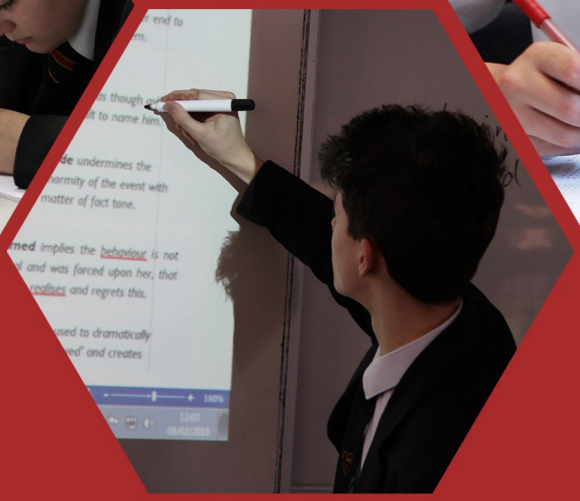
LET RIGHT BE DONE

# 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 a sixteen year old – staying on into the 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 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 Thursday, 15th November 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 26th with a written letter of explanation to take home. You, along with your parents/carers were invited to the KS4 evening on Tuesday, 6th November. 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 apply for. This booklet has been put together to help you do this. Please show this booklet to your parents 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 and form tutor are 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 an "Expression of Interest 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). The expression of interest form needs to be completed and returned to your form tutor no later than Friday 14th 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 applications.

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 Clarkson (Transition Leader) at any time if you would like further advice.

Yours faithfully

Mrs C Jesson
Assistant Headteacher

## CONTENTS



**Option Courses - For the Expression of Interest students must indicate 5 courses in order of preference. In Y10 students will take 3 of these courses. At least one must be an EBacc course.**

# 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.

| | |
|---|---|
| **Friday 26th October** | Options Process Assembly. |
| **Tuesday 6th November** | Y9 Parent Information Evening - Library & Main Block. |
| **Wednesday 7th November onwards** | Subject teachers and tutors available to discuss courses with students. Students will be advised to ask for a time to talk through options if they need to. |
| **Thursday 15th November** | Options Taster Day. |
| **Monday 19th November** | Written report sent home. This will detail strengths and areas for development in each subject. |
| **Friday 23rd November** | Options booklet with details of courses and an initial "Expression of Interest" form taken home for discussion. |
| **Wednesday 28th Nov** | Careers Day – an opportunity for an insight about which KS4 courses can lead to which careers. |
| **Friday 14th December** | "Expression of Interest" form deadline – students hand in the form to their tutor. After this the final option blocks will be determined, from which students can select which option courses to apply for. |
| **Thursday 24th 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 current academic life. |
| **Monday 4th February** | "Option Application" forms sent home. |
| **Friday 15th February** | Completed "Option Application" forms to be returned to Form Tutors. |
| **Tuesday 25th Feb. onwards** | Students have individual consultations with Senior Team about options. Confirmation or alteration of the options applied for will happen at these meetings. |
| **Friday 22nd March** | Year 9 snapshot sent home. 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 applied for and they are accepted. |
| **Friday 3rd May** | Final options offer letter sent home. |
| **Friday 4th May** | Deadline for final offers to be confirmed by parents. |

***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 courses are studied for two years and lead to a GCSE qualification. These subjects are English Language, English Literature, Mathematics, Science. The "Science" studied will either be combined science or separate sciences. This decision will be made by the Science faculty later in the year.

Physical Education and Personal Development are subjects which all students must participate in, but 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) or Computer Science.

**Option subjects**

**In addition** to the core curriculum and the EBacc subject all students must make a further two choices. 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 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 Separate) - See pages 11 and 12
4. History **or** Geography - See pages 17 and 19
5. French **or** German - See pages 16 and 18

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***

# 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

We offer three different types of course. Most courses are GCSE qualifications, but we do have some BTEC Technical Awards and Technical Awards. 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 a lot of cases all marks) are earned in examinations. The number and length of examinations has increased for GCSE students dramatically over the last few years. Students need to be aware that they will need to continually revise from the start of courses as the exams require students to link all the subject knowledge together and apply it to unfamiliar circumstances.

As you will be aware, the GCSE qualifications students will take are no longer assessed on the A* -G scale. Students will be awarded numerical grades from 9 to 1. A grade 7 is equivalent to the old grade A, and grade 4 is similar to the grade C. You do need to be clear that the new “strong pass” grade is a 5, and grade 4 is currently considered a “standard pass”.

Some subjects are examined at different levels. These are referred to as tiers. Generally there are two tiers of entry referred to as Foundation Level and Higher Level. The level of entry is generally determined after taking into account Controlled Assessment marks (where there is any controlled assessment) 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 all students to continue to study a very broad range of subjects. A balanced portfolio of subjects is essential as this allows you to demonstrate strengths in different areas as universities and employers value this. You should also take into account your strengths and interests so that you can combine the best possible grades and enjoyment of your studies.

As well as thinking about the breadth of subjects chosen in terms of enjoyment and subject strengths, you also need to consider possible future career paths. It is worthwhile finding out the entry requirements for any areas you 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:

- Start: A wealth of advice on learning and careers.
  www.startprofile.com
- National Careers Service:
  https://nationalcareersservice.direct.gov.uk/
- iCould: Advice on choosing options, search KS4 Options at www.icloud.com or go direct to
  https://icould.com/videos/choosing-your-gcse-options/
  https://icould.com/article/choosing-your-options-your-advice-and-views/
- Parental Guidance: Advice on helping to choose options
  http://www.parentalguidance.org.uk/making-choices
- UCAS: For looking beyond GCSE's to Post 16 and 18+ options
  https://www.ucas.com/furthereducation/post-16-qualifications

**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 there is 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.<br>The official title of the course and exam board. |
| 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 |
| 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 expression of interest form and hand to your tutor by 14th December 2018.**

# ENGLISH LANGUAGE - GCSE (EBACC)

**CORE**

## 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.

# ENGLISH LITERATURE - GCSE (EBACC)

**CORE**

## 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 Grade 6 to show the necessary mathematical grounding to be successful on this course.

# COMBINED SCIENCE - GCSE (EBACC)

**CORE**

## 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 courses. 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.

Students can go on to study A levels after completion of Combined Science, but will find the change more challenging than if they complete Separate Sciences (P.T.O.).

# BIOLOGY, CHEMISTRY, PHYSICS - GCSE (EBACC)

**CORE**

## Aims of the Course

These three GCSEs must be taken together (students cannot study one or two of the three). We term this "Separate 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. Student will be selected based on their academic achievement, attitude and commitment to the subject.

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 separate 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.

# PHYSICAL EDUCATION

**CORE**

## 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.

# PERSONAL DEVELOPMENT

**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.

# COMPUTER SCIENCE - GCSE (EBACC)

**OPTION**

## Aims of the Course

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 challenging and interesting way to develop these transferable skills, which can be applied to further learning and everyday life.

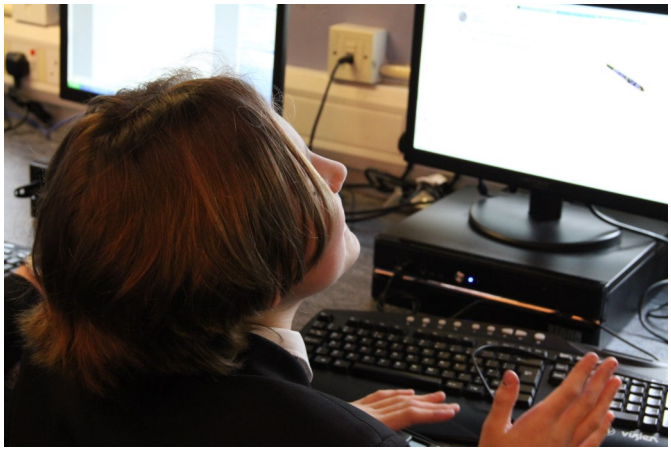
The course aims to develop students' understanding of the fundamental hardware of a computer system, common types of software and simple logic.

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 90 minute written paper, which has a mixture of short and long answered questions, worth 50% of their GCSE (80 marks).

**Computational Thinking**
This is assessed by a 90 minute written paper, which has a mixture of short and long answered questions, worth 50% of their GCSE (80 marks).

**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.

## 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.

# FRENCH - GCSE (EBACC)

OPTION

## 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 languages 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.

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.

## 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

## Assessment

**OCR GCSE Geography B 9-1 (J384)**

100% Examination.

- Our Natural World
  75 minutes, 70 marks (35%)
- People & Society
  75 minutes, 70 marks (35%)
- Geographical Exploration
  1 hour 50 minutes, 60 marks (30%)

## 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 languages 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.

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.

# HISTORY - GCSE (EBACC)

OPTION

## 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

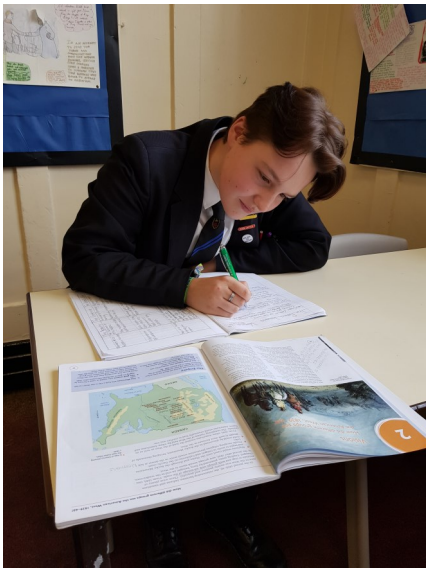
'**The People's Health'** a study of life and health in Britain from 1250 AD right up to the present.

'**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) : J411**

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

# ART AND DESIGN - GCSE

**OPTION**

## Aims of the Course

**Our students work in three main specialist areas; painting, drawing and print.**

They experiment and explore a range of ideas and media with observational drawing at the core of everything they do. We encourage individual experimentation at every stage and enhance learning by exposing students to external artists and designers. Our Artist in Residence encourages students to develop new ideas and sources of inspiration.

Student artwork is exhibited around the school. The School holds a very popular annual exhibition and summer concert to showcase GCSE coursework and examination projects.

Co-curricular lunchtime clubs are offered and intervention sessions are an after school option for pupils who are highly motivated or who get behind and need extra support.

## Course Content

**Skills and Application**
A starting point, theme or idea may be based on the themes of food, landscapes, the figure, man-made or natural objects. Work will involve a range of materials and techniques including drawing, photography, painting, printing, fabric and clay.

Throughout the course students will be encouraged to look at and study relevant artists, designers and crafts people by way of textbooks, visual aids and the Internet. Appreciation and critical studies will be linked to their own practical work to enhance and develop the themes, designs and projects. A visit will be made to a Gallery or Museum, where and when appropriate to the studies. Students will be encouraged to use a sketch pad and design sheet format.

**Written Annotation**
Students must record ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary as work progresses. Annotation must be explicitly evidenced in both Component 1 & Component 2.

## Assessment

**AQA Syllabus A - Art and Design**

Assessment throughout the course will be carried out by your teacher. Students will be asked to demonstrate their ability to fulfil the following **Assessment Objectives**:

**AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
**AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
**AO3:** Record ideas, observations and insights relevant to intentions as work progresses.
**AO4:** Present a personal and meaningful response that relates to the work of other artists.

**COMPONENT 1: PORTFOLIO OF WORK 60% of overall grade**
**COMPONENT 2: EXTERNALLY ASSIGNMENT 40% of overall grade**

Question papers, set by AQA, will be issued in January. Students will be asked to develop an idea/ theme. They are allowed unlimited preparation time which is submitted at the start of their first examination session. A final piece will be produced during a period of 10 hours sustained focused exam.

## Beyond GCSE

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, Wimbledon School of Art and The Royal Academy. Art can lead to potential careers in Architecture, Design, Fashion Design, Art Therapy, Animation, Ship Design, Furniture Restoration, Illustration, Printmaking, Photography, Theatre Management, etc.

# CONSTRUCTION - TECHNICAL AWARD

OPTION

## 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:** Students 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.

# DRAMA - BTEC TECHNICAL AWARD PERFORMING ARTS

**OPTION**

## Aims of the Course

The BTEC Tech Award in Performing Arts aims to develop a vocational understanding of Drama and allows students to further their skills and knowledge in a practical context. The course aims to facilitate and encourage excellent performance skills whilst developing their theoretical understanding of theatre.

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.

*Y11 Drama Students rehearse their assessment pieces onstage*

## Course Content

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in performing arts, such as reproducing repertoire or responding to stimulus
- process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the performing arts, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector,
- such as roles, responsibilities, performance disciplines and styles.

## Assessment

**BTEC Technical Award Performing Arts Pearson**

**Component 1: Exploring the Performing Arts**

- Internal Assessment.
- Presentation exploring three different styles of theatre.

**Component 2: Developing Skills and Techniques**

- Internal Assessment.
- Staged performance .
- Diary logging progress throughout.

**Component 3: Performing to a Brief**

- External assessment.
- Performance.
- Working to constraints set by the exam board.

## Beyond Technical Award

With a BTEC Tech Award in Performing Arts, students are able to explore, challenge and realise their potential.

During the course, students can see whether the industry is one they want to be in, were they could go, and gain the knowledge and skills they need to succeed in their next steps.

What's more, the transferable skills that students master during their studies such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and future.

# ENGINEERING - TECHNICAL AWARD

OPTION

## Aims of the Course

The WJEC Level 2 Technical Award in Engineering 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 to colleges & employers 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 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 technical 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

**WJEC Level 2 Technical Award**

**Producing Engineering Products (practical)**
**60 marks (50%)**
This is worth 50% of your mark and will occupy most of your time. You will develop lots of manufacturing skills, working with engineering machines such centre lathes and mills alongside hand tools and computer aided design & manufacturing equipment. Using the skills you develop throughout year ten, you will create a high end product from provided technical drawings.

**Engineering Design. 30 marks (25%)**
You will learn about an existing product by using it, testing it and taking it apart. You will then re-design the product for a specific user group.

**Solving Engineering Problems( Exam)**
**30 marks (25%)**
This unit is an exam that will test your engineering knowledge and your skills at problem solving. It can be sat at the end of Year 10 and re-sat at the end of

## Beyond Technical Award

The skills and knowledge developed during the course will help students wishing to progress onto a variety of further education & 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 apprenticeships 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.

# HEALTH AND SOCIAL CARE - BTEC TECHNICAL AWARD

**OPTION**

## Aims of the Course

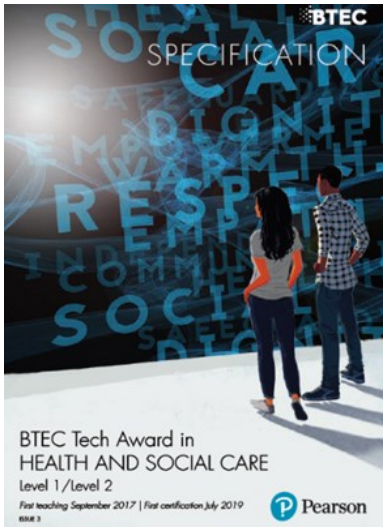
This brand new course to NMS gives learners the opportunity to study how people grow and develop over their lives, from infancy to old age, and the factors that may affect this, such as major life changing events like marriage or parenthood. Students on this course will learn how people adapt to these changes as well as the types of support available to help them.

## Course Content

The BTEC Technical Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in health and social care such as interpreting data to assess an individual's health;
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing;
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them;
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

**IF YOU WOULD LIKE TO EXPRESS AN INTEREST IN FOLLOWING THIS COURSE PLEASE ADD "BTEC H&S" TO THE EXPRESSION OF INTEREST FORM, WITH THE NUMBER OF YOUR PREFERENCE.**




## Assessment

**Pearson BTEC Technical Award in Health and Social Care**

Component 1: Human Lifespan Development

- Internal assessment.
- Written case study on life stages.
- Presentation and display materials on how individuals adapt to a life event.

Component 2: Health and Social Care Services and Values

- Internal assessment.
- Case study reports on health and social care services to meet specific needs.
- Practical demonstration of care values in real situations.

Component 3: Health and Wellbeing

- External assessment.
- 2 hour task - Assess the needs of an individual and design a health and wellbeing plan.

## Beyond Technical Award

The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects.
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.
- Some learners may wish to build on an interest in human growth and development but take it in a different direction by studying for qualifications in Early Years education.

# HOSPITALITY AND CATERING - TECHNICAL AWARD

**OPTION**

## Aims of the Course

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, budgeting, organisation and time management.

## Course Content

- Building high level practical skills with weekly practical lessons. Therefore, it is essential that you are prepared to bring ingredients at least once a week.
- Hospitality and catering in context, you will investigate and learn how the industry operates and about the environment in which operators work.
- Investigate food hygiene, including completing a basic food hygiene qualification.
- Discover and apply principles of nutrition, diet and good health. Why do people make the food choices they do and how does this affect them? You will also be looking at the main nutrients in the diet, their sources, function and effects of excess or deficit of nutrients.

## Assessment

**WJEC Level 1 and 2 Hospitality & Catering**

**Unit 1 (40%): The Hospitality and Catering Industry** will be externally assessed with an on-line examination that lasts 90 minutes. You will be graded as follows:

*Grading:* Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction.

**Unit 2 (60%): Hospitality and Catering in Action** is internally assessed and externally moderated: This involves you completing a Non-Examined Assessment in school under examination conditions. You will be set a task by WJEC and will have to safely plan, prepare, **cook** and present dishes to satisfy the task.

## Beyond Technical Award

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in the hospitality industry, such as;

- NVQ Diploma in Hospitality Services (L2)
- Hospitality (L3)
- Diploma in Advanced Professional Cookery (L3)
- Apprenticeship in Food Production and Catering or Commis Chef
- Food and Beverage Service Supervision (L3)

## Career Opportunities

Chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management, food quality, food preparation and retail.

# ICT BTEC TECHNICAL AWARD

**OPTION**

## Aims of the Course

This course is a practical work-related IT course and can help you take your first steps towards a career in the digital industry. You will learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. The course will introduce you to a career in ICT and provide a good basis to progress onto a more advanced qualification. You'll learn the skills to produce IT systems and software, websites and mobile apps, graphics or animation.

## Course Content

During this course you will study up to 4 units in total. Three core units will provide a general foundation and further specialist units will introduce you to particular topics in more depth. The Core Units include The Online World, Technology Systems and A Digital Portfolio

## Assessment

### Edexcel BTEC Technical Award ICT

All BTEC Level 2 units are assessed through project and assignment work and external examinations. Each unit is graded Pass, Merit or Distinction and then an overall grade of Pass, Merit, Distinction or Distinction* is awarded on completion of the course.

Learners must complete 4 units to reach a total of 120 guided learning hours.

This BTEC First Award has units that your centre assesses (internal) and one unit that Edexcel sets and marks (external).

| Unit | Core units | Assessment Method | GLH |
|---|---|---|---|
| 1 | The Online World | External | 30 |
| 3 | A Digital Portfolio | Internal | 30 |
| 4 | Creating Digital Animation | Internal | 30 |
| 6 | Creating Digital Graphics | Internal | 30 |

## Beyond BTEC Technical Award

On successful achievement of this course you may wish to:

- Apply to study the BTEC Level 3 Extended Diploma in IT.
- Enter an IT related career such as an IT technician, IT support officer or data processing clerk

# MEDIA STUDIES - BTEC TECHNICAL AWARD

**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 editing suite and industry standard software such as Photoshop and Premier Pro. 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 and wide range of creative design tasks; drawing storyboards, creating 'mock ups' and planning your own films, posters and magazines.

## Assessment

**BTEC Level 2 Technical Award in Creative Media Production**

**Externally Assessed**

(40%) Controlled Assessment – Responding to a brief (9 hours).

This task is split into 2 parts. Students take an initial 5 hours to generate ideas and planning materials. They then have a 'preparatory window' in which they can gather resources (such as shooting footage for a short film). The final 4 hours are then spent using these resources to produce a practical text.

**Internally Assessed**

(30%) Coursework Folder – Exploring Media Products.

Students will examine a range of media products, past and present, across a range of sectors, producing short reports into these. They will then focus on the A/V sector, producing a more detailed analysis and comparison of some specific texts.

(30%) Coursework Folder – Developing Digital Media Production Skills.

Students will develop digital media production skills in the A/V sector through a range of tasks, generating new and reworking existing media products.

## Beyond BTEC Technical Award

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 'Pathetique'.

**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.

# SPORT SCIENCE - BTEC TECHNICAL AWARD

**OPTION**

## Aims of the Course

This course provides you with the opportunity to become an informed and competent performer with an awareness of both the benefits and the risks of participation in sporting activities in a variety of roles (coach, leader, or organiser).

We aim to improve your overall knowledge and performance in a range of practical activities and to appreciate the need for a sound understanding of the principles, practices and training which underpin improved performance, better health and well-being.

## Course Content

BTEC Tech Awards are brand new Level 1 and Level 2 qualifications for first teaching from September 2018. Complementing GCSEs and providing a first glimpse into a professional sector, these qualifications assess students through assignments and written assessments.

The 2 year course is structured to cover the following topic areas and skills:

**Topics covered in the course:**

**Understand the Body and the Supporting Technology for Sport and Activity:**

*Aim: explore body systems, common sports injuries and technological advances in the sector.*

**The Principles of Training, Nutrition and Psychology for Sport and Activity**

*Aim: explore how training, nutrition and psychological factors contribute to engagement in sports activity.*

**Applying the Principles of Sport and Activity through Leadership at a Sports Event**

*Aim: to understand the attributes of a successful sports leader and plan and lead an engaging activity session.*

## Assessment

**Explore**
Understand the Body and the Supporting Technology for Sport and Activity

- Internally assessed assignments
- 30% of the total course

**Develop**
The Principles of Training, Nutrition and Psychology for Sport and Activity

- Externally assessed
- 40% of the total course

**Apply**
The Principles of Training, Nutrition and Psychology for Sport and Activity

- Externally assessed
- 40% of the total course

## Beyond BTEC Technical Award

A Level Sport Science or Level 3 vocational qualifications e.g. BTEC National in Sports and Exercise Science provide a natural progression for candidates who have studied the BTEC Tech Award in Sport, Activity and Fitness by extending their knowledge of skills, techniques and effective performance.

These courses provide a transition for those intending to study related courses in higher education and for those who do not wish to go to further study it provides valuable experience and a pathway into a career in sport and leisure related vocations.

# EXPRESSION OF INTEREST FORM

## Return by Friday, 14th December to your Tutor

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

**All students must study GCSE English Language, GCSE English Literature, GCSE Mathematics, GCSE Science (combined or separate), Personal Development and PE. In addition, students will study three 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 **five** 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 you would like to study and so on to "5"
- 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 | |

| **Other Option Courses** | Preference |
|---|---|
| Art GCSE | |
| Construction Technical Award | |
| Drama BTEC Technical Award | |
| Engineering Technical Award | |
| Hospitality & Catering Technical Award | |
| ICT BTEC Technical Award | |
| Media Studies BTEC Technical Award | |
| Music GCSE | |
| Sports Science BTEC Technical Award | |

***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 |
|---|---|