



New Mills School Year 10 Options Booklet



Dear Year 9 student

You now at the stage of your education where you have an exciting opportunity to have a direct say in what you want to study by choosing which subjects you want to pursue until Year 11. The decisions you make now will have an effect on decisions you will make later as sixteen year olds going to a Sixth Form, starting employment, taking up training or going to college. It is very important, therefore, that you choose wisely and leave yourself as many avenues open as possible for the future.

Various people will be talking to you about the choices you will have to make. Your parents will naturally be interested, teachers will talk to you about different subjects, your form tutor will be available for advice as will your Progress Leader, and I am sure you will talk with your friends about what you will be doing next. Throughout this process, please remember that the decision should be yours and it should be made for the right reasons.

Remember the experiences you have already had when making your decisions. On Wednesday 19th October you spent the morning sampling new subjects which have not been part of your curriculum so far which you may consider as part of your options. Also, you had the options process explained to you in an assembly on October 10th with a written letter of explanation to take home. You, along with your parents/carers were invited to the KS4 evening on Thursday 20th October. This was an opportunity to hear about the arrangements for your curriculum over the next two years and to talk to teachers directly about the course requirements for particular subjects.

The next step is to understand the detail of the courses you can choose. This booklet has been put together to help you do this. Please show this booklet to your parents/carers and discuss your thoughts and possible choices with them. Talk to as many people as possible about your ideas for the future and how you think you will get there. Your teachers, form tutor and progress leader are all available to talk ideas through. In addition, check through your progress report to see how you're doing in potential option subjects and gauge where your strengths might be.

At the back of this booklet you will find a "Straw Poll Form". This is an indication to us as a school which of the options you would like to take. **These are not your final options.** We use these to determine which subjects will be taught at the same time (an option block). When we are deciding the blocks we try to ensure as many students as possible get as many of their preferred options as possible. The straw poll form needs to be completed and returned to your form tutor no later than Friday 16th December. Early returns of the form will not make a difference to your eventual options, however, late returns may not be included in the option block decision making. After Christmas I will write to you and your parents to explain the option blocks and how to make your final option choices.

Please bear in mind during the whole process that all option choices are subject to timetable and staffing constraints. For this reason, when you come to make your choices it is very important that you also have reserve choices of subjects in case we cannot arrange the exact combination of subjects you are seeking. Remember that the final decisions about options will only be taken when we are all sure they are the right ones, and we will inform parents and students if there are problems with any options choices.

Good luck with your thinking and planning over the next few weeks – next year really marks the start of the adult phase of your education so you need to make mature and sensible decisions. Please do not hesitate to contact myself or Ms Poynter (Year 9 & 10 Progress Leader) at any time if you would like further advice.

Yours faithfully

Mrs C Jesson
Assistant Headteacher

CONTENTS

2	A Letter to Students
3	Contents
4	Options Timeline
5-6	The Next Two Years
7	Options Considerations

The Core Curriculum - All students must study these courses

8	English Language
9	English Literature
10	Mathematics
11	Combined Science
12	Physical Education
13	Beliefs and Values

Option Courses - For the straw poll students must indicate 6 courses in order of preference. In Y10 students will take 4 of these courses. At least one must be an EBacc course.

EBacc Courses

- 14 Computer Science GCSE
- 15 French GCSE
- 16 Geography GCSE
- 17 German GCSE
- 18 History GCSE
- 19 Triple Science GCSE

Other Option Courses

- 20 3D Design GCSE
- 21 Art & Design GCSE
- 22 Business GCSE
- 23 Construction Technical Award
- 24 Drama GCSE
- 25 Hospitality & Catering Technical Award
- 26 Media Studies BTEC
- 27 Music GCSE
- 28 Philosophy & Ethics GCSE
- 29 Materials Technology Technical Award
- 30 Sports Science GCSE

31

Straw Poll Form

OPTIONS TIMELINE

We have set up an extensive programme of events to help make sure you make the right decisions, some of which you have already experienced.

Monday 10th October	Options Process Assembly
Wednesday 19th October	Options Taster Day: Short sessions of the subjects students have not experienced during Years 7-9 to provide an insight into that course at GCSE level
Thursday 20th October	Options Evening for Parents A presentation on the Options process and will opportunity to ask questions. Representatives from options subjects were available to explain the courses available. Senior staff offered individual personalised advice on the best options for each student
Thursday 20th October onwards	Subject teachers and tutors available to discuss courses with students. Students were, and will continue to be advised to ask for a time to talk through options if they need to
w/c 21st November	This options booklet with details of courses and a straw poll form taken home for discussion
Friday 25th November	Careers day – an opportunity for an insight about which KS4 courses can lead to which careers
Friday 16th December	Straw poll form deadline – students hand in the straw poll form to their tutor. After this the final option blocks to choose from will be determined
Friday 13th January	Year 9 snapshot sent home, with final option choices form. This will give up to date information on the GCSE grades teachers believe students will achieve at the end of Year 11, if the course is chosen
Wednesday 18th January	Year 9 Parents Evening – an opportunity to discuss the content and suitability of option courses with subject teachers, as well as gaining feedback on your child's current academic life
Thursday 26th February	Deadline for completed Option Forms to be returned to form tutors
21st March onwards	Students have individual consultations with Senior Team about options. Confirmation or alteration of options taken will happen at these meetings

Please remember:

All option choices are subject to timetable and staffing constraints and we will inform parents and students if there are problems with any options choices as soon as possible

THE NEXT TWO YEARS

Years 10 and 11 are different from Years 7 to 9 because not everyone will study all of the same subjects. There are a number of subjects which all students must study and these fall into the following categories:

The Core Curriculum

These are studied for two years and lead to a GCSE qualification. These subjects are English Language, English Literature, Mathematics, Science.

Physical Education and Beliefs & Values are subjects which all students must participate in, but it are not examined.

EBacc (English Baccalaureate) Subjects

In addition to the core curriculum all students must choose at least one EBacc subject. The choices are: a Humanities (History or Geography), a Modern Foreign Language (French or German), Triple Science or Computer Science.

Option subjects

In addition to the core curriculum and the EBacc subject all students must make a further three choices, one from each block. Students can choose to study additional EBacc subjects or choose to pursue non-EBacc subjects.

What is the English Baccalaureate (EBacc)?

The Government believes that schools should offer students a broad range of academic subjects until the age of 16 and the English Baccalaureate promotes that aspiration. The English Baccalaureate is not a new qualification in itself. It recognises students' achievements across a core of selected academic subjects. To attain an English Baccalaureate students must successfully complete GCSE courses in five areas:

1. English - See pages 8 and 9
2. Mathematics - See page 10
3. Science (Combined, or Triple) - See pages 11 and 19
4. History **or** Geography - See pages 16 and 18
5. French **or** German - See pages 15 and 17

Students who do this will have their achievements recognised with an English Baccalaureate. We recommend that students who are considering going on to Higher Education complete the EBacc.

Please remember:

All option choices are subject to timetable and staffing constraints and we will inform parents and students if there are problems with any options choices as soon as possible

In the next two years, the two week timetable becomes very important for students. This is because there are five lessons for option course over a two week period, meaning the two weeks are not the same as each other. A student in Year 10 and 11 currently studies the following number of lessons each fortnight:

English	8	Option A	5
Maths	8	Option B	5
Science	10	Option C	5
Beliefs and Values	2	Option D	5
Physical Education	2		

This gives a total of 50 lessons per fortnight.

Tutorials and Extra Curricular Learning

In addition to timetabled lessons students will be able to access a wider curriculum through participating in music lessons, sports clubs/teams or attending one of the clubs across school. Some of these opportunities can lead to further qualifications, for example there is currently an after school group studying for Astronomy GCSE, and many students achieve music grades through extra curricular instrument tuition. Students also have access to careers education and guidance through tutorial time every morning along with other relevant aspects of wider learning (literacy, numeracy, British values, revision and study skills etc.).

These additional aspects of learning are worth bearing in mind during the options process, as they are another way to ensure the breadth of curriculum.

GCSE and Other Types of Courses

Students need to understand what is involved in studying for the different types of course. The details in this booklet are very clear and give information about the specification (what is taught) for each subject as well as about how each subject is assessed.

For each course there are two ways of assessing work. The amount of each varies for each subject.

- **Examination** - This type of assessment will happen at the end of the course and is the traditional written style assessment completed under high control in school.
- **Controlled Assessment**—This type of assessment has replaced coursework. Tasks are set, completed and marked under varying levels of control. In some circumstances students can take work home but in most the work is done under controlled conditions in school.

For GCSE courses the majority of the marks (in some cases all marks) are earned in examinations. For other courses, most marks are earned through controlled assessment.

Most, but not all, subjects are examined at different levels. These are referred to as tiers. Generally there are two tiers of entry referred to as Foundation Level (or Level 1) and Higher Level (or Level 2). Some option subjects have no tiers. The level of entry is generally determined after taking into account Controlled Assessment marks and a student's progress throughout the course. You will be informed of the intended tier of entry by the Examinations Officer, Mrs Hesford, at the appropriate time.

OPTIONS CONSIDERATIONS

Broad and Balanced

By the end of Year 9 very few students can accurately predict what they will actually be doing when they leave school. It is for this reason that we want them to continue to study a very broad range of subjects. A balanced portfolio of subjects is essential as this allows students to demonstrate strengths in different areas as universities and employers value this. Students should also take into account their strengths and interests so that they can combine the best possible grades and enjoyment of their studies.

As well as thinking about the breadth of subjects chosen in terms of enjoyment and subject strengths, students also need to consider possible future career paths. It is worthwhile finding out the entry requirements for any areas they are interested in. This can be a useful starting point or used as a check that the choices made will facilitate entry to specific further/higher education courses or employment. The following websites may help in this area:

- Plotr: Useful articles especially 'Choosing GCSE options: 19 questions to ask yourself' and 'Guide to making the right GCSE option choices'.
<https://www.plotr.co.uk/advice/articles/>
- National Careers Service: Click 'aged 13-16' for information
<https://nationalcareersservice.direct.gov.uk/youngpeople/Pages/Youngpeople.aspx>
- ICould: Advice on choosing options, and a video on 'focus on choices at 14.'
<http://icould.com/article/choices-at-14-choosing-your-options/>
<http://icould.com/focus-on/choices-at-14/>
- Parental Guidance: Advice on helping to choose options
<http://www.parentalguidance.org.uk/making-choices/making-subject-choices-at-age-1314>
- UCAS: For looking beyond GCSE's to Post 16 and 18+ options
<https://www.ucas.com/ucas/after-gcses>

Decisions on which option subjects to take can be very difficult to make. Remember, you are opting for a subject, not for a teacher! Choose subjects you enjoy, are interested in and are likely to achieve in. Don't pick a subject because your friend's are choosing it .

Over the next section of the booklet you will find information on every Key Stage 4 course. Each page is split into four sections so you can compare courses easily:

Aims of the course	What this particular course is aiming for you to learn.
Course Content	Details of what you will learn during the course.
Assessment	How you will be assessed: the number of exams and controlled assessments you will be expected to complete. The official title of the course and exam board.
Beyond GCSE	How this particular course can lead into further study training or employment.

Now...

- **Read the following pages of information carefully.**
- **Take the opportunities outlined on page 4 to discuss your options as widely as possible**
- **Complete the straw poll form and hand to your tutor by 16th December**

Aims of the Course

Students will be given the opportunity to study how published writers have used language in order to develop and hone their own creative writing skills. It is the intention of the course to also build students' understanding and abilities in terms of their own spoken language proficiency.

Course Content

Critical reading and comprehension

- *critical reading and comprehension*: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text
- *summary and synthesis*: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text
- *evaluation of a writer's choice of vocabulary, form, grammatical and structural features*: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text
- *comparing texts*: comparing two or more texts critically with respect to the above.

Writing

- *producing clear and coherent text*: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text.



- *writing for impact*: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Spoken language

- *presenting information and ideas*: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches; responding appropriately to questions/feedback; employing Standard English in talk.

Assessment

AQA GCSE English Language

There are 2 exam papers:

1. 1 hour 45 minutes
Reading (literature text) plus descriptive/narrative writing.
2. 1 hour 45 minutes
Reading (non-fiction/literary non-fiction) plus writing to present a viewpoint.

Beyond GCSE

English Language is now viewed as a strong A Level choice, a subject offering interest within its own right, but also one that lends support for many other areas and subjects. You may want to know more about the power of language or simply want to learn how to develop your skills as a writer if your career aspirations lie in this field.

Aims of the Course

Students will be given the opportunity to gain an understanding of valued literature from different writers, genres and periods in history. They will study a range of texts in order to appreciate the quality of writing that exists around them and the power of the written word.

Course Content

Reading comprehension and reading critically

- *literal and inferential comprehension*: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- *critical reading*: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- *evaluation of a writer's choice of vocabulary, grammatical and structural features*: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- *comparing texts*: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.

Writing

- *producing clear and coherent text: writing effectively about literature for a range of purposes such as*: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- *accurate Standard English*: accurate spelling, punctuation and grammar.

Texts

- Candidates will study: one Shakespeare play; a 19th century novel; a 'modern' text and a selection of poetry from the AQA Anthology.



Assessment

AQA GCSE English Literature

There are 2 exam papers:

1. 1 hour 45 minutes
Shakespeare and the 19th century novel.
2. 2 hours 15 minutes
Modern texts and poetry.

Beyond GCSE

English Literature has always been viewed as a traditional A Level choice, a subject offering rigour and challenge. You may be a dedicated Literature student and make a smooth transition between KS4 and 5 or you may have strengths elsewhere. In this case you may opt for Literature A level to show employers and/or universities that you offer a variety of skills and knowledge.

MATHEMATICS - GCSE (EBACC)**CORE****Aims of the Course**

Mathematics is a core subject in the National Curriculum and is important for many different jobs and careers. A good knowledge and understanding of Mathematics can also help you with other subjects you will study as well.

The National Curriculum for Mathematics aims to ensure all pupils:

- become fluent in the fundamentals of Mathematics including being able to deal with more complex problems over time and developing conceptual understandings.
- be able to reason mathematically, developing arguments, justifications and proofs using mathematical language.
- be able to solve problems by applying their mathematics to routine and non-routine problems, breaking them down into a series of simpler steps and persevering in seeking solutions.

Course Content

The course covers all the main areas of Mathematics including:

- **Number Skills** including percentages, decimals, fractions and problem solving.
- **Algebra** including simplifying and manipulating expressions, index laws and using algebra to construct arguments and proofs.
- **Geometry and Measures** including plans, elevations, transformations, length, area and volume problems.
- **Ratio and Proportion** including scale factors, proportionality, and setting up and solving growth and decay problems.
- **Statistics and Probability** including being able to understand and interpret statistical data and represent data using graphs and tables.

**Assessment****Edexcel GCSE Mathematics**

The course will be assessed at the end of Year 11 by examination.

This will consist of three papers, one non-calculator and the others allowing a calculator. It is recommended students bring a calculator to all Mathematics lessons to gain the necessary proficiency in its use.

The exams are equally weighted.

The GCSE grades awarded will run from grade 1 to 9, with 9 being the highest. This system replaces the older A*-G grading.

Beyond GCSE

A good grade GCSE, anticipated to be Level 5 at this stage, is required to study for many post sixteen courses and apprenticeships.

Students wishing to pursue Mathematics further at A level will be required to obtain at least a Level 6 pass to show the necessary mathematical grounding to be successful on this course.

Aims of the Course

GCSE Combined Science furthers students ideas of scientific theory and helps them learn practical skills through topical investigations. Biology, Chemistry and Physics are taught and assessed separately with a pure science approach, looking at theory and application.

Students gain skills such as:

- Using knowledge and understanding to pose scientific questions and define scientific problems.
- Planning and carrying out investigative activities, including appropriate risk management, in a range of contexts.
- Collecting, selecting, processing, analysing and interpreting primary and secondary data to provide evidence.
- Evaluating methodology, evidence and data.
- Understanding the relationship between science and society and the consequences of scientific research and work.
- Developing communications and literacy skills in scientific contexts.

Course Content**Biology**

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Atomic structure

**Assessment****AQA GCSE Combined Science**

GCSE Combined Science will be assessed during Year 11. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Each paper is 1 hour 15 minutes in length, has 70 marks available and is worth 16.7% of the final GCSE grade. Each paper contains a mixture of multiple choice, structured, closed short answer, and open response questions. There will be questions that also assess the quality of written communication in a science context. The new specification also sees an increase in numeracy demands of the course.

Students also are required to complete a number of required practicals throughout their studies for each of the science disciplines. These practicals will be recorded in a laboratory notebook and students will be asked questions about them in the exam. There will be at least 16 of these in total during the course.

Beyond GCSE

GCSE Combined Science provides a firm foundation for students wishing to progress on to level 3 technical courses. Students who do wish to carry on to study A Level Sciences are encouraged to consider triple Science GCSEs as the additional knowledge and understanding gained make the transition to higher level study easier. The Combined Science course is a fantastic grounding for many career paths, due to the transferable skills of problem solving, analysis and evaluation gained throughout.

Aims of the Course

As a Year 10 student you will follow a broad and balanced programme of activities based upon the areas of experience required within the National Curriculum and enhanced by activities which are available within the High Peak for you to enjoy when you leave school. Through these experiences we will be encouraging you to be physically active, become confident, independent and develop positive attitudes in working with other students.

Course Content

In Year 10, you will follow a block programme of activities in mixed and ability groups. The emphasis within these activities will be to build upon previous work and to give you a further insight and an understanding of the greater technical and tactical demands needed to play, coach and officiate at a higher level.

During the year, ample opportunity will be given for you to develop your own personal skills outside the PE lessons and to contribute to the development of some of the younger students in the school.

There will be one lesson of Physical Education per week and the content [indoor or outdoor, individual or group, theoretical or practical] will depend upon your ability and experience.

Indoor – Gymnastics, Volleyball, Basketball, Badminton, Handball, Table Tennis and the development of the health related components of fitness through Boxercise, Circuit Training, Keep Fit, Aerobics, and Weight-Training.

Outdoor – Football, Rugby, Netball, Hockey, Cross Country, Athletics, Tennis, Cricket, Rounders, Softball and a Games Multi-Skills course.



You will be encouraged to take note of personal aspects of health, your own fitness and to lead other students in warm-up and team/group activities.

BELIEFS AND VALUES**CORE****Aims of the Course**

- To support students emotional well-being.
- To foster tolerance and harmony between cultural traditions by developing an awareness of, and respect for, diversity.
- To enable students to develop their self-knowledge, self-esteem and self confidence, and to prepare students well for life in Modern Britain.
- To promote positive relationships, that do not accept any form of discrimination across the whole school.
- To explore British values such as equality, a respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

**Course Content**

As part of the course students are taught about different people's faiths, feeling and values and are encouraged to reflect on their own beliefs whilst contemplating the varying beliefs of others in a diverse world. The RS element of the course follows the Derbyshire locally agreed syllabus for Religious Studies and is complemented by elements of PSHE, Citizenship, financial and careers education.

What does the course include:

- Believing in God
- The importance and value of family life
- Religious and community cohesion
- The relevance of religion in the 21st Century
- Sex and relationships Education (SRE)
- Healthy relationships and the concept of consent
- Drugs and alcohol education
- Mental health and wellbeing
- Careers education
- Financial education
- Political awareness
- First aid and road safety

Assessment

This course will not be assessed through any external examination.

Beyond Year 11

Education is about preparation for life, not just preparation for exams and this course plays an integral role at New Mills in achieving that. This course is a way in which we cater for the spiritual, moral, social and cultural development of our students at a classroom level.

However, the range of skills gained from the programme of study will support learning in other humanities subjects such as History, Geography, English, Philosophy, Law, Sociology, Psychology and Politics. The course gives students the opportunity to develop skills in evaluation by considering issues from a range of perspectives. These skills are highly valued by a range of employers such as the public services and the caring professions.

Aims of the Course

It's engaging and fun!

This course gives students the opportunity to discover how computer technology works and to take a look at what goes on 'behind the scenes'.

Through the introduction of programming, it helps them expand their problem-solving skills. For many, it will be a fun and interesting way to develop these transferable skills, which can be applied to further learning and everyday life.

The course aims to develop students' understanding of the fundamental hardware of a computer system, common types of software and simple logic.

It aims to help students acquire the skills to write simple computer programs and to look at the development of computer technology and the effects it has had.

Course Content

This provides a good insight into how computers function, from how and why computers are structured and how computers have stayed the same, structurally, for the past 40 years, to the involvement and importance of memory and storage. Students will also develop an understanding of network topologies and the properties of wired and wireless networks. There will also be an insight into system software and security and how it is linked with the ethical, legal and environmental implications when designing hardware and software.

Computational Thinking

Students are expected to understand what algorithms are and how they can be implemented into computer programs and from this, investigating programming techniques to produce robust programs. This will in turn help the development of computational logic, looking at logic gates, which will lead to students being able to translate between program languages, pseudocode and structured English. Finally students will look at how data is represented in a computer; this will develop an understanding of Binary numbers and how they can represent characters, images and sound.



Programming

Students will use programming techniques learnt in the lessons and implement them into planning, developing, testing and evaluating a simple program.

Assessment

GCSE (9-1) OCR Computer Science J276

Computer Systems

This is assessed by a written paper, which has a mixture of short and long answered questions, worth 40% of their GCSE.

Computational Thinking

This is assessed by a written paper, which has a mixture of short and long answered questions, worth 40% of their GCSE.

Programming Project

This is a controlled assessment in which students will choose from a set of options supplied by OCR, in which students will create solutions to computing tasks, worth 20% of their GCSE.

Beyond GCSE

The course offers an ideal platform to further study at A Level and beyond. Computer Science is a popular course at degree level and an A Level in Computing is an ideal background.

There are also many job opportunities and apprenticeships for students of Computing, in Web and Software Development, Computer Technician, IT Support, Electronics Engineering, Computer Programming, Systems and Networking, Database Development and more.

Aims of the Course

The aim of the course is to enable you to communicate effectively in French in a variety of situations. You can understand what you hear and read and create language yourself through speaking and writing.

Having knowledge of a language broadens your life possibilities, giving you the opportunity to work in international business and to live and work in countries all over the world, and many of our former students have gone on to do just that. You have the opportunity to meet people from different countries and find out more about them.

Learning a language means you learn huge amounts about your own and its structure and you learn to write more coherently. It supports your other subjects. You develop memory skills, communication and interaction, learn to speak in public, learn to live off your wits (problem solving strategies) and make rational links between ideas to and think quickly. You can practically feel your brain growing.

Course Content

Topics covered are included in the following themes:

- Identity and culture.
- Local, national and global areas of interest.
- Current and future study and employment.



Assessment

Edexcel Level 1/Level 2 GCSE (9-1) French

You can enter the assessments at higher or foundation tiers.

There are assessments in listening, speaking, reading, and writing

Each skill is worth 25% of the final GCSE mark.

Assessment is by examination.

Beyond GCSE

Languages combine well with almost any other A level subject. They also combine well with degree courses in other subjects and previous students have studied a language with maths, history, business studies among others.

Once you have learned one language, you understand the process to be able to learn others which then becomes so much easier. Most of our A level students go on to study a language at university, but some choose different languages to begin at degree level; ex-students have taken up Chinese and Arabic.

They are qualifying subjects for Russell Group university entrance.

Languages give you an edge in the job market; there is a global market for jobs and employers wanting a language generally pay more.

Languages teach you employment friendly skills such as communication skills and adaptability. You see things from a range of perspectives; develop problem solving skills, persistence, resourcefulness and creativity.

Languages teach you cultural awareness and sensitivity, valued business skills.

GEOGRAPHY - GCSE (EBACC)**OPTION****Aims of the Course**

GCSE Geography allows students to build on their Key Stage 3 knowledge and develop the skills to:

- Develop their knowledge of places, environments, and processes, and of different scales including global, social, political and cultural contexts.
- Gain an understanding of the interactions between people and environments, and the changes in places and processes over time.
- Develop and extend their competence in a range of skills including those used in fieldwork, using maps, and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources.
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts.

**Assessment**

OCR GCSE Geography Specification B

100% Examination.

Course Content

All geography courses allow students the opportunity to study a balance of physical and human geography. Possible areas of study are:

- Global hazards
- Climate change
- Landscapes
- Ecosystems
- Future of Urban areas
- Development
- UK in the 21st century
- Resources

Beyond GCSE

Geography provides students with many universal skills that can be used for further and higher education, or in the workplace.

Many of our students go on to successfully study Geography at A level and Degree level. Geography is a well-respected and facilitating subject, so is suitable for many pathways.

GERMAN - GCSE (EBACC)**OPTION****Aims of the Course**

The aim of the course is to enable you to communicate effectively in German in a variety of situations. You can understand what you hear and read and create language yourself through speaking and writing.

Having knowledge of a language broadens your life possibilities, giving you the opportunity to work in international business and to live and work in countries all over the world, and many of our former students have gone on to do just that. You have the opportunity to meet people from different countries and find out more about them.

Learning a language means you learn huge amounts about your own and its structure and you learn to write more coherently. It supports your other subjects. You develop memory skills, communication and interaction, learn to speak in public, learn to live off your wits (problem solving strategies) and make rational links between ideas to and think quickly. You can practically feel your brain growing.

Course Content

Topics covered are included in the following themes:

- Identity and culture.
- Local, national and global areas of interest.
- Current and future study and employment.

**Assessment****Edexcel Level 1/Level 2 GCSE (9-1) German**

You can enter the assessments at higher or foundation tiers.

There are assessments in listening, speaking, reading, and writing

Each skill is worth 25% of the final GCSE mark.

Assessment is by examination.

Beyond GCSE

Languages combine well with almost any other A level subject. They also combine well with degree courses in other subjects and previous students have studied a language with maths, history, business studies among others.

Once you have learned one language, you understand the process to be able to learn others which then becomes so much easier. Most of our A level students go on to study a language at university, but some choose different languages to begin at degree level; ex-students have taken up Chinese and Arabic.

They are qualifying subjects for Russell Group university entrance.

Languages give you an edge in the job market; there is a global market for jobs and employers wanting a language generally pay more.

Languages teach you employment friendly skills such as communication skills and adaptability. You see things from a range of perspectives; develop problem solving skills, persistence, resourcefulness and creativity.

Languages teach you cultural awareness and sensitivity, valued business skills.

Aims of the Course

This is a course which gives you the chance to study History in lots of different periods, from many perspectives. It's not really about remembering lots of facts and dates, although that does come into it. You will need to develop skills that help you to gather information, make sense of it and then present your own arguments.

This course will develop your analytical skills and help you to become highly effective at written communication. You will also be able to evaluate evidence and different interpretations of the past.

At the end of the course you should have all these skills and a better understanding of the world you live in.

Course Content

'**The People's Health**' a study of life and health in Britain from 1250 AD right up to the present.

'**Britain in Peace and War**'. Many students find this time period fascinating and this part of the course helps us to understand British society at the time of the 'Great War' in much more depth.

We will also complete an investigation of a historical site.

Students will study the development of the **USA from 1789-1900**, which traces the growth of American society in this period.

Finally, we will study the strange world of the **First Crusade**.



Assessment

OCR GCSE History (SHP-B)

Paper 1	The People's Health and Britain in Peace and War. 1hr 45 mins - 20%
Paper 2	Historical Investigation 1hr - 20%
Paper 3	Two Sections: The Making of America The First Crusade 1hr 45 mins - 20% + 20%

Beyond GCSE

History is one of the most highly regarded academic subjects. History students develop many useful skills that help them in the world of employment.

They are very good at written communication and are able to organise and make sense of lots of information, in order to make decisions. History also helps them to develop the skills needed to explain these choices.

The GCSE course provides a good basis for A level study, not just in History, but in any subject that requires a high standard of literacy, and analytical ability.

A level History is one of the facilitating subjects that are highly regarded by top universities and the SHP course of study prepares students very well for the academic demands of History A level.

Historians find jobs in a wide range of careers including law, economics, heritage work and any job that requires the ability to think analytically.

Aims of the Course

These three GCSEs must be taken together (students can not study one or two of the three). We term this triple Science. These GCSE's introduce students to fundamental ideas in scientific theory and help them learn practical skills through topical investigations. Biology, Chemistry and Physics are taught and assessed separately with a pure science approach, looking at theory and application.

Students gain skills such as:

- using knowledge and understanding to pose Scientific questions and define Scientific problems.
- planning and carrying out investigative activities, including appropriate risk management, in a range of contexts.
- collecting, selecting, processing, analysing and interpreting primary and secondary data to provide evidence.
- evaluating methodology, evidence and data.
- understanding the relationship between Science and society.
- developing communications skills in scientific contexts.

Course Content

The Triple Science GCSEs generally cover the same topic content as the GCSE Combined Science. However, they include more depth of content.

Biology

Cell biology
 Organisation
 Infection and response
 Bioenergetics
 Homeostasis and response
 Inheritance, variation and evolution
 Ecology

Chemistry

Atomic structure and the periodic table
 Bonding, structure and the properties of matter
 Quantitative chemistry
 Chemical changes
 Energy changes
 The rate and extent of chemical change
 Organic chemistry
 Chemical analysis
 Chemistry of the atmosphere
 Using resources

**Physics**

Forces
 Energy
 Waves
 Electricity
 Magnetism and electromagnetism
 Particle model of matter
 Atomic structure
 Space physics

Assessment**AQA Biology, AQA Chemistry, AQA Physics**

GCSE Biology, Chemistry and Physics will be assessed during Year 11. Students will complete two papers for each subject, each at 1 hour and 45 minutes in length, and each worth 100 marks. These questions will include multiple choice, structured, closed short answer and open response. The questions on the higher tier paper will be written to stretch the more able students.

There will no longer be a controlled assessment. Instead, each separate science will include at least eight required practicals during the course. Written exams will include questions that draw on students' practical science experience with at least 15% of each GCSE paper being allocated to these.

Beyond GCSE

GCSE Biology, Chemistry and Physics provide the best foundation for students to progress to AS and A level Sciences. They also allow progression onto a wide range of courses, both academic and vocational, as well as providing a fantastic grounding for many career paths due to the transferable skills students gain through the course.

3 DIMENSIONAL DESIGN - GCSE**OPTION****Aims of the Course**

If you enjoy purely hands on practical 3D work, want to develop your creative thinking and practical skills, and you enjoy exploring a wide range mixed media and building skills then 3D Art could be the subject for you.

Course Content

Quite a lot of the content is what you expect - very hands on and practical! At first your lessons are very much led by your teacher and you will work to set tasks, but as you move through the course you will be expected to gradually take the lead with your projects, as you start to form an idea of what your strengths are and what kind of artists you enjoy studying.

Lessons cover the basic essentials needed to become a creative practitioner. They can vary from drawing skills, print, photography, ceramics, cardboard/paper sculpture, sculpture in any media, wire work and many more. You will also learn how other sculptors use sketchbooks to record their ideas and create successful outcomes. With this information you then develop your own ideas and work on producing a final piece in a 3-D material you are confident in.

Homework tasks will include the use of photography, drawing in a range of materials, collecting unusual materials, researching artists and writing about the way they work and how it relates to your own project.

**Assessment****AQA 3 Dimensional Design**

There are two units to the course:

COURSEWORK: The coursework marks make up 60% of your total mark and will include more than one project which includes a sketchbook as well as 3-D experiments. All through the course you will research a number of artists to help develop your work and skills.

EXAM: Here you have approximately 6-8 weeks of preparation work with your teachers that culminate in a 10 hour practical exam. It is expected that you would produce a sketchbook as your preparation work and a final piece in your practical exam. This makes up 40% of your total mark.

Beyond GCSE

This course is excellent preparation for any pupil considering Art at a higher level, and apart from a vast range of Art and Art related courses at university and further education, 3D Design is great because it combines skill based work with wide research skills. You will be developing into an independent creative thinker which universities and employers are keen to take on.

Aims of the Course

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. Our GCSE course is demanding because it leads towards success in our Fine Art A level. Pupils work in sketchbooks to create a personal journey that reflects the working practice of a professional artist.

On our course students develop creativity, imagination, research and investigation skills and the confidence to experiment in a broad range of materials. We teach ambitious drawing and technical skills which act as a springboard to the development of individual and independent ideas. A keen interest in photography is essential as this forms part of the development of ideas.

Course Content

This exciting and ambitious course enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

"Good large-scale work is evidence of the personal response that candidates are able to create as a result of their research. This is a highly creative and inspiring department, where the work is full of inspiration, skill and meaning. There are good links to the work of artists and designers, which are used creatively in sketchbooks."

AQA Art Moderator 2015



Assessment

AQA GCSE Art & Design

Unit 1: Coursework 60%

This is produced in every lesson and homework task.

Students will submit a minimum of 3 sketch books and 3 final pieces before beginning a smaller independent exam project.

Unit 2: 10 hour Exam 40%

Beyond GCSE

The Art and Design GCSE is a strong foundation for further progression to Art and Design related courses such as A level Art and Design, Photography, Graphics, Textiles, 3-D Design and enhanced vocational and career pathways.

Our past students have gone on to study at both the Stockport and Manchester University Art Foundation Courses before applying to top art colleges such as Goldsmiths, Chelsea and Wimbledon School of Art.

BUSINESS - GCSE**OPTION****Aims of the Course**

The Business Studies course aims to introduce you to the world of small businesses and give you an insight into what makes someone a successful business person.

You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. Students will be expected to evaluate business decisions and try and solve real business problems.

**Course Content**

Students will study the Edexcel GCSE Business Studies Syllabus (1BS0). The course investigates a large number of topics looking at both the internal workings of a business and external factors that affect business activity.

Theme 1

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Theme 2

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

If you enjoy communicating and explaining your ideas, thinking creatively and making decisions, working with numbers to solve business problems, learning about the world of business through research and investigation, as well as through practical tasks then the GCSE Business course is the right subject for you.

In Business Studies, it is important that you are able to express a written argument logically and you will have to deal with some numerical data but high level mathematical skills are not required.

Assessment

Edexcel GCSE Business Studies (1BS0)

Examinations:

There will be two examination papers:

- Paper 1 based upon the content in Theme 1
- Paper 2 based upon the content in Theme 2

The assessments are 1 hour and 30 minutes each.

The paper will consist of calculations, multiple choice, short answer and extended writing questions and some will be based on business contexts given in the paper.

The paper will include questions that target mathematics at a minimum of Key Stage 3 level. Calculators may be used in the examination.

Beyond GCSE

No matter which route you follow business courses can help you prepare for further and higher education such as AS/A2 levels, BTEC and NVQ courses and provides an excellent basis for progression to A level Business Studies or Economics.

You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team.

A GCSE Business course could lead to work in a business-related profession such as accountancy, law, marketing, business management, finance or the leisure and tourism industry.

Aims of the Course

Technical Awards are a range of new practical, vocational qualifications available to 14-16 year olds to take alongside GCSEs. Technical awards are worth the same as a GCSE or BTEC but allow students to learn in a much more hands on way. The Construction Award has been designed to provide student with a hands on introduction to the construction industry from the build perspective. Students will spend most of their time in the construction workshop, developing their skills in a range of trades. There will be assessed practical units in which students demonstrate their skills in brick work by building a wall. Joinery, by building a stud wall, complete with light switch and skirting board, and painting & decorating in which students will wall paper and paint their stud walls. Students will also learn skills that employers in the construction industry really value such as planning and preparation whilst learning about health & safety on building sites. The course also provides valuable life skills that can be very valuable later in life regardless of chosen career paths.

Course Content

Unit 1: Students will learn that safety and security are important considerations for those involved in construction projects. This may relate to commercially sensitive information such as tenders or construction designs and working in potentially unsafe environments. Safety and security relates to belongings, environments and people, whether they are colleagues or members of the public. A knowledge of safety and security is highly valued by employers in the construction industry.

Unit 2: Student demonstrate skills in 3 practical areas. Currently Brickwork, Joinery and painting & decorating. students demonstrate their skills in brick work by building a wall. Joinery, by building a stud wall, complete with light switch and skirting board, and painting & decorating in which students will wall paper and paint their stud walls. Students will have to plan & evaluate each task although the real focus is on the practical work.

Unit 3: Students will plan a construction project of their own, taking into account different trades, budget & buying materials.



Assessment

WJEC Level 2 - Technical Award. Constructing the Built Environment

70% coursework (40% practical – 30% written)
30% on screen exam

Unit 1: Safety & Security in Construction.
30% of total mark- On screen exam

Unit 2: Practical Construction Skills
40% of total mark. Internally assessed

Unit 3: Planning Construction Projects
30% of total mark. Internally assessed

Beyond Technical Award

The course offers students the opportunity to explore the industry at an entry level and leads very well into a range of vocational courses post 16. Students also find that the course prepares them well for apprenticeships and the world of work. One of the main aims of the course is to give students a broad oversight of the construction industry an enable them to get an idea of career paths that they would like to peruse.

Aims of the Course

The course aims to develop an understanding of different ways to create Drama from improvisation and creativity, to analysis and research. It also builds students' understanding of narrative structure, textual interpretation and performance style.

Drama also fosters a range of independent learning skills and collaborative abilities that have a far-reaching effect in terms of how students achieve and progress in a wide range of other subjects.

Course Content

Students will produce two pieces of group performance work. The first will concentrate on developing a strong foundation of drama skills and develop the students' abilities in devised work, improvisation, characterisation and narrative structure. The second piece will be text-based and students will perform two extracts from one play. They may contribute as a performer or designer and this is externally marked by a visiting examiner.

Students' will study a set text through practical exploration and will answer questions based on this set text in the written examination. Students' will also attend a minimum of one theatre trip to see a live theatre performance as they have to write about this in the examination.

Each piece of work will be developed over a long-term programme of study and will include whole-class skills based learning, discussion, rehearsal, work-in-progress, critique, written assignments and final performance. Students' are assessed on their abilities to create, perform, analyse and evaluate drama.

Students will also develop a wide range of important and valuable work and life skills in following this course including problem solving, memory skills, creativity, collaboration and planning.



GCSE students perform a piece of scripted drama in the studio space

Assessment

AQA GCSE Drama

Component 1: Understanding Drama

Written exam: 1 hour and 45 minutes
Open book
80 marks
40% of GCSE

Component 2: Devising drama (practical)

Devising log (60 marks)
Devised performance (20 marks)
40% of GCSE

Component 3: Texts in practice (practical)

Performance of extract 1 (25marks) and
Extract 2 (25 marks)
20% of GCSE
Component marked by AQA

Beyond GCSE

Drama not only stands students in good stead for developing their acting and direction skills, it also can open doors to many roles in the expanding creative industries: design, editing, casting, writing and promotion to name only a few. It is a respected GCSE like any other and will count towards the students' Key Stage 4 attainment measures and is recognised by sixth form colleges, universities and employers.

Aims of the Course

This is an exciting course, new in 2016 from Eduqas (WJEC) offering a level 1 / 2 qualification in Hospitality and Catering. Learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. It will also equip learners with the knowledge, understanding and skills required to cook and prepare food, it will also allow them to apply the principles of nutrition, sustainability and healthy eating.

Following this qualification will encourage learners to cook and enable them to make informed decisions about food, nutrition and budgeting to allow them to be able to feed themselves and others affordably and nutritiously, now and in later life. It will also allow students to explore sustainability issues related to food issues, including seasonality, food miles and availability, fairtrade and freedom foods.

Course Content

The course will be made up of the following modules;

- Hospitality in catering in context, you will investigate and learn how the hospitality service operates, learn about the environment in which operators work and visit local hotels to help visualise the services offered.
- Investigate food hygiene, including completing a basic food hygiene qualification.
- Principles of nutrition, diet and good health. You will be looking at the role of the main nutrients in the diet, their sources, function and deficiency disease.
- Where food comes from and food related sustainability issues.
- Cooking and food preparation



Assessment

Eduqas WJEC Hospitality & Catering Level 1/2

Unit 1; The Hospitality and Catering Industry.
External assessment;
Written examination 90 minutes.
40% of qualification.

Unit 2; Hospitality and Catering in Action.
Internal assessment, External modification; Non-Examination Assessment. Research, prepare, cook and present dishes. 9 hours (including 4 hour practical assessment)

60% of qualification.

Beyond Technical Award

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- Level 2 Diploma in Professional Cookery or Hospitality and Catering Principles (professional cookery)
- WJEC Level 3 Food, Science and Nutrition
- GCE in Home Economics / Design and Technology (Food Technology)
- Level 3 Diploma in Hospitality and Tourism Management (VRQ)
- Level 3 Diploma in Hospitality, Supervision and Leadership principles (QCF)
- Level 3 Certificate in Hospitality and Catering Principles (professional cookery)
- Level 3 Award in Practical Food Safety Supervision for Catering (QCF)

This course can also lead to careers in Environmental Health, Childcare, Dietician and Nutrition, Food Industry Nutritionist and New Product Development.

MEDIA STUDIES - BTEC

OPTION

Aims of the Course

As we move deeper into the 21st Century it becomes ever harder to escape the reach and influence of modern media. We carry it with us on our smartphones; we sit with it in our homes and offices. We actively seek it out, using social networks to find it and share it. It influences everything that we do and it is the most powerful tool in shaping and framing the world in which we live.

We believe that understanding the media and the way it shapes our lives is an indispensable tool in today's society. In Media Studies we encourage students to explore how the choices they make and the media they consume effects their attitudes, outlook and behaviour

It is our goal to equip you with a knowledge and understanding of a wide range of media sectors. To give you the language to explore the texts you enjoy and to give you the insight to see how they influence you. We want you to leave with both a good theoretical knowledge of the media and with practical skills that are applicable in the real world.

Course Content

The BTEC course offers an exploration of a wide range of media texts and industries. You will tackle both print and moving image texts looking at examples from film, TV, magazines, newspapers, posters, adverts and even computer games

All projects will include practical work as well as written. You will get a chance to use the iMac suite and industry standard software such as Photoshop and Final Cut. These machines and this software are used across the media sectors and can be found in advertising agencies, film studios and editing houses.

You will also complete a wide range of creative design tasks; drawing storyboards, creating 'mock ups' and planning your own films, posters and magazines.



Assessment

BTEC Level 2 First Award in Creative Digital Media Production

Externally Assessed

(25%) Summative Written Exam (1hr)

Internally Assessed

(25%) Coursework Folder – Planning and Pitching a Digital Media Product

You will research and plan, in detail, ideas for your own film trailer.

(25%) Coursework Folder – Digital Moving Image Production

You will shoot, edit and evaluate a film trailer based on your planned idea.

(25%) Coursework Folder – Digital Publishing Production

You will research, plan, produce and evaluate your own magazine cover and article.

Beyond BTEC

Most Media Studies students at New Mills School go on to study Media as an A-Level.

They enjoy developing the skills and knowledge they have gained and our most successful alumni can be found in a wide range of institutions. Some have gone on to prestigious Film and Media Institutions such as Media City Campus in Salford and Westminster University Film School, others can be found working at the BBC, ITV and for independent studios and agencies across the UK.

MUSIC - GCSE**OPTION****Aims of the Course**

Through studying GCSE Music, you will learn how:

- to improve your performing skills
- music is constructed from initial ideas through to the finished product
- to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

Course Content

Performing: You will be expected to practise your instrument/voice regularly, working towards solo and ensemble recordings. You will then receive feedback on these as how to improve the quality of your performance. There will also be opportunities to attend a variety of music concerts and workshops with professional musicians throughout the course.

Composing: You will learn a variety of composing techniques and theory that will help you to create music in a range of styles using your instrument, keyboard and computer. You will learn how to produce scores and recordings of the pieces you create.

Listening & appraising: You will practice critical listening and analyse music using the correct musical language, exploring a variety of musical styles from different times and places through the Edexcel set works and related unfamiliar music:

Edexcel set works:

Area of study 1 – Instrumental Music 1700 - 1820

- J.S.Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major.
- L.Van Beethoven: 1st Movement from Piano Sonata no.8 in C minor 'Pathétique'.

Area of study 2 – Vocal Music

- H. Purcell: Music for a while.
- Queen: Killer Queen (from the album 'Sheer heart Attack').

Area of study 3 – Music for Stage and Screen

- S. Schwartz: Defying Gravity (from the album of the cast recording of Wicked).
- J. Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope).

Area of study 4 - Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release').
- Esperanza Spalding: Samba Em Preludio

**Assessment****Edexcel GCSE Music**

Performing: 30% Coursework

Perform one solo and one ensemble: 4 minutes.

Composing: 30% Coursework

Create one free composition and one in response to a brief set by Edexcel: 3 minutes.

Listening & Appraising: 40% Exam

You will sit a 1 hour 45 minute written paper with questions on the set works and related unfamiliar music.

Beyond GCSE

If you enjoyed the GCSE music course then you can consider an:

- AS and A2 in Music
- AS and A2 in Music Technology
- AS and A2 in Performing Arts
- Extended Project in Music

Your listening skills will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or law.

Music often leads to careers in the Performing Arts, sound engineering, composing, teaching, arts administration or media. It can also be used in areas such as journalism, publishing, arts management, digital media, law, recording, broadcasting, etc. In primary school teaching, musical skills are often in demand and it is a useful subject to be able to offer.

Universities look favourably on students who can offer good entrance qualifications showing a range of different skills.

Aims of the Course

- To engage with contemporary (and sometimes controversial) world issues
- To deepen students' knowledge and understanding of religion and world view
- To explore challenging questions about the ultimate meaning and purpose of life
- To examine issues within and across faiths, so that pupils develop and understanding of religions, beliefs, values and traditions and their influence on individuals, societies, communities and cultures
- To develop curiosity, questioning skills and to foster enquiring minds

Course Content

Students will complete the following 8 units in completion of the Edexcel GCSE RE Specification B course and they will be required to explore the Christian and Islamic faiths in detail;

Students must study all four content sections based upon a study of :

- Christianity
- Beliefs
- Marriage and the Family
- Living the Religious Life
- Matters of Life and Death

Students must study all four content sections based upon a study of Islam;

- Beliefs
- Crime and Punishment
- Living the Religious Life
- Peace and Conflict

**Assessment**

Edexcel GCSE RE Specification B

Paper 1
Religion and Ethics

Written examination:
1 hour and 45 minutes
50% of the qualification

Paper 2
Religion, Peace and Conflict

Written examination:
1 hour and 45 minutes
50% of the qualification

Beyond GCSE

RS is a useful background for those considering careers in Teaching, Law, Medicine, Social Work, the Armed Forces, Police, the Media and many more; the main focus of the course is people – what they think and how this impacts on their behaviour and choices – which means that RS is relevant to any future that involves working with people.

Aims of the Course

The AQA Level 2 Technical Award in Materials Technology replaces the outgoing GCSE in Resistant Materials. Technical Awards are a range of new practical, vocational qualifications available to 14-16 year olds to take alongside GCSEs. Technical awards are worth the same as a GCSE or BTEC but allow students to learn in a much more hands on way.

The course is ideal for students with an interest in how things are made, both on a small scale and industrially. It would provide a great springboard for students wanting to progress to a career in manufacturing, engineering or design and architecture.

Course Content

The course will enable students to:

- develop a broad knowledge of materials, components and technologies;
- develop practical skills to produce high quality functional prototypes and/or products;
- develop decision making skills through both independent, team and collaborative work;
- communicate their decisions effectively to a third party;
- be able to read, interpret and work from drawings, plans and instructions;
- be able to produce working drawings and production plans;
- develop an understanding of quality and how this can be achieved by making to fine tolerances;
- use materials efficiently in relation to cost and environmental impact;
- demonstrate safe working practices;
- use key technical terminology related to materials and processes;
- develop the knowledge and understanding to evaluate and refine their own skills;
- develop an awareness of industrial practices and employment opportunities.



Assessment

AQA Level 2 Technical Award Materials Technology

Unit 1: Skills Demonstration: Unit 1 is undertaken in Year 10 and makes up 30% of the overall mark. Students must demonstrate a range of 12 practical skills across a series of making projects.

Unit 2: Extended Making project.:

Learners will undertake an extended project that showcases the skills they have developed in unit 1. The extended project also make up 30% of their total mark. Students can choose to make a set product or to make a product of their own design.

Unit 3: Written Examination

The exam makes up the remaining 40% of the total mark.

Beyond Technical Award

The skills and knowledge developed during the course will help students wishing to progress onto a variety of further education and career paths. Students wishing to go down a creative path into design or architecture will have a solid understanding of how the products they will design can be made. Students wishing to go onto apprenticeship's in engineering or the trades will have developed useful skills, knowledge of tools & machinery and an understanding of the materials they will be working with.

Aims of the Course

Sport Science is for students to:

- become increasingly physically competent through being actively engaged in a range of physical activities
- become increasingly effective in their performance in different types of physical activity and roles, such as performer, leader and official
- develop their ability to engage independently and successfully in the processes of different types of physical activity
- develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

Course Content

The Theory part of the course is externally examined and is where you will learn about the factors that affect participation and performance.

In Year 10 students will study:

Content of socio-cultural issues and sports psychology:

1. Socio-cultural influences
2. Sports psychology
3. Health, fitness and well-being

In Year 11 students will study:

Content of physical factors affecting performance:

1. Applied anatomy and physiology
2. Physical training

The Practical

You will be assessed across a number of different sports and your grading in three of these sports will count towards your final grade. You can be assessed in activities studied in core PE lessons and for some pupils sports pursued outside of School. A strong emphasis is placed on your practical ability and so it is recommended that you have achieved a high level of practical skill in PE lessons in Year 7, 8 and 9.

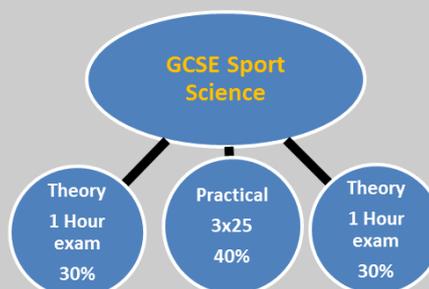
You will complete three activities, one from the 'individual' list, one from the 'team' list, and one other from either list.



Assessment

OCR GCSE Physical Education

The course is split into two distinct parts - theory (worth 60% of your final grade) and practical (40% of your final grade).



Beyond GCSE

A Level Sport Science provides a natural progression for candidates who have studied GCSE Sport Science by extending their knowledge of skills, techniques and effective performance.

The course provides a transition for those intending to study related courses in Higher Education and for others who do not wish to go on to further study it provides a balanced, broad-based course, worthwhile in its own right.

All candidates will gain by furthering their knowledge and understanding of the importance of exercise and activity to their personal, social and mental health and well-being.



STRAW POLL FORM

Return by Friday, 16th December to your tutor

Name:	Tutor Group:
-------	--------------

All students must study GCSE English Language, GCSE English Literature, GCSE Mathematics, GCSE Science, Beliefs & Values and Physical Education. In addition students will study four options. The first stage in determining these options is for the school to understand the preferences of the year group. To do this you need to:

- Choose **six** courses that you would be happy to study.
- Show your order of preference for the subjects you would be happy studying. Put a 1 next to the subject you most want to study. Put a 2 next to your second subject to study and so on to “6”
- You **must** choose at least one EBacc subject (shown in yellow). The other choices can be “EBacc Courses” or “Other Option Courses”
- If you want to achieve the full EBacc you need to take a humanities (Geography or History) **AND** a language (French or German).

EBacc Courses	Preference
Computer Science GCSE	
French GCSE	
Geography GCSE	
German GCSE	
History GCSE	
Triple Science GCSE	

Other Option Courses	Preference
3D Design GCSE	
Art & Design GCSE	
Business Studies GCSE	
Construction Technical Award	
Drama GCSE	
Hospitality & Catering Technical Award	
Media Studies BTEC	
Music GCSE	
Philosophy & Ethics GCSE	
Materials Technology Technical Award	
Sports Science GCSE	

***Please remember:
All option choices are subject to timetable and staffing constraints and we will inform parents and students if there are problems with any options choices as soon as possible***

Student signature

Parent signature
