

OPTIONS 2020



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Options 2020-2021 information



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Our Curriculum

When developing the school curriculum, we endeavour to do so following six key principles:

1. Provide a broad and balanced curriculum for all of our students.
2. Ensure our curriculum meets all statutory requirements, including lessons on important issues (e.g. S.R.E - Sex and Relationships Education, Religious Education etc.)
3. Ensure our curriculum offers equal opportunities to all our students; including students with special and additional needs (see SEN policy for more details), and students of all abilities; including stretch and challenge for more-able students.
4. Regularly review our curriculum and respond to recent developments and incorporate best practice.
5. Offer a curriculum that promotes learners' enthusiasm for learning and recognises progress and achievement.
6. Encourage students to continue their learning outside of conventional lesson time; through further independent research/study and high quality extra curricular activities.

Options 2020-2021

This is likely to be the first major decision that our students will make in their education. Along with choices after Year 11, the options they choose now will play a big part in how successful they are in the future and what they progress on to in education and employment in the years to come.

What will be on students' timetables next year?

All students are required to study a core curriculum of GCSE and non-GCSE subjects. Every student will sit the following 5 GCSEs: English Language, English Literature, Mathematics and Science (dual award). Students are also required to study Religious Education, which they may opt to take as a short course GCSE. Finally, all students are required to participate in Physical Education lessons; these are only part of a GCSE if Physical Studies is selected as an option.

Personal, Social, Health and Careers Education (PSHCE) will be delivered during tutorial and at periodic points in the year when the timetable is suspended.

Core curriculum

English Language
English Literature
Mathematics
Science (dual award)
RE (possibly to GCSE)
Core PE (non-GCSE)

How are the choices made?

Students are guided towards one of three pathways. Every student has taken part in a dummy run of the options process, to ready them for the real thing and to allow us as a school to ensure we are offering the best range of options for our students. The pathways are:

- Ebacc Pathway (white form): Students opt for their current MFL and either History or Geography, and then select two additional options.
- Median Pathway (orange form): Students must opt for either Geography or History or MFL, and then select three additional options.
- Foundation Pathway (pink form): Students will all take Foundation Studies. They must then opt for Geography or History, and then select two additional options.

Students will receive a copy of the options pathway best suited to their profile. They will then have a 1:1 meeting with their HoH or a senior member of staff, during which time they will make their final options choices.

Advice

We therefore encourage our students to make positive, well-informed choices. Whatever they choose, it is a three-year commitment and they will need to be successful in each subject. Students need to choose courses in the areas that will enable them to get the right qualifications for education and employment in the future.

Students often change their minds about their future career ideas so they should keep their options open. Choosing a broad range of subjects can help with this, and is especially important for students who have no clear idea about what they would like to do in the future.

We encourage students to talk to their tutor and teachers as much as possible.

GCSEs and other qualifications

The subjects listed on the options form are GCSE qualifications unless otherwise stated. We also offer a selection of vocational courses in the areas of Health & Social Care (BTEC) and IMedia. Each of these vocational courses is equivalent to a GCSE and may be more suitable for some students as they are assessed by ongoing assignments with an exam to take as well.


Foundation Learning

This programme is designed for students who have previously been identified as working at a level where an alternative curriculum would be appropriate for some of their time in Years 9, 10 and 11. These students have been spoken to in an assembly about the Foundation Learning pathway. We hope that this pathway will enable students to further develop key skills to enable them to achieve success across their other subject choices. The pathway should also reduce the level of stress on these students due to the number of examinations taken at the end of Year 11 being reduced.

These students will follow a BTEC qualification in Work Skills which will give them the practical knowledge and understanding of how to navigate the world of work once they have left education.

The GCSE grading system

GCSEs in England have gone through a number of changes recently. Their content and method of assessment has been revised, but, crucially, students are now graded using a numerical nine-point scale in their GCSE subjects. This replaces the old eight point A*-G grading system, with 9 as the top grade and 1 the lowest. Broadly the same proportion of students will achieve a grade 4 or above as would have previously achieved a grade C or above. However, these students' achievements will be spread over six different grades (4 up to 9), as opposed to the previous four (C up to A*), providing greater differentiation in student performance at this level.



Grading new GCSEs

New grading structure	Former grading structure
9	A*
8	
7	
6	B
5	
4	
3	D
2	
1	
U	
	E
	F
	G
	U

English Language and English Literature

All colleges and employers demand a good grasp of English from applicants. It is, therefore, essential that all students are aware of the importance of this subject and commit themselves to achieving their full potential.

Students will study two GCSEs in English:

- English Language
- English Literature.

Both courses include the study of Shakespeare and English Literary heritage as well as a range of different writing types and styles.

Course Outline

The new GCSE will comprise wholly of exams:

- Two English Language papers
- Two English Literature papers.

Mathematics

The Mathematics teaching in school aims to introduce students to the many and varied aspects of Mathematics, to stimulate interest in mathematical ideas, to develop useful mathematical skills and to lay foundations for future study.

GCSE Mathematics currently follows the EDEXCEL syllabus.

Course Outline

All students will follow a course in Mathematics to GCSE standard.

GCSE may be taken at one of two levels:

- Higher Tier: Grades 4-9
- Foundation Tier: Grades 1-5.

All students will follow a linear course where the final grade will be awarded according to the standard reached in three examination papers, meaning there is no coursework element to the GCSE in Mathematics.

We must stress that a student who does not reach a satisfactory standard may be ungraded, even though he/she may be entered at Higher or Foundation Level. It is important, therefore, to ensure the correct level of entry and this will be done as the course progresses, after consultation between staff, students and parents/carers.

A pen, pencil and ruler are required for Mathematics, and all students should have access to a scientific calculator for working at home and at school.

Science

In order to ensure that all aspects of the National Curriculum are covered, and that students gain a broad and balanced Science education which provides a solid base for further education, all students will study for one of the options below:

Option 1

GCSE (9-1) Biology
GCSE (9-1) Chemistry
GCSE (9-1) Physics

Option 2

GCSE (9-1) Combined Science
(Double Award)

There will no longer be a single GCSE Science qualification.

There is now a new 9–1 grading system, which has replaced A*–G:

- Foundation tier covers grades 1–5
- Higher tier covers grades 4–9.

There are no controlled assessments in the new qualifications but practical skills will be assessed.

Questions assessing students' use of mathematical skills will make up:

- Biology 10%
- Chemistry 20%
- Physics 30%.

There will also be some recall of equations required in Physics.

Course Outline

The GCSE syllabus will be delivered during Year 9, 10 and 11:

- Year 9 and 10 will focus on the fundamental concepts and theories required to develop a good underpinning of scientific knowledge and understanding
- Year 11 will build upon the Year 9 and 10 course further with modules of a more challenging nature relating science to everyday life, as well as revising all aspects of the course.

The formal assessment for Science is taken in May and June of Year 11. Each consists of externally assessed examinations.

The Science courses will also contain a high content of research study and practical skills. Throughout the course, students will cover Ideas and Evidence in Science. There will also be assessment of investigation and practical skills which will be by means of internally assessed work.

Strong emphasis is placed on the active involvement of candidates in the learning process. Skills in interpreting scientific information and in communicating scientific ideas are strongly encouraged and reflected in the assessment procedure.

Religious Education

“RE has all the advantages of being able to draw on the cultural and historical resources of all the peoples of the world. And it also has the advantages of drawing on the understandings of the pupils studying the subject it is ‘grand and historical’ and it is deeply personal.”

Cara Zboncak PhD

Religious Education is a compulsory course throughout every students' school career, therefore all students will be following a short course GCSE Religious Studies programme. Students will have one lesson of RE a fortnight alongside two drop down days and an exam preparation day in the run up to the final exams. Those students who are successful in the course will complete two 50 minute exams at the end of the Religious Studies course to achieve an additional GCSE qualification.

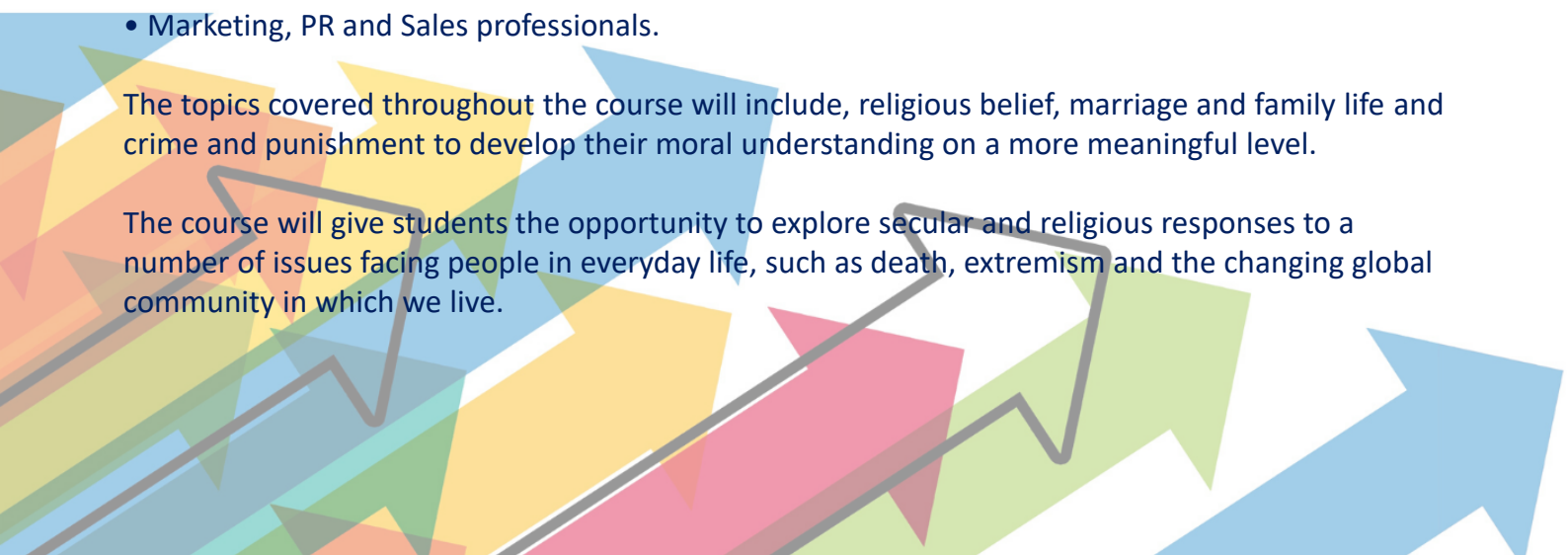
The course will be based on two of the major world religions; Christianity and Islam, and will be assessed at various points throughout the year.

A qualification in Religious Studies can help students who wish to enter a wide variety of careers including;

- Legal, Social, Welfare Professionals
- Retail, Catering and Hospitality
- Educational Professionals
- Business, HR and Finance
- Healthcare
- Marketing, PR and Sales professionals.

The topics covered throughout the course will include, religious belief, marriage and family life and crime and punishment to develop their moral understanding on a more meaningful level.

The course will give students the opportunity to explore secular and religious responses to a number of issues facing people in everyday life, such as death, extremism and the changing global community in which we live.



Geography

Geography in Years 9, 10 and 11 follows a course that is relevant to the modern, ever changing world in which we live.

Have you ever wondered why...

- Why the storms in the UK now have names?
- Why have different natural landscapes in different parts of the country?
- Why the climate of the world is changing?
- Why some countries are richer than others?
- Where Liverpool's 'scouse accent' came from?

Perhaps you may find answers to these and many other questions in GCSE Geography. Geography is useful in many ways due to the knowledge our students gain and the skills they develop. Students will take part in 2 data collection activities during the 3 year course. The data they collect and analyse forms part of their exam, allowing students to reflect on the implications of their findings.

Topics you will cover:	The examinations you will sit:	How the qualification is split up:
Natural Hazards (Tectonic Weather, Climate Change) The Living World (Ecosystems) Physical Landscapes of the UK	Unit 1 – The Physical Environment 88 marks 1 hour 30 minutes	35% of the total GCSE
Urban Challenges The Changing Economic World The Challenge of Resource Management	Unit 2 – The Human Environment 88 marks 1 hour 30 minutes	35% of the total GCSE
Issue Evaluation Fieldwork	Unit 3 – Geographical Applications 76 marks 1 hour 15 minutes	30% of the total GCSE

History

During their history studies, students are encouraged to think for themselves. Most lessons are enquiry-based with students developing communication and analysis skills, at the same time as questioning and interpreting historical evidence. History lessons are stimulating and varied - students should expect to work individually and in groups, answering questions, carrying out research, presenting information and communicating ideas orally and in writing. The History Department is well stocked with written and visual resources and makes use of available technology to enhance the learning of all students.

Course Outline

1. A development study on Medicine in Britain, c. 1250 – present:

This area of study will focus on developing an understanding of the process of change in Medicine c. 1250 – present. This will involve understanding patterns of change within periods and across the topic. The key factors we will study are the impact of individuals such as Galen and Pasteur. The influence of the church, governments, science and technology and attitudes in society. We will also complete a source study on injuries and treatments during World War One.

2. Anglo-Saxon and Norman England, 1060-1088:

This area of study will focus on the structure and society of Anglo-Saxon England, the battles of 1066 leading to the coronation of William as King of England on the 25th December 1066. Furthermore, students will examine the reign of William I, and the methods he used to control and organise England until his death in 1088.

3. The American West:

This in-depth study focuses on the conflict and tension between the expanding nation of the 'United States', and the major tribes of the Great Plains. This topic will investigate the lives and culture of the Plains Indians, and the attempts of settlers to colonise the plains leading to conflict culminating in the Battle of Little Bighorn and the massacre at Wounded Knee.

4. Germany, c. 1919-1945:

In this module we will look at how the end of the First World War in 1918 shaped Germany and eventually led to the beginning of World War II. This module will look at the creation of the Weimar Republic and the problems it faced until its collapse. We will look at the rise of the Nazi party, including how Hitler managed to take full control of the country.

There will also be opportunity to study what life was like in Hitler's 'Third Reich' including the treatment of Jews.

Assessment

The Medicine and Weimar and Nazi Germany examinations are worth 30% each of the total grade and the Anglo- Saxon and Norman England and American West examinations are worth 20% each.

Modern Foreign Languages

Why Languages?

According to the British Council, the UK is currently facing a shortfall in people who can speak foreign languages.

There are a whole host of reasons why it's important to speak a language other than English. Learning a language at The Bolsover School will equip students with the skills to communicate in French, German or Spanish and to acquire further foreign languages later in life, as well as supporting students' study of English. Speaking the language of other nations will be a huge factor in how successful we are in the future. So in the world of work, language skills are going to be increasingly important in organisations and businesses who want to remain competitive on an international level.

Economics and employability aren't just the factors at play here. By speaking a language other than English, the world opens up to you. You have an asset for life! Languages help us build friendships with people across the globe, and understand and experience different cultures in a way that enriches our own lives too. They open up travel opportunities, the chance to study or live abroad and, ultimately, allow us to experience things that speaking English alone we simply wouldn't be capable of.

Languages are used in a wide range of careers:

Business Services, Central Government, Construction, Creative and Media, Engineering, Event Management, Financial Services, Hair and Beauty, Health, Medicine and Social Care, Land-based and Environmental, Law, Local Government, Manufacturing, Marketing, Public Services, Retail, Teaching, Technology and Computer Gaming, Translation and Interpreting, Travel and Tourism.

Course Outline

All students will continue with the language they are studying at present. The courses offered are:

- GCSE French (Board: AQA)
- GCSE Spanish (Board: AQA)
- GCSE German (Board: AQA).

Listening, speaking, reading and writing are the four skill areas which are assessed in equal measure, and with equal value in one final exam for each skill at the end of Year 11.

The AQA GCSE themes are shown below:

- Theme 1: Identity and Culture
- Theme 2: Local, National, International and Global Areas of Interest
- Theme 3: Current and Future Study and Employment.

Each theme is broken down into a range of topics and these topics form the Scheme of Work for students from the beginning of Year 7.

What studying a language says about me:

- I am brave. Some people think languages are really hard and quite scary

-
- I have a good memory
 - I can communicate in another language and therefore I must be good at communicating on my own
 - I am literate. I can read well in other languages as well as my own
 - I am open-minded
 - I am culturally aware
 - I am international and want to discover the rest of the world
 - I am confident
 - I am able to multi-task
 - I have highly developed listening skills
 - Now that I know how to learn a foreign language, I could use those skills to learn more languages
 - I can think logically
 - I can solve problems
 - I can see patterns
 - I persevere. Some bits are hard but I stick at it.

For more information on GCSE Languages and how learning a language can help you, take a look at the following websites:

- www.whystudylanguages.ac.uk/ks4
- www.languageswork.org.uk

“A different language is a different vision of life.”

Federico Fellini, Italian film director



Art

GCSE Art: Fine Art

Studying Art *“allows the next generation of artists, designers, engineers, creators and cultural leaders the opportunity to develop the imagination and skills that are vital to our future.”* (Serota, 2012)

Everything around us has been considered, designed and created by someone, the English landscape being the result of human design; whilst the constant technological advancements means there will always be gaps in the market and the economy that need artists and designers to innovate and think creatively, in order to develop as a society.

Completing a GCSE in Art or Photography will enable you to contribute to the future of the UK's already leading power in the creative industries, with 1 in 11 jobs already being in the creative sectors.

The **GCSE in Art & Design** is devised so students can explore different types of art in a range of specialisms such as Fine Art, Textiles, Printmaking, Photography and Sculpture, experimenting with a wide range of media to produce both two and three dimensional outcomes for each project.

This will enable students to produce exciting, creative and innovative pieces, inspired by contextual research into current practitioners, different cultures and time periods.

In Art, your grade is made up of 2 parts:

- **Component 1: Personal Portfolio (60%)**
- **Component 2: Externally Set Assignment (40%)**

Assessment Criteria:

Develop ideas through investigations, demonstrating critical understanding of sources (AO1)

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)

Record ideas, observations and insights relevant to intentions as work progresses (AO3)

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4)

Course Structure:

All projects are taught expanding on the knowledge embedded throughout KS3. Year 9 is a series of mini skills-based projects as a foundation for the GCSE, with years 10 and 11 becoming more independent, considered and meaningful. Artists/Designers/Photographers and contexts will be explored in greater depth than KS3 in order to further develop critical and contextual understanding and generation of original ideas, whilst media techniques and processes will be explored and developed more thoroughly. As students become more explorative and refined, they will demonstrate an increased understanding of visual language with reference to multiple sources and be able to realise intentions. The projects delivered will form a solid base from which students can then go on to study Art further at A Level.

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Business studies

Calling future Richard Bransons (Virgin plc), Anita Roddicks (Body Shop) and Alan Sugars (Entrepreneur).

If you enjoy:

- Communicating and explaining your ideas
- Thinking creatively and making decisions
- Applying mathematical theory to solve business problems
- Learning about the world of business through research and investigation, as well as through practical tasks...

Then Business Studies is for you!

Course Outline

This course will introduce you to the world of business.

You will learn:

- How to market and sell products
- To innovate products using the computer
- Design an advertisement
- Certain written work will be word processed.

The course is made up of two units and broadly requires the study of the following topics:

1. Business Start Up - How small businesses are set up and managed
2. Production - How products are made
3. Marketing - How products are marketed from research and development through to their design, promotion/advertising and launch e.g. how firms use the media to boost sales
4. Finance & Accounting – How to budget (another useful life skill) and produce cash flow forecasts, How to produce balance sheets and profit and loss accounts and how to raise finance for businesses
5. Managing People - How to carry out the recruitment of new staff from the job advert, to the job applications and CVs to the interviews themselves - the students will learn how to do all of these from both the employee and employer's point of view
6. Business Growth – How business organisations grow
7. Business Plan – How to and why prepare a business plan

In order to study this subject, the student will be expected to work both as an individual, and as a member of a group. We try to arrange trips outside of school to see the real world of work. Previously we have visited a range of businesses including Toyota, Manchester Airport, Rolls Royce, Meadowhall, Alton Towers Resorts and Boots Headquarters. To be successful in Business Studies, students need to be responsible and have a mature outlook. It is a valuable and enjoyable course which gives an insight into modern business technology. This is an excellent foundation for A' level or vocational qualifications.

Please note that not all of the time will be spent on the computer.

Assessment

The table below summarises the structure of the EDEXCEL GCSE Business Studies course. There are 2 units to be studied over the three year period, each is assessed separately.

Content	Assessment	Weighting
Theme 1 Introduction to small businesses Includes: Enterprise, spotting a business opportunity, putting a business idea into practice, making the business effective, understanding external influences.	External Written Exam The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.	50% of the overall GCSE grade
Theme 2 Building a business Includes: Growing the business, making marketing decisions, making operational decisions, making financial decisions, making human resource decisions.	External Written Exam The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.	50% of the overall GCSE grade

It is expected that 20% of the paper will contain mathematics based questions.

Functional Skills

Business Studies provides opportunities for developing knowledge and skills of a range of functional skills as follows:

- Communication
- Application of Number
- Information Communication Technology
- Working with Others
- Improving Your Own Learning and Performance
- Problem Solving.

Please note that not all of the time will be spent on the computer.

Contemporary and Moral Issues

During this course students will be looking at a number of different issues relevant to either their everyday lives or the world around them, and begin to develop their own ideas.

Why is Contemporary and Moral Issues useful?

A GCSE pass in Contemporary and Moral Issues is a welcome addition to any Curriculum Vitae or Application Form, as its broad-based syllabus allows students to investigate and appreciate moral dilemmas which affect today's society. It is a progressive subject promoting an enquiring, critical and sympathetic approach to Christianity, Islam and the World.

There are a great number of jobs that require students to use the skills that they have obtained through Contemporary and Moral Issues, such as communication, empathy and problem solving. Following this course helps students have deeper understanding of the issues that face people in today's multicultural society.

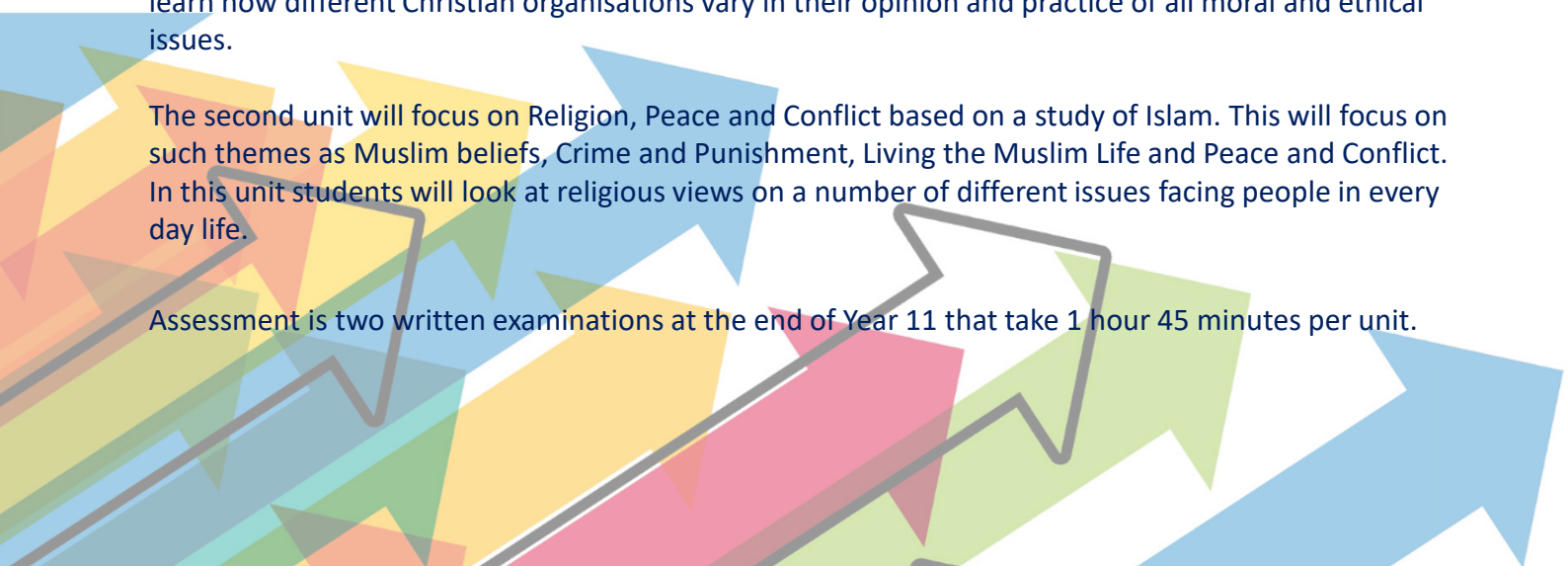
In addition, Contemporary and Moral Issues helps promote logical thinking skills, as well as independent learning, which are vital skills for anyone who hopes to progress to Further or Higher Education.

Course Outline

The first unit, is Religion and Ethics based on a study of Christianity. This covers Christian beliefs, marriage and the family, matters of life and death, and Living the Christian life. In this unit students will learn how different Christian organisations vary in their opinion and practice of all moral and ethical issues.

The second unit will focus on Religion, Peace and Conflict based on a study of Islam. This will focus on such themes as Muslim beliefs, Crime and Punishment, Living the Muslim Life and Peace and Conflict. In this unit students will look at religious views on a number of different issues facing people in every day life.

Assessment is two written examinations at the end of Year 11 that take 1 hour 45 minutes per unit.



Design and Technology

Course Description

GCSE Design and Technology specialising in Resistant Materials and Design Engineering will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences in Design and Technology including historical, social, cultural, environmental and economic factors. They will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

GCSE Design and Technology develops thinking skills leading towards inventive and creative design solutions to proposed real and relevant situations. This will help them to advance their practical skills and technical knowledge to manufacture prototypes. The course will prepare them to become critical and creative designers, engineers and knowledgeable consumers of the future.

Year 10

In Year 10, students will undertake activities and theory work to develop their core knowledge of all areas of Design and Technology. They will also complete a range of focussed mini-projects and practical tasks to develop a more in-depth knowledge of their chosen material area.

Year 11

Students complete an Iterative Design Challenge as an extended piece of coursework which will involve students producing a design folder, a series of models and one final prototype in their chosen material area. This will be in response to a design context which will be supplied by the exam board each year. The written examination (2 hours) brings together and tests students' core knowledge and in depth knowledge of their chosen material area.

Assessment

Iterative Design Challenge : 50% June Year 10 – March Year 11

Written examination : 50% May/June Year 11

Tiers Target Grades

There is only one standard tier in this subject. 9-1

Certification

OCR – GCSE Design and Technology

Resistant Materials (timber, metals and polymers) with Design Engineering

The course provides an opportunity for students to design and develop creative products using timbers, polymers and metals. Students develop skills with tools and workshop machinery, as well as CAD and CAM to understand computerised production techniques.

They will also have the opportunity to explore electrical and mechanical components if they choose to, combining them to meet the needs of a client.

Students will make careful, thoughtful and skilful use of Resistant Materials and associated pre-manufactured items and components to make high quality prototypes.

It would be beneficial for students on the course to have a good understanding of mathematics and practical skills, however, students who have enjoyed KS3 Resistant Materials will find the course motivating, challenging, enjoyable and fulfilling.

Drama

Examination Board - AQA - Specification Code 8261

This course is suitable for you if:

- You are really interested in any aspect of drama
- You like working creatively in groups
- You like performing in front of an audience.

Course Outline

The course has three components:

- **Component 1: Understanding drama**

What's assessed: 1 hour and 45 minute written exam, 40% of total mark.

The exam will test student's knowledge and understanding of drama and theatre. This will involve students studying a play set by the Exam Board and analysing and evaluating the work of live theatre makers. In order to do this students will need to join us on trips to the theatre.

Questions will include:

Section A: multiple choice (4 marks)

Section B: four questions on a given extract from the set play chosen (46 marks)

Section C: one two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks).

- **Component 2: Devising drama (practical)**

What's assessed: Performance and Devising Log, 40% of total mark.

Students will plan, create, analyse and evaluate their own piece of drama and record what they have done in a Devising Log. Students may contribute as performer or technical designer.

- **Component 3: Texts in practice (practical)**

What's assessed: Performance of two extracts from one play, 20% of total mark.

Students will choose a play and produce two scenes from it. They may specialise in performing, lighting, sound, set, costume and/or puppets.

For more information please speak to Miss Reakes.

Food Preparation and Nutrition

GCSE Food Preparation and Nutrition is an exciting and creative course with an emphasis on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition and healthy eating.

Students will be expected to provide ingredients for practical sessions, recipes can be modified to suit your family's requirements.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice – linked to the various life stages
- Food provenance (Where does food come from?).

Students who choose this course will have the opportunity to:

- work with a range of foods, to develop essential practical skills
- carry out practical investigations in groups to gain knowledge of how recipes work
- develop, test out and evaluate ideas, before making final products in the test kitchen
- use ICT e.g. digital cameras and specialist software, to present work professionally.

How will you be assessed?

Paper 1: Food preparation and nutrition – (50% of the total GCSE)

Written exam: 1 hour 30 minutes

Questions:

Are a combination of short answer structured questions and longer answer discussion based questions.

Controlled assessment

Task 1: Food Investigation (15% of the total GCSE)

This takes the form of report (1500–2000 words) including photographic evidence of the practical investigation.

In September of Year 11 students will be set an investigation by the exam board, which will test their understanding of the working characteristics, functional and chemical properties of ingredients.

Task example: Research and investigate which type of flour would be most suitable to make bread products.

Task 2: Food preparation assessment (35% of the total GCSE)

Written portfolio including photographic evidence.

Start date: November of Year 11 and must be completed by February half term.

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and nutritional knowledge linked to a specific life stage.

Students will prepare, cook and present a final menu of three dishes within a three hour practical session.

Task example: Research the nutritional needs of a particular life stage e.g. teenagers, and develop three dishes to match their requirements.

Practical is an integral part of the course and as such students will be required to bring ingredients to support their learning.



Health and Social Care

Why study Health and Social Care?

As from September 2016 we will follow the Edexcel BTEC Technical Award.

The BTEC in Health and Social Care gives students opportunities to:

- Gain a broad understanding and knowledge of the Health and Social Care sector.
- Gain a more focused understanding of health and social care through the selection of optional units.
- Develop a range of personal skills through the selection of the units. These skills will be beneficial for success in working life.
- Gain a nationally recognised Level 1 or 2 Health and Social Care qualification.
- Progress towards the specialised Level 3 qualification or apprenticeships in Health and Social Care.
- Understand aspects of personal development, and the health, social care and early year's sectors, through investigation and evaluation of a range of services and organisations.
- Examine issues which affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

The Edexcel BTEC Technical Award in Health and Social Care consists of three units:

Unit 1 is called Human lifespan development.

You will study:

- How humans grow and develop in different stages.
- How different parts of life can affect how humans grow and develop.
- Self-image and self-esteem.
- Major life events and how people offer support through these.

Unit 2 is called Health and Social Services Care and values.

You will study:

- The different values and rules that workers practice in Health and Social Care.
- How treating patients right can empower them and their recovery.
- The different types of services available and how they are assessed.

Unit 3 is called health and well being.

You will study:

- Explore the purpose, types of and benefits of health promotion.
- Investigate how health promotion can help the nation's health risks.

How is it assessed?

Unit 1 and 2, are coursework tasks. They will consist of three different investigations through the three years into how and why health and social care services help people. Unit 1 and 2 are worth 30% each.

Unit 3 is a 2 hour exam at the end of the three years and is worth 40% of the marks. It will include short answer questions and longer case study questions.

Skills you will gain:

- Learning how to look at issues and overcome them.
- To make reasoned judgements.
- Information gathering.
- Self-management.
- Public speaking.

Is Health and Social Care the right subject for you?

If you're interested in working with people, or want to care for and help others this is the course for you. This GCSE course gives you the background knowledge and skills needed if you are considering working with people.

You will:

- Learn through investigation.
- Develop knowledge and understanding about health, social care and early years.
- Learn about and understand the world you live in.
- Research occupations you may want to work in.

This is ideal preparation for progression to more detailed study of health, social care and early years.



iMedia

OCR Cambridge National Creative iMedia.

The course follows the OCR examination board syllabus, but be aware that this course may be subject to change.

Course Outline

Cambridge Nationals are designed to allow students the freedom to explore more deeply the things that interest them. The teaching of this qualification will normally be through **written** and **practical** work, learning skills and how to do things that may be relevant to the world of work.

75% of the qualification is assessed by coursework set and marked by the class teacher and moderated by the exam board. This will be done throughout the duration of the course.

To ensure the qualification is robust and as stretching as a GCSE, the course has an examination element worth 25% of the final grade. During the course, your child will have up to two opportunities to take the exam – these can be taken at any time during their course. Cambridge Nationals therefore currently allow your child to have the opportunity to re-sit if they need to.

The course offers both Level 1 and 2 grades from Pass to Distinction* meaning that it should suit all abilities of students if they are willing to put in the effort.

The 4 elements that are covered during the course (each is worth 25% of the final grade) include the examinable element Pre-Production Skills and 3 coursework elements; Creating Digital Graphics, Website Design and Digital Audio sequencing. Further information about the units can be found below.

Pre-Production Skills

Students are introduced to a range of essential pre-production techniques used in creative and digital media, including client brief, time frames, deadlines and preparation techniques.

Creating Digital Graphics

Building on the skills and understanding that they have developed in the pre-production unit, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.

Creating a Multipage Website

Students explore the different properties, purposes and features of multipage websites. They demonstrate their creativity by combining components to create a functional, intuitive and visually pleasing website.

Creating a Digital Sound Sequence

Students discover where digital sound sequences are used in the media industry and how these technologies are developed to reach an identified target audience as they plan, create and edit a digital sound sequence and review it against a specific brief.

Homework

The aim of the homework is to allow students to further develop skills learnt in class and extend their learning by preparing information and researching content to use in the coursework element of the course. It is expected that students will need to commit to at least 1 hour per week to complete their ICT homework. The homework may be set as weekly tasks or smaller projects over a number of weeks.



Music

Examination Board – EDUQAS – 601/8131/X)

This course is designed for you if you:-

- are really interested in Music.
- can play an instrument or sing or willing to have lessons on an instrument.
- can read music.
- enjoy learning about different styles of music.

Students should be aware that GCSE Music is very different to the Music lessons they are used to at Key Stage 3. The majority of the lessons are theory based developing our understanding of music and music theory. There is therefore a requirement for students to continue developing their instrumental skills outside of the classroom.

COURSE OUTLINE

The course has three components:

Paper 1 - Performance Coursework 30%

You will have to perform and record solo and ensemble pieces of music and must have at least 4 minutes' worth of performance coursework by the end of Year 11. To do well in this component it is essential that you play an instrument or are willing to start instrumental tuition.

Paper 2 - Composition Coursework 30%

You will learn how to compose your own music and so it is essential to be able to read treble clef notation at least. You will write several pieces of music over the course of the GCSE but will only have to submit the best two. You will be taught how to use subject specialist software to help you complete this element of the course.

Paper 3 - Listening Exam 40%

You will listen to and analyse music and learn how to recognise music from many different countries, genres and historical periods. There are four main areas of study and 2 set works that you will learn how to analyse. What is most important is that you are committed throughout the course. It is hard work but very rewarding!

For more information please speak to Mr Stacey.

Photography

Photography is an exciting medium that can be used in many different ways. Careers in photography include Art careers, Advertising, Commercial work, Editorial, Fashion, Film, Food, Forensic, Industrial, Architectural, Ariel, Portraiture and Wedding photography, Sports and Travel etc. Photographs are visible everywhere because we love the photographic representation of ourselves and our world and therefore there is a huge market for photographic work.

The **GCSE in Photography** is devised so students explore a range of genres of photography and experiment with using SLR cameras, studio lighting, digital manipulation and editing software.

This will enable students to produce exciting, creative and innovative pieces, inspired by contextual research into current practitioners, different cultures and time periods.

In Art, your grade is made up of 2 parts:

- Component 1: Personal Portfolio (60%)

- Component 2: Externally Set Assignment (40%)

Assessment Criteria:

Develop ideas through investigations, demonstrating critical understanding of sources (AO1)

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)

Record ideas, observations and insights relevant to intentions as work progresses (AO3)

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4)

Course Structure:

All projects are taught expanding on the knowledge embedded in Art throughout KS3. Year 9 is a series of mini skills-based projects as a foundation for the GCSE, with years 10 and 11 becoming more independent, considered and meaningful. Artists/Designers/Photographers and contexts will be explored in greater depth than KS3 in order to further develop critical and contextual understanding and generation of original ideas, whilst photography techniques and processes will be explored and developed more thoroughly. As students become more explorative and refined, they will demonstrate an increased understanding of visual language with reference to multiple sources and be able to realise intentions. The projects delivered will form a solid base from which students can then go on to study Photography further at A Level.

Physical Studies

Students opting for Physical Studies will be placed onto one of two examination pathways at the end of Y9.

- **GCSE Physical Education**
- **Level 1/2 Cambridge National Certificate in Sports Science**

The GCSE Physical Education course follows the OCR examination board syllabus.

It is important that students thinking of opting for this subject understand that it is very different from the Physical Education they have been used to in Key Stage 3. The majority of the course is theory based and **60%** of a student's overall grade is based on examinations.

For students to be considered for the course they must have shown a considerable desire to get involved in extra curricular sporting activities throughout the last two years. Attendance of these activities is closely monitored by the PE department and this will be taken into account. Ideally, students should be predicted at least a Band B in PE and have represented the school in at least one sport. This will ensure that they are of a sufficient standard for them to achieve high enough grades on the practical elements of the course. They should also be competent at Science, as the course has many links with the biological aspects of the subject.

GCSE Physical Education - Course Outline

Five periods per fortnight are allotted to the course. The majority of these are used to cover the theory elements of the course, with much of the practical assessment occurring in core PE lessons.

The practical work is assessed periodically throughout the course by the department and then finally by an external assessor in the May of Y11. They will be assessed in three practical activities, from exam board approved sports. These must include at least one individual activity and one team activity.

This is worth 30% of their final mark.

The theory work is assessed at the end of the course through two written examinations, taking 1 hour each.

Paper 1 - Physical factors affecting performance (1 hour).

Paper 2 - Socio-cultural issues and sports psychology (1 hour).

This is worth 60% of their final mark.

The topics covered within the final exams include:

The Skeletal system, The Muscular system, Cardiovascular and Respiratory systems, Movement analysis (Lever systems, planes and axes), Effects of exercise on body systems (Short and long term effects), Components of Fitness, Methods of training, Principles of Training/Fitness Testing, Prevention of injury, SMART targets, Engagement patterns of social groups within sport, Commercialisation of sport, Ethics, drugs and violence in sport, Sports Psychology, Health, fitness and well-being and Diet and nutrition.

There is a piece of coursework focusing on 'Analysing and Evaluating Performance', which is completed towards the end of Year 10.

This is worth 10% of their final mark.

The Level 1/2 Cambridge National Certificate in Sports Science course follows the OCR examination board syllabus.

Level 1/2 Cambridge National Certificate in Sports Science - Course Outline

The teaching of this qualification will be predominantly theory based, with only a small amount of practical lessons.

75% of the qualification is assessed by coursework set and marked by the class teacher and moderated by the exam board. This will be done throughout the duration of the course, in the form of 3 separate assignments.

To ensure the qualification is robust and as stretching as a GCSE, the course has an examination element worth 25% of the final grade. During the course, your child will have up to two opportunities to take the exam. Cambridge Nationals therefore currently allow your child to have the opportunity to re-sit the exam if they need to.

The course offers both Level 1 and 2 grades, from Pass to Distinction*.

The 4 elements that are currently covered during the course can be found below.

Units Assessed	Method used to assess	% of Overall Mark
R041: Reducing the risk of sports injuries	Written paper 1 hour – 60 marks.	25
R042: Applying principles of training	Centre assessed task (Coursework), OCR moderated.	25
R046: Technology in sport	Centre assessed task (Coursework), OCR moderated.	25
R045: Sports nutrition	Centre assessed task (Coursework), OCR moderated.	25

Textiles

Vibrant and dynamic, this specification will give you the freedom to learn GCSE Art and Design in ways that inspire and bring out the best in yourself, whilst equipping you with the skills to continue the subject with confidence at AS, A-level and beyond.

Textiles is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles, installed textiles. You explore overlapping areas and combinations of areas.

Skills

Within the context of textiles, students must demonstrate the ability to:

- use textile design techniques and processes, appropriate to students' personal intentions, for example: weaving, felting, stitching, appliqué, construction methods, printing.
- use media and materials, as appropriate to students' personal intentions, for example: inks, yarns, threads, fibres, fabrics, textile materials, digital imagery.

Unit title and description	Assessment	Weighting
Component 1: Portfolio <i>What's assessed?</i> A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.	No time limit 96 marks	60% of the total GCSE
Component 2: Externally set assignment <i>What's assessed?</i> Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.	Exam Preparatory period 10 hours of supervised time 96 marks	40% of the total GCSE

Please be aware that Textiles cannot be taken as well as Art, due to the fact that the course content is very similar. Anyone wanting to do this needs to speak to Mrs Knowles first.

Triple Science

This is available as an option and is recommended for those wishing to pursue Sciences beyond GCSE.

Students opting to choose Triple Science will study for the following GCSE's:

- Biology
- Chemistry
- Physics

There is now a new 9–1 grading system, which has replaced A*–G:

- Foundation tier covers grades 1–5
- Higher tier covers grades 4–9.

There are no controlled assessments in the new qualifications but practical skills will be assessed.

Questions assessing students' use of mathematical skills will make up:

- Biology 10%
- Chemistry 20%
- Physics 30%.

There will also be some recall of equations required in Physics.

Course Outline

The GCSE syllabus will be delivered during Year 9, 10 and 11 with an additional 5 science lessons during option allocation:

- Year 9 and 10 will focus on the fundamental concepts and theories required to develop a good underpinning of scientific knowledge and understanding
- Year 11 will build upon the Year 9 and 10 course further with modules of a more challenging nature relating science to everyday life, as well as revising all aspects of the course.

The formal assessment for Science is taken in May and June of Year 11. Each consists of externally assessed examinations.

The Science courses will also contain a high content of research study and practical skills. Throughout the course, students will cover Ideas and Evidence in Science. There will also be assessment of investigation and practical skills which will be by means of internally assessed work.

Strong emphasis is placed on the active involvement of candidates in the learning process. Skills in interpreting scientific information and in communicating scientific ideas are strongly encouraged and reflected in the assessment procedure.

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