highly valued skill at all levels. Learning another language can enhance employment prospects whatever career students are considering be it business, engineering, fashion or even football!! A GCSE in a modern foreign language is a multi-skill course rewarding practical communication and adding an international dimension to the curriculum. The course at Akeley Wood School meets the GCSE criteria specified by QCA and builds on the students' previous language study and ability to understand and respond in the foreign language.

Aims

These courses help students to

- be able to demonstrate skills in speaking, listening, reading and writing and a positive attitude to language learning
- develop knowledge and understanding of countries/ communities where the language is spoken
- develop the ability to understand and to communicate effectively in the target language
- provide a suitable foundation for further study and to apply ICT skills for further research.

Content

The 3 themes covered are:

1. Identity and Culture
 - a. Me, my family and friends
 - b. Technology in everyday life
 - c. Free-time activities
2. Local, national, international and global areas of interest
 - a. Home, town, neighbourhood and region
 - b. Social issues
 - c. Global issues
 - d. Travel and tourism
3. Current and future study and employment
 - a. My studies
 - b. Life at school/college
 - c. Education post-16
 - d. Jobs, career choices and ambitions

KS4 Options 2017



Students whose home language is Italian, Portuguese or German can be entered for GCSE exams. There is no formal teaching element to this, but teaching staff will do their utmost to assist.

Scheme of Assessment

Students are assessed at either Foundation Tier or Higher Tier (to be decided in Year 11) in all four skills: reading, speaking, writing and listening.

Paper	Weighting	Method of Assessment	Duration
Paper 1 - Listening	25%	Written Exam	40mins (Foundation) 50 mins (Higher)
Paper 2 - Speaking	25%	Oral presentation	7-9 mins (Foundation) 10-12 mins (Higher) + 12 mins prep
Paper 3 - Reading	25%	Written Exam	45mins (Foundation) 1hr (Higher)
Paper 4 - Writing	25%	Written Exam	1hr (Foundation) 1hr15 (Higher)

Suitability

These courses will suit all students who are interested in culture/languages and are open to language learning.

KS4 Options 2017



GCSE MUSIC

SPECIFICATION CODE 8271 [AQA]

This is a 9 -1 assessed GCSE course

Overview

GCSE Music is about making and listening to music. The course covers performing, composing and listening to music in a wide variety of musical styles – popular music, world music, and western classical music.

Aims

The aim of the Music course is to enable students to:

- develop skills in performing and composing using voice or instruments
- develop skills in listening and be able to respond to music from a variety of historical periods to the present day
- develop awareness and understanding of cultural and stylistic aspects of music.

Content

Students will complete work in three main areas:

Component 1: Understanding Music – all students

Students will listen to a CD and answer questions on the four areas of study which cover: The Western Classical Tradition 1650-1910, Popular Music, Traditional Music and the Western Classical Tradition since 1910.

Component 2: Performing Music

Students will be required to complete two performances. One of the pieces must be a solo in any style and on any instrument or voice. The other performance will be performed as an ensemble. It is important that students choose an ensemble piece that shows off their musicality and awareness of performing with others.

Component 3: Composing Music

Students will compose two pieces. The compositions must be written in a score, or written about in detail and recorded. The compositions should show an awareness and understanding of musical elements including melody, harmony, chords, rhythm, texture, timbre and structure. One composition is to a brief set by the examination board and the other is a free choice. Music technology is used to record work and to produce printed scores.

KS4 Options 2017



Scheme of Assessment

Students are assessed in three main areas:

Component	Weighting	Method of Assessment	Duration
Understanding Music	40%	Exam Paper	1h 30mins
Performing Music	30%	Coursework	Two performances (Year 11)
Composing Music	30%	Coursework	Two compositions (Year 11)

Suitability

Students with a genuine interest in performing and composing are suitable candidates. A wide range of instruments, plus voice, are acceptable for the recital. It is ideal for students to be at least Grade 2 (or equivalent) at the start of the GCSE course, however exceptions may be made on consultation with the Director of Music. It is expected that a Music GCSE student has a weekly lesson on their solo instrument (or voice) and practices regularly. An ability to read music at the start of the course, at least at a very basic level is expected. If you cannot read music well, you may still join the course but you must expect to have to do catch up work from the start. Students who take GCSE music also must take part in at least one extra-curricular music ensemble.

GCSE MUSIC (Music Technology Focus)

SPECIFICATION CODE 8271 [AQA]

This is a 9 -1 assessed GCSE course

Overview

GCSE Music (Music Technology Focus) is about making and listening to music. The course covers performing, composing and listening to music in a wide variety of musical styles – popular music, world music, and western classical music. It is worth noting that this course will provide students with a GCSE Music qualification, however the coursework completed will have a focus on Music Technology as opposed to more traditional music.

Aims

The aim of the Music (Music Technology Focus) course is to enable students to:

- develop skills in performing and composing using voice, instruments or music technology
- develop skills in listening and be able to respond to music from a variety of historical periods to the present day
- develop awareness and understanding of cultural and stylistic aspects of music.

Content

Students will complete work in three main areas:

Component 1: Understanding Music

Students will listen to a CD and answer questions on the four areas of study which cover: The Western Classical Tradition 1650-1910, Popular Music, Traditional Music and the Western Classical Tradition since 1910.

Component 2: Performing Music

Students will be required to complete two performances. These will be created using sequencing and/or multi-tracking techniques. Solo performances must have a minimum of three tracks, with at least one track performed live in real time. The ensemble performance must have a minimum of three tracks, three of which must be performed by the student, and at least one performed by another musician.

Component 3: Composing Music

Students will compose two pieces. The compositions will be generated digitally using music software. A score is not necessary however an annotation of the composition must be submitted to the exam board. The compositions should show an awareness and understanding of musical elements including melody, harmony, chords, rhythm, texture, timbre and structure. One composition is to a brief set by the examination board and the other is a free choice. Music technology is used to record work and to produce printed scores.

KS4 Options 2017



Scheme of Assessment

Students are assessed in three main areas:

Component	Weighting	Method of Assessment	Duration
Understanding Music	40%	Exam Paper	1h 30mins
Performing Music	30%	Non-Exam Assessment	Two performances (Year 11)
Composing Music	30%	Non-Exam Assessment	Two compositions (Year 11)

Suitability

Students with a genuine interest in performing and composing are suitable candidates. Students must have an interest in Music Technology and prior knowledge of sequencing software would be an asset, however not a necessity. An ability to read music at the start of the course, at least at a very basic level is expected. If you cannot read music well, you may still join the course but you must expect to have to do catch up work from the start. Students who take GCSE music also must take part in at least one extra-curricular music club or ensemble.

KS4 Options 2017



GCSE PHYSICAL EDUCATION

SPECIFICATION CODES 8582 [AQA]

This is a 9-1 assessed GCSE course

Overview

GCSE PE allows students to study the theoretical components of sport, whilst also giving the opportunity for students to further develop their practical skills as a performer.

The course enables pupils to study the physiology and psychology behind what it takes to be an elite performer, whilst also focusing on the social, political and historical issues in sport. The breadth of the theory content is also reflected in the range of physical activities in which pupils can be assessed. Pupils are assessed in either two team sports and one individual sport or one team sport and two individual sports.

Aims

GCSE PE allows students to gain a greater understanding of how the body works and responds to the demands of exercise. It focuses on providing pupils with opportunities to lead a healthy, active lifestyle through participation in a range of activities. The GCSE PE course gives pupils a wider insight into the world of sport by looking at the impact of political infrastructure and analysing the social reasons why people take part in sport.

Content

The course covers a wide range of knowledge and skills, grouped into the following areas:

- The human body and movement in physical activity and sport.
- Socio-cultural influences and well-being in physical activity and sport.
- Practical performance in physical activity and sport.

Scheme of Assessment

Students are assessed in each assessment objective as follows:

Component	Weighting	Method of Assessment	Duration
The Human Body and Movement	30%	Exam Paper	1h 15mins
Socio-Cultural Influences	30%	Exam Paper	1h 15mins
Practical Performance	40%	Non-Exam Assessment	3 supervised activities as a performer (1 team activity, 1 individual activity and a 3 rd in either team or individual activity)

KS4 Options 2017



In both papers there will be a range of multiple choice, short answer and long answer questions. On the practical side pupils will be assessed in both skills (10 marks per activity) and the full context of their activity (15 marks per activity).

Suitability

This course is suited to pupils who are actively taking part in sporting activity both in and outside of school. This course is also suited to those pupils who have a keen interest in the theory behind their sporting performance. The course provides a clear pathway to AS and A2 PE and is excellent for those that may wish to pursue a career in sports science, education, coaching and physiotherapy.

KS4 Options 2017



GCSE COMBINED SCIENCE

SPECIFICATION CODE: J250 OCR Gateway Combined Science A

This is a 9-1 assessed GCSE course

Overview

We are teaching the new Science GCSE courses. Depending on assessment results and preferred options, students will follow either the Combined Science (two GCSEs) or Separate Science (three GCSEs) course. Combined and Separate Science will be taught in the same number of lessons per week and Biology, Chemistry, and Physics, will be taught as separate subjects in both courses. The Combined Science course will cover all of the same broad topics as the Separate Science courses, omitting some of the more challenging elements and mathematical skills. This makes Combined Science the ideal course for students aiming to get their highest possible grades in Science GCSEs.

Examinations now may only be sat terminally at the end of Year 11, and there is no coursework element – practical skills will be assessed formally in the written papers, and informally, in frequent experiments and practical activities during the normal course of teaching.

Aims

The courses emphasise explanations, theories and modelling in science along with the implications of science for society. Strong emphasis is placed on the active involvement of students in the learning process and the specifications encourage a wide range of teaching and learning activities, with particular focus on practical skills.

Scheme of Assessment

Students are assessed in six written examination papers:

Component	Weighting	Method of Assessment	Duration
Biology Paper 1	16.7%	Exam Paper	1h 10mins
Biology Paper 2	16.7%	Exam Paper	1h 10mins
Chemistry Paper 1	16.7%	Exam Paper	1h 10mins
Chemistry Paper 2	16.7%	Exam Paper	1h 10mins
Physics Paper 1	16.7%	Exam Paper	1h 10mins
Physics Paper 2	16.7%	Exam Paper	1h 10mins

Suitability

This pathway is suitable for the majority of students. Students will work towards two GCSEs in Science. Students will study less depth of content compared to the Separate Science courses, and will still be provided with a suitable route for accessing Science A levels. Students will be offered the Combined Science course based on their KS3 Science assessment data, although there will be limited flexibility to change course in Term 1 of Year 9.

KS4 Options 2017



GCSE SEPARATE SCIENCES

SPECIFICATION CODES: J247 OCR Gateway Biology A, J248 OCR Gateway Chemistry A, J249 OCR Gateway Physics A

This is a 9-1 assessed GCSE course

Overview

We are teaching the new Science GCSE courses. Depending on assessment results and preferred options, students will follow either the Combined Science (two GCSEs) or Separate Science (three GCSEs) course. Combined and Separate Science will be taught in the same number of lessons per week and Biology, Chemistry, and Physics, will be taught as separate subjects in both courses. In the Separate Sciences, students will be taught by subject specialists for each of the disciplines, experiencing the same broad topics as the Combined Science students, but with more challenging elements and a greater mathematical demand. Students will study the material required to give them access to three separate GCSEs in Biology, Chemistry and Physics.

Aims

The courses emphasise explanations, theories and modelling in Science along with the implications of Science for society. Strong emphasis is placed on the active involvement of students in the learning process and the specifications encourage a wide range of teaching and learning activities, with particular focus on practical and mathematical skills.

Scheme of Assessment

Students are assessed in six written examination papers:

Biology

Component	Weighting	Method of Assessment	Duration
Paper 1	50%	Exam Paper	1h 45mins
Paper 2	50%	Exam Paper	1h 45mins

Chemistry

Component	Weighting	Method of Assessment	Duration
Paper 1	50%	Exam Paper	1h 45mins
Paper 2	50%	Exam Paper	1h 45mins

Physics

Component	Weighting	Method of Assessment	Duration
Paper 1	50%	Exam Paper	1h 45mins

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Paper 2	50%	Exam Paper	1h 45mins
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Suitability

This pathway is suitable for only the most able scientists. Students will work towards the **three** full GCSEs in Biology, Chemistry and Physics. Students will study a greater depth of content compared to the Combined Science course, and will be provided with a rigorous foundation for Science A Levels. Due to the increased difficulty of challenge that the Separate Sciences now pose, it is only suitable for students with high Science attainment. Students will be offered the Separate Science course based on their KS3 Science assessment data, although there will be limited flexibility to change course in Term 1 of Year 9.

GCSE RELIGIOUS STUDIES

AQA Specification A

This is a 9-1 assessed GCSE course

Overview

Like all exam boards this specification covers two core areas: study of religion and philosophy and ethics. It will build on their learning in KS3, pulling together themes from across the years.

Aims

Taking Religious Studies at GCSE opens up many possibilities and opportunities. Students will pick up a number of transferable skills which are highly valued by both employers and educational establishments. Studying this course will give students the ability to analyse and evaluate both their own views and the views of others. Well researched evidence will be encouraged to support those views and will be put forward in a concise, clear and logical manner. As such this course will help develop literacy skills. It will also give an insight into how religion affects the lives of so many people in the world today: a time when an understanding of this is crucial for a peaceful and cohesive society.

Content

Students will study two key components:

Study of Religion: students will study the key beliefs, teachings and practices in two religions: Christianity and Judaism. There will be an emphasis on how religion is lived in the 21st century helping students to understand why religious believers behave in the way they do.

Philosophy and Ethics: Using the religions in component one as starting points students will consider religious responses to various philosophical and ethical issues. The topics studied include life and death; good, evil, and suffering; arguments for the existence of God; human rights; religion and social justice; religion, peace, and conflict; and abortion and euthanasia.

Scheme of Assessment

Students are assessed in two key areas:

Component	Weighting	Method of Assessment	Duration
Component 1: Study of Religion	50%	Exam	1h 45
Component 2: Philosophy & Ethics	50%	Exam	1h 45

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Students are taught and examined for a scheme of assessment covering the new grades 1-9 according to the GCSE marking framework. The two assessment objectives (knowledge / understanding and evaluation) are equally weighted with marks and consideration given to the quality of written communication and spelling, grammar and punctuation. There are no controlled assessments for this course. Questions on the paper range from 1 mark to 12 marks for the longer questions.

Suitability

Religious Studies is ideally suited to students who enjoy debate and are prepared to listen to and analyse other people's views. The transferable skills will work well with other subjects such as English, History, and Drama.

KS4 Options 2017



Expression of Interest form for GCSE Options (Year 9)

Please return to your child's form teacher by Monday 20th February 2017

Name: _____ Form: _____

Please indicate with a tick the main 8 subjects which you are considering choosing. Alongside any you have ticked indicate if they are a firm (F) or possible (P) choice.

Subject	Tick up to 8 choices which you are considering	Indicate with F (Firm) or P (Possible); your current thinking on each choice
Art		
Business		
Computer Science		
Design & Technology		
Drama		
Fashion & Textiles		
Film Studies		
Food & Nutrition		
French		
Geography		
History		
Music		
Music with Music Technology focus		
Physical Education (Sports Studies)		
Religious Studies		
Spanish		
Separate Science		

Signed (Parent/Guardian): _____ Date _____