

# fortismere

## **Key Stage 4 Options Booklet 2018-19**

**A Guide for Year 9 students**

# Welcome to Key Stage 4

## Message to Year 9 students

Beginning Key Stage four courses is an important and exciting new phase in your lives. You have been given a grounding in a wide range of subject areas since Year 7 and now have the opportunity to increasingly direct your own learning and pursue some subjects with a heightened focus. We are very proud of the range of subjects we offer at Fortismere and we work hard to make sure all students experience a high quality curriculum.

It is very important that you choose subjects that play to your interests and strengths.

In order that you benefit most from your courses in Years 10 and 11, we have increasingly high expectations of your maturity, application and level of motivation. We expect that students will be organised, punctual and maintain high levels of attendance (96%) in order to fulfil your potential.

In November, many of you participated in our **Careers Focus Day**, and you all will have been reflecting on your possible future careers. For many, career intentions will not yet be certain or will change. For all, the choices you make now will affect the subject choices you make at sixteen and eighteen – whether that involves 'A' levels and university, further education, training or employment.

You should have already discussed your initial thoughts with your tutor, and shortly, you will have an opportunity to have a one-to-one meeting with a senior member of staff to discuss your option choices in more depth in a **Guidance meeting**.

This month, there is an **Options Evening** taking place on Tues 30<sup>th</sup> January where you can talk and listen to subject staff to discuss your potential subject choices and future pathways.

This booklet is intended to help you and your parents/ carers, together with members of staff, plan the next two years of schooling. There are exciting choices to be made so you optimise your chances of success in subjects you enjoy and in which you have ability and interest. We also want you to have a challenging, broad and balanced education that stimulates your desire to learn and is relevant to your future lives.

When making choices, the following questions might help:

1. Would my choice make for a well-balanced timetable?
2. What am I really interested in?
3. What am I good at?
4. What do I enjoy doing?
5. What is relevant to my future studies or possible career choice?

GCSE English, Mathematics and Science, are taken by all students. Additionally you will select further GCSE subjects and/ or vocational pathways from a long list. Learning support is available to help some students achieve the highest grades possible; in guidance meetings parents and students will be advised if the school feels you should be receiving some additional support. In a few cases a more radical variation to the curriculum may be negotiated.

The school's level of funding means that all teaching groups must be of an economically viable size. This may result in some subjects or combinations of subjects not being timetabled once you have made their choices, though experience suggests that these will be very few in number.

Finally, may we wish you every success in making these important decisions.  
Good luck!

Melany Topping  
Director of Learning

Karen Allaway  
Assistant Head

Sue Karp  
Assistant Head

# The Options Process

SPRING TERM TIMELINE 2018		
JANUARY	Mon 08 - 26	Tutor chats- (3 weeks in VT)
	Mon 29	Y9 Assembly 1 – NWH - Choices and timetable of time
	TBA	Taster lessons/small group talks for students by request
	Mon 29	Options Booklet published on website
	Tuesday 30	Options Fayre and Talks 3.45 – 6.30pm TALKS in South Wing Hall <ul style="list-style-type: none"> <li>3.45 – 4.30 Alexandria / Colosseum / Ephesus</li> <li>5.45 – 6.30 Rhodes / Olympia / Petra (Arrive at 4pm onwards for tours)</li> </ul>
FEBRUARY	29 <sup>th</sup> Jan- 7 <sup>th</sup> Feb	Guidance Meetings during school with SLT
	Wed 7	Y9 Assembly 2 –Options – NORTH WING HALL
	Thurs 8	Options forms ONLINE
	Mon 26	Options forms DEADLINE FOR COMPLETION
	TBA	Follow-up Guidance Meetings for some

## Options Evening – Tuesday 30<sup>th</sup> January in South Wing and South Wing Gym

We are pleased to invite you to an exciting event hosting subject stalls led by Fortismere staff (non-core subjects only). This is a great opportunity to talk to teachers about GCSEs and Vocational courses.

### Options Form

Options forms ONLINE	8/2/18
Options forms DEADLINE FOR COMPLETION	26/2/18

- Available for download from the school website from 8 February
- Distributed to Year 9 students via their tutor.
- Students choose **six** options in order of preference. **Four** will be allocated.
- Students are allocated subjects according to the four option columns generated when the students' preferences have been analysed.

### Subjects not previously offered through the Key Stage 3 curriculum

1. Business Studies
2. Economics
3. ICT
4. Media Studies
5. Music Technology
6. Sports Studies -Health and Fitness
7. Photography
8. Engineering
9. D&T : Textiles
10. D&T : Wood, Metal-Based Materials & Polymers (Product Design)
11. D&T : Paper & Board (Graphic Materials)
12. VCERT Food & Cookery
13. Princes Trust (Certificate)
14. Sociology
15. Religious Studies

## Options Booklet

- Live on the website from 29/01/18
- Only available online
- Please make sure you go through the booklet with your son/ daughter during the option period

## Examination Bodies

- AQA [www.aqa.org.uk](http://www.aqa.org.uk)
- OCR [www.ocr.org.uk](http://www.ocr.org.uk)
- Edexcel [www.edexcel.com](http://www.edexcel.com)

**External help** - this is a very useful Government website with lots of interesting and useful facts about a wide range of careers and jobs.

- <https://nationalcareersservice.direct.gov.uk>
- Go to careers advice at the bottom of the page
- Browse job profile

## Contact us

If you require any further information or clarification, please do not hesitate to contact the following staff

Teacher	Teaching subject at Fortismere	Role	Email
Ms M. Topping	Music	Director of Learning	<a href="mailto:mtopping@fortismere.org.uk">mtopping@fortismere.org.uk</a>
Ms S. Karp	Mathematics	Assistant Head	<a href="mailto:skarp@fortismere.org.uk">skarp@fortismere.org.uk</a>
Ms K. Allaway	Design & Technology	Assistant Head	<a href="mailto:kallaway@fortismere.org.uk">kallaway@fortismere.org.uk</a>
Ms N. Phillips	Fortismere Careers Advisor		<a href="mailto:nphillips@fortismere.org.uk">nphillips@fortismere.org.uk</a>

## Some words of wisdom...

- ▶ Keep thinking about your choices - this will give you enough time to come to the right decision
- ▶ Do not confuse interest with ability – it is possible to be very keen on a subject without being particularly good at it!
- ▶ Don't focus too much on what career you think you want when you are older – you will probably change your mind many times before you get a job!
- ▶ Try to achieve a good balance of subjects – this will keep your future options open.
- ▶ Think about the skills that each subject will teach you – a good balance between the arts, humanities and sciences will lead to a more rounded student. We would strongly recommend you consider continuing the study of at least one practical subject to GCSE level.

## Changes to the school performance measures

### English Baccalaureate.

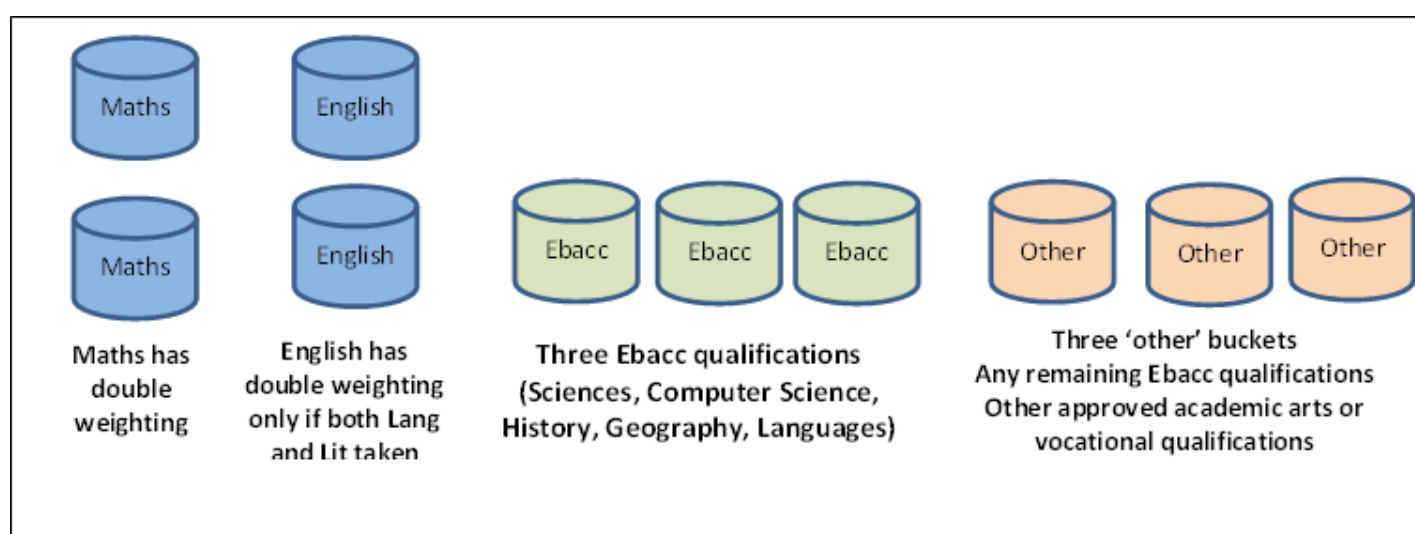
An initiative outlined by the Government, has been to identify a desirable range of subjects to be taken by KS4 students at the end of their GCSE courses. The range of GCSEs has been named the English Baccalaureate and it is to be awarded to any pupil who secures good GCSE or iGCSE passes (C and above) in all of the following subject areas:

- English
- Maths
- Sciences
- A modern or ancient foreign language
- A humanity: history or geography

Russell Group universities may ask about the English Baccalaureate on their application forms.

EBacc Qualification				
English Language OR Literature	Maths	2 Sciences inc. Computer Science	History or Geography	1 Language

### Attainment



### New grading system

#### THE NATIONAL CURRICULUM AT KEY STAGE 4

KS3 Levels				8	7	6	5	4	3	
Old GCSE Grade	A*		A	B	C	D	E	F	G	U
New GCSE grade	9	8	7	6	5	4	3	2	1	U

## 1. CORE AND COMPULSORY SUBJECTS

Core subjects				Compulsory Subjects		
English Language	English Literature	Maths	Science	PE core (non-exam)	Wellbeing (non-exam)	ICT (non-exam) Taught across the curriculum

**These subjects are studied by all students in Years 10 and 11:**

### GCSE Subjects

- English and English Literature
- Mathematics
- Science

### Non – Examination Subjects

- Information and Communication Technology. This is taught across the curriculum within subject areas (students can also opt to study for specific courses in ICT)
- Physical Education (students can also opt to study for a GCSE in P.E.)
- Philosophy, Religion and Ethics

### New guidelines for GCSEs certificating from 2014.

- All externally assessed exams must be taken at the end of the course.
- Students can no longer re-sit individual modules, although they can re-sit the full GCSE.
- GCSE exams will take place in May-June.

### Controlled assessments

Controlled assessments are internal assessments and not part of the exam cycle, so the timing of these will not be affected by the move to end-of-course exams. Students who re-sit GCSEs do not need to redo their controlled assessments; they can carry these forward.

### Spelling, punctuation and grammar

From January 2013 marks are awarded for accurate spelling, punctuation and use of grammar in external GCSE exams in English literature, geography, history and religious studies.

In the Summer term, after the mock examinations, parents will receive a Full Report.

## Work Related Learning

We also encourage parents to arrange to take their children to work or ask a friend to do so. This should be arranged in school holidays. Any exposure to the world of work is a valuable one for our students. It helps to inform them and give them confidence.

**Ms Phillips – Fortismere Careers Advisor**

We also have a professional careers advisor on the staff and students can arrange interviews through their tutor, to get specialist advice and guidance.



# Core subjects



## ENGLISH

OCR specification for Language:

<http://www.ocr.org.uk/qualifications/gcse-english-language-j351-from-2015/>

EDEXCEL specification for Literature:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html>

### Assessment

The content of both courses is assessed entirely through examinations, as specified by the changes made by the Government's Department for Education. The only controlled assessment will be for speaking and listening skills which will be assessed but which will not count towards students' GCSE grades.

There will be no tiered papers and so all students sitting the English GCSEs will sit the same papers.

### Aims of the course

The course is concerned with the development of students':

- ability to express their ideas clearly in speech, and to listen thoughtfully to others, responding appropriately;
- ability to read and enjoy increasingly complex literature from the English literary heritage (and, where possible other cultures and traditions), and, through this, develop their analytical and evaluative skills;
- compositional skills and the construction of meaning in writing, matching style to audience and purpose;
- awareness of social, historical and cultural contexts and their influence in the study of literature.

### English Language

Students will be assessed on their reading and writing skills. These will each form 50% of the final grade. Assessed within the writing assessments, spelling, punctuation and grammar will form 20% of the final grade.

All of the texts within the English Language exam will be unseen texts (and so will not have been studied during the course). They will include texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Centuries and texts of literature as well as non-fiction writing.

### English Literature

Students will study at least one play by Shakespeare, at least one 19<sup>th</sup> century novel, a selection of poetry, and fiction or drama from the British Isles from 1914 onwards. These texts will then be assessed across two exams at the end of the course. The assessment will include an unseen text and comparison skills, and spelling, punctuation and grammar will count for 5% of the grade.

### Progression

GCSE English is a compulsory course that is essential for progression to Further and Higher Education. Students learn many valuable skills, as well as accessing a wide range of stimulating literature, during the two years of the course. Students who are successful at GCSE can choose to progress to either AS/A2 English Literature or AS/A2 English Language and Literature at Fortismere School.

# MATHEMATICS

## Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Mathematics (1MA1)

**Weblink:** <http://qualifications.pearson.com/en/qualifications/edexcel-gcse/mathematics-2015.html>

### Aims of the Course

The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Mathematics enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

GCSE Mathematics is an invaluable qualification that is always in demand in both the employment markets and as a foundation for study in Further and Higher Education. The ability to understand logical arguments and numerical information makes a GCSE qualified mathematician greatly sought after. The GCSE Mathematics course offered at Fortismere aims to develop a positive attitude towards the subject and an appreciation of Mathematics in its numerous roles which includes seeing Mathematics as fun. These aims will be achieved through teaching and learning approaches which are enjoyable but nevertheless require hard work.

### Syllabus Content

The assessments will cover the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

### Assessment

**The content and difficulty of both the Foundation and Higher GCSE's from Summer 2017, differ from those currently applicable. Both tiers contain much more material and present greater challenge.**

- Two tiers are available: Foundation and Higher (content is defined for each tier).
- Each student is permitted to take assessments in either the Foundation tier or Higher tier.
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- All three papers must be at the same tier of entry and must be completed in the same assessment series.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.
- The content outlined for each tier will be assessed across all three papers.
- Each paper will cover all Assessment Objectives
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.
- A formulae sheet is given at the front of each examination paper.
- Two assessment series available per year: May/June and November (subject to restrictions.)
- First assessment series: May/June 2017.
- The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.

- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9 (grade 3 allowed).

**Equipment**

Students are required to have the necessary equipment for both their lessons and examinations. This consists of a pen, a pencil, a ruler, an eraser, a protractor, a pencil sharpener, and a compass. Students require a scientific calculator if they are to perform well in Mathematics.

**Maths Workshop**

In order to encourage students further, the department runs a 'Maths Workshop' at the end of each school day. This gives students the opportunity to ask further questions related to their course and/or to obtain help with set homework. There are also special Revision Workshops and revision days for Year 11 students.

**Progression**

A good grounding at the GCSE level of Mathematics opens the door to career opportunities which range from financial and economic planning through management services to scientific and industrial research.

For those considering 'A' Level study, GCSE Mathematics serves as a grounding for a number of subjects that include Physics, Chemistry, Mathematics, Further Mathematics, Design Technology, Biology, Economics, Geography, Business Studies, Sociology and Psychology.

## SCIENCE

### AQA Specification (A)

GCSE Combined Science: Trilogy - <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

GCSE Biology 8461 - <http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

GCSE Chemistry 8462 - <http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

GCSE Physics 8463 - <http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

### Aims of the courses

GCSE sciences students should enable students to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory and in other learning environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

### What is the difference between 'Combined Science: Trilogy' and 'Separate Sciences'?

There are two possible routes that you will be on for your GCSE course in Science; you will either follow the Combined Science: Trilogy course or the Separate Sciences route. If you are on the Separate Science route you will study towards a separate Biology, Chemistry and Physics GCSE, meaning you will have three science GCSE's at the end of year 11. For Combined Science: Trilogy you will study towards two GCSE grades, which will cover Biology, Chemistry and Physics content.

### How many exams will you sit?

For the Separate Science course you will sit 2 papers for each subject (Biology, Chemistry and Physics), each exam paper is out of 100 marks and count for 50% of your final grade.

For the Combined Science: Trilogy you will sit 6 papers, each exam paper is out of 70 marks and count for 16.7% of your final grade.

Every exam paper will comprise of multiple choice, structured, closed short answer and open response questions. The controlled assessment (coursework) element has been removed from the syllabus; however, if you are following the Separate Science route you will have to carry out eight required practicals for each subject (Biology, Chemistry and Physics), and if you are following the Combined Science: Trilogy route you will have to carry out 16 required practicals across all specialisms. The practical skills you gain will be assessed in your exams and will make up at least 15% of the marks coming from questions relating to practicals.

**Duration of exams**

Each paper for the Separate Science course will be 1 hour and 45 minutes long and for the Combined Science: Trilogy course each paper will be 1 hour and 15 minutes long. You will sit all your exams in the June 2018 series.

**Modules / units studied - Percentage to the whole GCSE**

	<b>Paper 1</b>	<b>Paper 2</b>	<b>Total marks</b>
<b>Biology</b>	50%	50%	200
<b>Chemistry</b>	50%	50%	200
<b>Physics</b>	50%	50%	200

	<b>Bio Paper 1</b>	<b>Bio Paper 2</b>	<b>Chem Paper 1</b>	<b>Chem Paper 2</b>	<b>Phys Paper 1</b>	<b>Phys Paper 2</b>	<b>Total marks</b>
<b>Combined Science: Trilogy</b>	16.7%	16.7%	16.7%	16.7%	16.7%	16.7%	420

**What content will you study?** For Separate Science you will cover the following content:

**Syllabus content: Paper 1**

<b>BIOLOGY</b> Cell biology Organisation Infection and response Bioenergetics	<b>CHEMISTRY</b> Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes	<b>PHYSICS</b> Energy Electricity Particle model of matter Atomic structure
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**Syllabus content: Paper 2**

<b>BIOLOGY</b> Homeostasis and response Inheritance, variation and evolution Ecology	<b>CHEMISTRY</b> The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	<b>PHYSICS</b> Forces Waves Magnetism and electromagnetism Space physics (physics only)
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For **Combined Science: Trilogy** you will cover the following content:

<b>BIOLOGY Paper 1</b> Cell biology Organisation Infection and response Bioenergetics	<b>CHEMISTRY, Paper 1</b> Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes	<b>PHYSICS, Paper 1</b> Energy Electricity Particle model of matter Atomic structure
<b>BIOLOGY, Paper 2</b> Homeostasis and	<b>CHEMISTRY, Paper 2</b> The rate and extent of	<b>PHYSICS, Paper 2</b> Forces

response Inheritance, variation and evolution Ecology	chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Waves Magnetism and electromagnetism
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## Progression

There are endless possibilities for you regardless of which course you follow, whether you wish to become a genetic engineer or forensic Scientists or civil engineer.

If you wish to study a Science A-level at Fortismere School you will have to achieve at least two 8 or 7 grades in order to meet the entry requirements. If you do not wish to do Science at A-level, qualifications in Combined or Triple Science will allow you to continue your studies in the New Applied General Science courses.

## INFORMATION AND COMMUNICATION TECHNOLOGY (Non-exam)

It is intended that all pupils will continue to experience ICT in various ways. In Year 10, there are opportunities for every class to use computers within certain subject areas and a number of other subjects may require examination course work to be perfected using ICT facilities.

Through the cross-curricular use of ICT the aim is that pupils will continue to receive a taste of a variety of practical experiences using different kinds of software. The intention is to build on ICT knowledge gained earlier in school and also to encourage skills, which some pupils might be developing at home.

### Progression

It must be stressed that the cross-curricular use of ICT does not allow for the continued in-depth tailoring of computer projects. Pupils wishing or requiring more than occasional use would be advised to choose ICT as a single or double option.

## PHYSICAL EDUCATION (Non-exam)

### Curriculum aims

Learning and undertaking activities in physical education (PE) contribute to achievement of the curriculum aims for all young people to become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

### The importance of physical education

PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

At Fortismere our high-quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully.

When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles.

Discovering what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. PE helps students develop personally and socially.

They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

## Healthy, active lifestyles

Students will develop an understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle. They should also recognise that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social well-being. [www.qca.org.uk/curriculum](http://www.qca.org.uk/curriculum) 201

### Making informed choices about Healthy, active lifestyles

Students should be able to:

- identify the types of physical activity available to them and the roles they would like to take on
- link physical activity with diet, work and rest for personal health and well-being
- make informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs.

[www.qca.org.uk/curriculum](http://www.qca.org.uk/curriculum) key stage 4

### PE Activities - Year 10

**Games-** Football, Badminton, Basketball, Table tennis, Tennis, Volleyball, Netball, Rounders, Cricket and Hockey.

**Other activities-** Dance, Aerobics, Fitness, Athletics and Trampolining.

### PE Activities - Year 11

**Games-** Football, Badminton, Basketball, Table Tennis, Volleyball, Netball, Hockey, Cricket and Rounders.

**Other activities-** Swimming, Trampolining, Fitness, Athletics, Aerobics.

We have also have specialised tutors who visit the school to offer Yoga, and an Emergency First Aid Certified course.

## Philosophy, Religion, and Ethics

Philosophy, Religion and Ethics (PRE) is taught to all students in Year 7-10. We attempt to answer challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self, the nature of reality, issues of right and wrong and what it means to be human.

In Year 10 we focus on issues that particularly affect teenagers and young adults. We look at the moral implications of making certain decisions, and discuss the best way to lead a good life. The topics we cover include –

**Mental Health** – Good and bad mental health, battling stigma, developing good habits, how to get help

**The Law** – UK law on online activity, what and when to share, UK law on sexual activity

**Sex and Relationships** – Consent, healthy relationships, contraception & STDs/STIs

**Money and Finance** – Wages, bank accounts, borrowing & interest rates, saving

**Study Skills** - Reading & note taking, essay writing, study habits

# THE OPTIONS



## FINE ART

### Syllabus – Edexcel: (1FA0)

Website - [FINE ART](#)

#### Allocation of marks –

Each unit is marked out of 72 against the following criteria. Each criteria is worth 18 marks

- **DEVELOP** ideas through investigations informed by contextual sources showing analysis and understanding.
- **REFINE** ideas through experimenting and selecting appropriate resources, materials and techniques.
- **RECORD** ideas and observations relevant to intentions.
- **PRESENT** a personal response demonstrating analytical and critical understanding, realising intentions and making connections between own work and other sources.

**Assessment** – Summative assessment takes place at the end of each project. Formative assessment is ongoing and supports students as they develop their ideas. The course culminates in a display of students' coursework and exam project. This is assessed by Art teachers then moderated by an external moderator.

**Aims of the course** – The Fine Art Course is designed to broaden each students' approach to the subject, their control of media and their understanding of the work of arts practitioners. We hope that by the end of the course each child will be a well-rounded creative individual, able to convey complex concepts in a visual way and demonstrate a breadth of art skills.

**Modules / units studied** - Coursework Unit (1FA01): 60% Exam Unit (1FA02): 40%

#### Content –

##### Coursework Project 1: Movement

A teacher-led, introductory project directed at developing pupils' understanding of the formal elements, media and processes. The final outcomes are determined by each individual teacher however, there are still opportunities for pupils to have a personal response to the project theme.

##### Coursework Project 2: Protest and Survive

Pupils' work is based around an issue they feel strongly about. The outcome is determined by the teacher (eg. Ceramics and mixed media pots in the style of Grayson Perry) however, the concept and final appearance will be individual to each pupil. Opportunities to explore issues will form part of independent student outcomes as the project progresses.

##### Coursework Project 3: Force

An independent project in response to the theme, Force. Students follow teacher led, skills workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks

##### Exam Project

An independent project in response to the theme set by the exam board. Students follow teacher led, skills workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks. The final piece is produced in 10 hours under controlled conditions over two days at the end of the project.

Students also visit two to three exhibitions over the course of two years. One of these is specifically to support the exam unit.

**Main skills covered –**

- Working in two and three dimensions in a range of media
- Exploring materials and determining the appropriateness for specific tasks
- Working in a gallery context
- Analysing the work of others
- Developing ideas to a final outcome that conveys their intentions

**Progression –** In addition to providing students with the opportunity to balance their range of studies at 14-16, the Fine Art course is excellent preparation for a wide number of future options. The ability to respond personally, creatively and analytically within a complex and diverse world is valued at all post-16 destinations. Students can proceed from the course to AS and A Level Fine Art and Photography courses at Fortismere School. This is an ideal stepping stone to Further and Higher Education Courses in all aspects of Art and Design and the Visual Arts, opening the way to careers in such areas as Photography, Film, New Media, Fashion, Interior Design, 3D Design, Textiles, Graphics, Fine Art etc.

**Controlled assignments calendar and percentage - NA**

# PHOTOGRAPHY

**Syllabus – Edexcel:** 1PYO/01,1PYO/02

**Website – [PHOTOGRAPHY](#)**

## **Allocation of marks –**

Each unit is marked out of 72 against the following criteria. Each criteria is worth 18 marks

- **DEVELOP** ideas through investigations informed by contextual sources showing analysis and understanding.
- **REFINE** ideas through experimenting and selecting appropriate resources, materials and techniques.
- **RECORD** ideas and observations relevant to intentions.
- **PRESENT** a personal response demonstrating analytical and critical understanding, realising intentions and making connections between own work and other sources.

**Assessment** – Summative assessment takes place at the end of each project. Formative assessment is ongoing and supports students as they develop their ideas. The course culminates in a display of students' coursework and exam project. This is assessed by Photography teachers then moderated by an external moderator.

**Aims of the course** – Students will undergo a programme of study to equip them with the technical skills and control of the photographic medium in order to be able to realise their creative intentions. Critical awareness and appreciation will also play a major part in the course. In the initial stages students will be introduced to the basic principles of photography through a Foundation Skills stage, before working on independent projects set by the department known as the Coursework Unit.

**Modules / units studied** - Coursework Unit (1PY01): 60% Exam Unit (1PY02): 40%

## **Content –**

### **Coursework Project 1: Foundation**

A teacher-led, introductory project directed at developing pupils understanding of the history of photography and basic, practical skills.

### **Coursework Project 2: Movement**

A teacher-led, project directed at developing pupils understanding of the Photoshop and more complex photographic techniques. The final outcomes are determined by each individual teacher however, there are still opportunities for pupils to have a personal response to the project theme.

### **Coursework Project 3: Landscape / Environment.**

An independent project in response to Landscape Photography . Students follow teacher led workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks.

### **Coursework Project 4: Force**

An independent project in response to the theme, Force. Students follow teacher led, skills workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks.

### **Coursework Project 5: Past, Present & Future**

An independent project in response to past exam theme, Past, Present and Future. Students follow teacher led, workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks.

### **Exam Project**

An independent project in response to the theme set by the exam board. Students follow teacher led, skills workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks. The final piece is produced in 10 hours under controlled conditions over two days at the end of the project.

Students also visit two to three exhibitions over the course of two years. One of these is specifically to support the exam unit.

### **Main skills covered –**

- Working in digital and analogue photography
- Learning Photoshop and traditional darkroom techniques
- Exploring materials and determining the appropriateness for specific tasks
- Working in a gallery context
- Analysing the work of others
- Developing ideas to a final outcome that conveys their intentions

**Progression –** In addition to providing students with the opportunity to balance their range of studies at 14-16, the Photography course is excellent preparation for a wide number of future options. The ability to respond personally, creatively and analytically within a complex and diverse world is valued at all post-16 destinations. Students can proceed from the course to AS and A Level Photography courses at Fortismere School. This is an ideal stepping stone to Further and Higher Education Courses in all aspects of Art and Design and the Visual Arts, opening the way to careers in such areas as Photography, Film, New Media, Fashion, Interior Design, 3D Design, Textiles, Graphics, Fine Art etc.

### **Controlled assignments calendar and percentage - NA**

## BUSINESS

**Aims of the 9-1 course (OCR syllabus: OCR J204):** You will learn about business concepts, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. You will develop and apply quantitative skills relevant to business, including using and interpreting data.

Unit title and description	Assessment	Weighting
<p><b>Business 1 (code: 01) – Business activity, Marketing and People</b> This Unit contains 3 sections:</p> <ol style="list-style-type: none"> <li><u>Business activity</u> <ul style="list-style-type: none"> <li>The role of business enterprise and entrepreneurship</li> <li>Business planning</li> <li>Business ownership</li> <li>Business aims and objectives</li> <li>Stakeholders in business</li> <li>Business growth</li> </ul> </li> <li><u>Marketing People</u> <ul style="list-style-type: none"> <li>Market research</li> <li>Market segmentation</li> <li>The marketing mix</li> </ul> </li> <li><u>People</u> <ul style="list-style-type: none"> <li>The role of human resources</li> <li>Organisational structures and different ways of working</li> <li>Communication in business</li> <li>Recruitment and selection</li> <li>Motivation and retention</li> <li>Training and development</li> <li>Employment law</li> </ul> </li> </ol>	<p><b>Written paper June 2019</b></p> <p>90 minutes</p> <p>80 marks, of which:</p> <p>15 marks are multiple choice questions</p>	50%
<p><b>Business 2 (code: 02) – Operations, Finance and Influences on business</b></p> <ol style="list-style-type: none"> <li>Operations <ul style="list-style-type: none"> <li>Production processes</li> <li>Quality of goods and services</li> <li>The sales process and customer service</li> <li>Consumer law</li> <li>Business location</li> <li>Working with suppliers</li> </ul> </li> <li>Finance <ul style="list-style-type: none"> <li>The role of the Finance function</li> <li>Sources of finance</li> <li>Revenues, costs, profit and loss</li> <li>Break-even</li> <li>Cash and cash flow</li> </ul> </li> <li>Influences on Business <ul style="list-style-type: none"> <li>Ethical and environmental considerations</li> <li>The economic climate</li> <li>Globalisation</li> </ul> </li> </ol>	<p><b>Written paper June 2019</b></p> <p>90 minutes</p> <p>80 marks, of which:</p> <p>15 marks are multiple choice questions</p>	50%

## Skills Covered

Knowledge and understanding of contemporary business issues and to different types and sizes of businesses in local, national and global contexts

Problem-solving and the interpretation of data (including calculation of percentage changes)

Investigate and analyse real business opportunities and issues to construct well-argued, well-evidence, balanced and structured arguments

**Progression** This course is ideal for progression to A Level Business and for a subsequent Business related degree, including Marketing, Human Resources, Finance and Accounting, Leisure and Tourism. Students achieving grade 6 in the Business course can study A level Economics at Fortismere.

Requirement: Prospective Business students **must** have or quickly develop an active interest in business **and** be prepared to contribute actively and positively in their lessons via their regular and **prior** reading of a business section of a daily (online) paper. There is **NO** controlled assessment.

## Calendar of events

Y10 Aut1	Y10 Aut1	Y10 Spring 1	Y10 Spring 1	Y10 Sum 1	Y10 Sum 2
Unit 1 taught	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1 / Unit 2
Y11 Aut1	Y11 Aut1	Y11 Spring 1	Y11 Spring 1	Y11 Sum 1	Y11 Sum 2
Unit 2	Unit 2	Unit 2	Unit 2	Unit 2	

## DANCE

**Syllabus; AQA Dance:** <http://filestore.aqa.org.uk/subjects/AQA-4230-W-SP-14.PDF>

### Allocation of Marks;

- Performance 30%
- Choreography 30%
- Dance Appreciation 40%

### Assessment;

#### Performance:

- Solo performance: Students learn 6 set phrases of movement and select 3 that they then perform as a solo.
- Duet/Trio: In a group of 2 or 3 each student (with the help of the teacher) uses their 3 set phrases to create a group piece, which would include lifts, contact, different formations etc.

#### Choreography:

- This is where YOU as a choreographer get to choose a stimulus/idea and then create a piece of dance as either a solo or a group piece.
- The movements in your dance should reflect your idea.
- You choose the music and props

### Aims of the Course;

- Learn to perform, choreograph and appreciate dance as an art form.
- Create an imaginative response to a range of stimuli.
- Application of knowledge, skills and understanding of choreographic forms and devices communication of ideas, feelings, emotions, meanings and moods.
- Development of physical, technical, mental and expressive skills
- Critical analysis, interpretation, evaluation and appreciation of professional dance works.
- develop knowledge, skills and understanding of health, well-being and safe and professional practice relevant to dance
- Improve own work through analysis, critical self-reflection and evaluation.

**Practical work** – Technique classes are important to develop students' style of movement. Creative classes give students the opportunity to explore their own artistic development through movement. There will also be opportunities to perform and observe professional dance works and attend trips/revision conferences.

**Theoretical work** – Students will learn the basic background of dance. The course will involve specific detail regarding certain dancers and choreographers. Students learn about the components of dance and how to develop movement in relation to a stimulus. Students will be expected to attend extra-curricular sessions to enhance performance.

**Main Skills;**

- Physical skills and attributes (posture, alignment, control, flexibility etc.)
- Technical skills (dynamics, rhythm, timing etc.)
- Mental skills and attributes (commitment, capacity to improve, mental rehearsal, response to feedback etc.)
- Safe working practices (nutrition, hydration, safe execution etc.)

**Progression;**

- GCSE Dance is a good foundation for further study in Dance at AS and A Level and AVCE in Performing Arts
- Opportunities to perform in Dance events (e.g. Saddlers Wells)
- Trips to Dance Events

**Controlled Assessments;**

The Set Dances are internally assessed as controlled assessments which normally take place in March of Year 11. The practical moderation of the set dances usually takes place in April of Year 11

## DESIGN AND TECHNOLOGY

### Specification AQA GCSE Design and Technology 8552

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

*This is a new specification which replaces subject options such as Graphic Products, Textiles and Resistant Materials.*

Students taking this subject will learn common core Design and Technology content but will specialise in specific material areas.

### **There are 3 separate GCSE Design & Technology courses specialising in different material areas**

GCSE Design & Technology: Timber, Metal-Based Materials & Polymers (Product Design)

GCSE Design & Technology: Paper & Boards (Graphic Materials)

GCSE Design & Technology: Textiles

Students will develop and apply the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. Students will also need to demonstrate mathematical and scientific knowledge and understanding relation to design and technology.

Unit title and description	Assessment	Weighting
<ul style="list-style-type: none"> <li><b>Paper 1</b></li> </ul> <p><b>Section A – Core technical principles (20 marks)</b> A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p><b>Section B – Specialist technical principles (30 marks)</b> Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p> <p><b>Section C – Designing and making principles (50 marks)</b> A mixture of short answer and extended response questions including a 12 mark design question.</p>	<p><b>Written paper</b></p> <p>2 hours</p>	<p><b>50%</b></p>
<ul style="list-style-type: none"> <li><b>Non-examined assessment</b></li> </ul> <p>Practical application of core technical, specialist technical and designing &amp; making principles (<b>100 marks</b>)</p>	<p><b>Design &amp; Make project</b></p> <p>30-35 hours</p>	<p><b>50%</b></p>

## Subject Content

Core technical principles	Specialist technical principles – <u>delivered through one material area</u>	Designing & making principles
<ul style="list-style-type: none"> <li>• New &amp; emerging technologies</li> <li>• Energy storage &amp; generation</li> <li>• Modern &amp; smart materials</li> <li>• Systems approach to designing</li> <li>• Mechanical devices</li> <li>• Materials &amp; their working properties</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of material or components</li> <li>• Forces &amp; stresses</li> <li>• Scales of production</li> <li>• Sources &amp; origins</li> <li>• Using &amp; working with materials</li> <li>• Stock forms, types &amp; sizes</li> <li>• Specialist techniques</li> <li>• Surface treatments &amp; finishes</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation, primary &amp; secondary data</li> <li>• Environmental, social and economic challenge</li> <li>• The work of others</li> <li>• Design strategies</li> <li>• Communication of design ideas</li> <li>• Prototype development</li> <li>• Selection of materials and components</li> <li>• Tolerances</li> <li>• Material management</li> <li>• Tools &amp; equipment</li> <li>• Techniques &amp; processes</li> </ul>

## Course Aims

- demonstrate understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine ideas whilst designing and making
- communicate design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in designing
- develop decision making skills, including the planning and organisation of time and resources when managing project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products

**Progression**

The subject provides a route into a number of level 3 courses, but is particularly suited to A-level Product Design.

Design Technology supports a wide range of career paths: Engineering, Architecture, Interior Design, Surveying, Product Design, Furniture Design, Graphic Design, Art, Illustration, Media Studies, Transport Design, Advertising, Urban Design.

## ENGINEERING

### Specification AQA GCSE Design and Technology 8852

<http://filestore.aqa.org.uk/resources/engineering/specifications/AQA-8852-SP-2017.PDF>

This is a new specification which replaces the existing Engineering course.

Students learn about new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. The course will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, maths and problem-solving.

Students will also need to demonstrate mathematical and scientific knowledge and understanding in relation to design and technology.

<b>Course content</b>	
<b>Engineering materials</b>	Materials & their properties Metals & Alloys Polymers Composites Other materials Materials cost & supply Factors influencing design of solution
<b>Engineering manufacturing processes</b>	Additive manufacturing Material removal Shaping Casting & moulding Joining & assembly Heat & chemical treatment Surface finishing
<b>Systems</b>	Mechanical systems Electrical systems Electronic systems Structural systems Pneumatic systems
<b>Testing and investigation</b>	Modelling & calculating Testing Aerodynamics
<b>The impact of modern technologies</b>	
<b>Practical engineering skills</b>	

Course assessment		
Unit title and description	Assessment	Weighting
<ul style="list-style-type: none"> <li><b>Question paper – externally assessed</b></li> </ul> <p>Sections 1–6 from the subject content. Some questions in the written exam will relate to practical contexts and students will need to apply their understanding within these contexts.</p> <ul style="list-style-type: none"> <li>• Multiple choice questions assessing breadth of knowledge.</li> <li>• Short answer questions assessing in depth knowledge, including calculations.</li> <li>• Multiple choice questions related to the application of practical engineering skills.</li> <li>• Extended response questions drawing together elements of the specification.</li> </ul>	<p><b>Question paper</b></p> <p>2 hours</p> <p>120 marks</p>	<b>60%</b>
<p>Non-exam assessment: Practical Engineering</p> <ul style="list-style-type: none"> <li>• Application of skills, knowledge and understanding in a practical context.</li> <li>• Analysis and evaluation of evidence.</li> </ul>	<p><b>Student's project</b></p> <ul style="list-style-type: none"> <li>• Engineering drawings or schematics to communicate a solution to the brief</li> <li>• An engineering product that solves a problem.</li> </ul> <p>80 marks</p>	<b>40%</b>

## Progression

The subject provides a route into a number of level 3 courses, but is particularly suited to A-level Product Design.

Engineering supports a wide range of educational and career paths: Aerospace, Automotive, Civil, Mechanical Engineering, Product Design & Architecture.

## FOOD & COOKERY

### V.Cert Level 2 Certificate in Food & Cookery (601/4533/X)

<https://www.ncfe.org.uk/schools/subject-areas/food-and-cookery/>

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

This qualification aims to:

- focus on an applied study of the food and cookery occupational area
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- Provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to help learners to:

- prepare & cook using basic skills
- understand food and its functions in the body and in recipes
- understand balanced diets and modification of recipes for health
- Plan and produce dishes for a purpose.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- planning
- research skills
- communication
- problem-solving skills
- health & safety

What will the learner study as part of this qualification?	Assessment	Weighting
Unit 1: Preparing to Cook	Internally assessed e-portfolio of evidence	25%
Unit 2: Understanding Food	Internally assessed e-portfolio of evidence	25%
Unit 3: Exploring Balanced Diets	Externally set and marked assessment paper	25%
Unit 4: Extended making project Plan and produce dishes in response to a brief.	Plan and produce dishes in response to a brief	25%

#### Course Aims

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

To be awarded the NCFE Level 2 Certificate in Food and Cookery, learners are required to successfully

complete 4 mandatory units.

To achieve the NCFE Level 2 Certificate in Food and Cookery, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed above.

Learners will gain a broad understanding of commercial food production and an awareness of related career paths. They will be expected to make a range of food products and will develop skills related to commercial food preparation including food hygiene, food presentation and considering production in quantity.

Learners will be expected to apply technical and practical expertise to ensure that food meets customer needs and preferences and is appropriate for a given occasion.

They will also have acquired skills that will be valuable no matter what career path they choose including team working, problem-solving and communication.

# DRAMA

## Syllabus AQA

### What does GCSE Drama involve?

It involves studying different theatre styles and genres, scripts and live theatre. It also involves scripting and devising your own work. You will participate in workshops and complete written work to support the theoretical side of Drama. You will watch and write about live theatre and learn about Theatre Practitioners, Directors and Companies.

### Is it all practical?

No, you will face a written exam at the end of the year and will also complete some written coursework – a performance log. You need to do practice writing about your performances along the way. Why? It improves your acting ability. The written work allows you to reflect on your skills and evaluate what you have made– as you would at A-level and degree level.

### Why study Drama?

Britain's biggest ever cultural export is still a playwright. The Creative Industries in the UK continue to grow and employ millions of people. There are numerous different careers related to Drama – not just acting!

### What do I need to study the course?

Ideally you will have a love of Drama and enjoy performing. You need to be willing to work with a variety of people and be prepared to work outside of school hours for evening and weekend rehearsals. As the written exam counts for 40% percent of your overall grade, it is useful, although not essential, if you enjoy English and write well.

<b>GCSE Drama Exam results 2016-17</b>	<b>92% A*-C (43% A* - A)</b>
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This qualification is linear meaning students undertake all non-exam assessment in the certification year and sit the written exam at the end of the course.

## Content

The subject content for GCSE Drama is divided into **three components**:

1. Understanding drama
2. Devising drama
3. Texts in practice

### Component 1: Understanding drama

What is it?

- Knowledge and understanding of drama and theatre.
- Students study one set play from a choice of six.
- Analysis and evaluation of the work of live theatre makers.

**How it's assessed**

Written exam: 1 hour and 45 minutes

Open book

80 marks

40% of GCSE

**Questions**

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 is it?

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

**How it's assessed** (marked by teachers and moderated by AQA.)

Devising log (60 marks)

Devised performance (20 marks)

80 marks in total

40% of GCSE

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

What is it?

Performance of two extracts from one play (students may contribute as performer or designer)

Free choice of play but it must contrast with the set play chosen for Component 1.

**How it's assessed** (marked by AQA)

- Performance of Extract 1 (25 marks) **and** Extract 2 (25 marks)
- 50 marks in total
- 20% of GCSE

## ECONOMICS (Minimum Entry requirement: Predicted Grade 6+ in English)

### Aims of the 9-1 course (Syllabus: OCR J205):

The GCSE Economics course uses basic economic concepts to enable learners to develop the ability to apply this knowledge to real-life situations in a range of local, national and global contexts, whilst at the same time understanding the perspectives of different economic stakeholders. Course is taught using teacher led discussion, case studies, newspaper articles and extracts from current affairs programmes.

Unit title and description	Assessment	Weighting
<b>01: Introduction to Economics</b>  <i>Introduction to Economics topics include:</i> <ul style="list-style-type: none"> <li>Main economic groups and factors of production</li> <li>The basic economic problem</li> </ul> <i>The role of markets and money topics include:</i> <ul style="list-style-type: none"> <li>The role of markets: primary, secondary, tertiary, factor and product markets</li> <li>Demand (curve) and elasticity of demand</li> <li>Supply and elasticity of supply</li> <li>(Equilibrium) Price and quantity (diagrams) and their interpretation</li> <li>Competition in a market economy (including how, monopoly and oligopoly differ from competitive markets)</li> <li>Production including calculation of costs, revenues, profit and loss</li> <li>The labour market (including calculations of gross and net pay)</li> <li>The role of financial markets including the role of banks, building societies and insurance companies and how interest rates affect the levels of saving, borrowing and investment</li> </ul>	<b>Written paper June 2019</b>  90 minutes  80 marks, of which:  20 marks are multiple choice questions  Short case studies with related short and medium response questions, as well as extended writing (6 mark questions)	<b>50%</b>
<b>UNIT 02: National and International Economics</b>  <i>Economic objectives and the role of government topics include:</i> <ul style="list-style-type: none"> <li>Economic growth (measurement, causes, benefits / costs)</li> <li>Low unemployment (types of unemployment / causes and consequences of unemployment)</li> <li>Fair distribution of income (including calculating income and wealth)</li> <li>Price stability (measurement of inflation, its causes and consequences and analysing historical data)</li> <li>Fiscal policy (government spending and taxation and redistribution policies)</li> <li>Monetary policy (impact on policy objectives and on economic indicators)</li> <li>Supply-side policies (including how to help meet government objectives and its benefits / costs)</li> <li>Limitations of markets (market failure and possible solutions)</li> </ul>	<b>Written paper June 2019</b>  90 minutes  80 marks, of which:  20 marks are multiple choice questions	<b>50%</b>

<p><i>International trade and the global economy</i> topics include:</p> <ul style="list-style-type: none"> <li>• Importance of international trade (including the EU)</li> <li>• Balance of payments (including the importance of the current account to the UK economy)</li> <li>• Exchange rates (including drawing diagrams to analyse supply and demand changes)</li> <li>• Globalisation (including how development is measured and its impact on developed and developing countries)</li> </ul>	<p>Short case studies with related short and medium response questions, as well as extended writing (6 mark questions)</p>	
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### Skills Covered

Knowledge and understanding of real life daily / world economic problems and issues –you will learn how to explain and evaluate economic problems and possible solutions

Understand how markets operate and the roles of consumers, producers or workers within markets

Problem-solving and the interpretation of economic` data (including calculation of percentage changes)

Build economic arguments, making informed judgements by using economic concepts and quantitative evidence through the use, application and interpretation of data

Decision-making and evaluation (of government policies)

Consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity

### Progression

The course is ideal for progression to AS and A Level OCR Economics and for an Oxbridge related Economics degree. It is also good preparation for other social science courses such as Business, Government and Politics, History or Sociology. It links well with Maths /Geography too. Possible careers include: accountancy, law, banking (economist), finance, retail management, HR, sales and advertising and politics.

### Calendar of events (No controlled assessment)

Y10 Aut1	Y10 Aut1	Y10 Spring 1	Y10 Spring 1	Y10 Sum 1	Y10 Sum 2
Unit 1 taught	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1 / Unit 2
Y11 Aut1	Y11 Aut1	Y11 Spring 1	Y11 Spring 1	Y11 Sum 1	Y11 Sum 2
Unit 2	Unit 2	Unit 2	Unit 2	Unit 1,2 recap	

# GEOGRAPHY

Weblink: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

**SYLLABUS LINK:** We follow the EDEXCEL Geography GCSE specification B.

Assessment	Form	Weighting
Global Geographical Issues	1 hour 30 minute written paper with three 30-mark sections.  The exam includes multiple-choice questions, short open, open response, calculations and 6-mark and 8-mark extended writing questions.	37.5%
UK Geographical Issues	1 hour 30 minute written paper with three 30-mark sections.  The exam includes multiple-choice questions, short open, open response, calculations and 6-mark and 8-mark extended writing questions.	37.5%
People & Environment Issues, Making Geographical Decisions.	1 hour 15 minute written paper Section A: People and the biosphere Section B: Forests under threat Section C: Consuming energy resources Section D: Making a geographical decision The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 6-mark extended writing questions and Section D will offer a choice of one from three decisions assessed through a 12-mark extended writing question.	25%

## **AIMS**

Geography GCSE gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

## **CONTENT**

### **Global Geographical Issues**

**Topic 1:** Hazardous Earth – An overview of the global circulation of the atmosphere and changing climate. Plus, two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations.

**Topic 2:** Development dynamics – an overview of the scale of global inequality. Plus, a depth study of how one emerging country is developing and the consequences for people, environment and the country's relationship with the wider world

**Topic 3:** Challenges of an urbanising world – an overview of the causes and challenges of rapid urbanisation across the world. Plus, one depth study of a megacity\* in a developing or emerging country.

### **UK Geographical Issues**

**Topic 4:** The UK's evolving physical landscape: 2 studies of coastal and river landscapes including coastal change & conflict and river processes & pressures.

**Topic 5:** The UK's evolving human landscape: 2 studies of Dynamic inner-cities and Changing rural settlements.

**Topic 6:** Geographical investigations – including one human fieldwork task linked to either Inner cities or rural settlements and one physical fieldwork task linked to either rivers or coasts.

### **People & Environment Issues**

**Topic 7:** People and the biosphere – an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources.

**Topic 8:** Forests under threat – a detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management.

**Topic 9:** Consuming energy resources – a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management.

All three topics will form the basis of the decision-making context. Students will be expected to draw across their conceptual knowledge and understanding from the whole course

**SKILLS:** The study of Geography at GCSE develops and examines the following skills:

Numeric, graphic and cartographic skills. Data and information research skills. Statistical analysis.

Critical and reflective thinking. Decision making.

Geographical investigations, the experience of fieldwork helps students to develop new geographical insight.

Students must carry out two investigations in Topic 6, comprising one human and one physical study.

### **PROGRESSION**

Geography is a truly multifaceted subject it has clear and valuable links with both the Humanities and Science subjects. It is a valued subject by higher education institutions and many key professions. It is an EBACC subject. This course provides an excellent basis for study at A Level and Tertiary Level.

# HISTORY

**Syllabus:** Edexcel ([weblink](#))

## Assessment

Content	Assessment	Weighting
<b>Paper 1: Thematic study and historic environment</b> <ul style="list-style-type: none"> <li>Crime and Punishment in Britain, c. 1000-present</li> <li>Whitechapel, c. 1870-c. 1900: crime, policing, and the inner city</li> </ul>	Written exam 1 hour 15 minutes	<b>30%</b>
<b>Paper 2: Period study and British depth study</b> <ul style="list-style-type: none"> <li>Anglo-Saxon and Norman England, c. 1060-c.1088</li> <li>Superpower relations and the Cold War, 1941-1991</li> </ul>	Written exam 1 hour 45 minutes	<b>40%</b>
<b>Paper 3: Modern depth study</b> <ul style="list-style-type: none"> <li>Weimar and Nazi Germany, 1918-1939</li> </ul>	Written exam 1 hour 20 minutes	<b>30%</b>

## Aims of the course

The course is designed to stimulate an interest in, and an enthusiasm for, the study of the past. This syllabus introduces students to the history of different time periods and cultures throughout the world. By the end of the course, students will be equipped with detailed knowledge and understanding of the different topics studied as well as a wide range of important transferable skills. We hope the study of this course will make the present day more understandable and enable students to carry that understanding and interest into their future lives.

## Units studied

*Anglo-Saxon and Norman England, c. 1060-1088:* Includes the study of the key features of Anglo-Saxon England, the events and impact of the Norman Conquest, the methods by which William the Conqueror secured his power over England, and life and society in Norman England.

*Crime and Punishment in Britain, c. 1000-present:* Includes the study of the nature and changing definitions of criminal activity, the nature of law enforcement and punishment, and key case studies across five time periods of British history – Medieval, Early Modern, 18<sup>th</sup>-19<sup>th</sup> century, and the 20<sup>th</sup> century. This is complimented by a depth study of Whitechapel in the era of Jack the Ripper (*historic environment study*).

*Weimar and Nazi Germany, 1918-1939:* Includes the study of the impact of the First World War on Germany, the founding of the Weimar Republic, Hitler's rise to power, the methods and means of Nazi control and dictatorship, and life in Nazi Germany in the lead up to the Second World War.

*Superpower relations and the Cold War, 1941-91:* Includes the study of the origins of the Cold War in the years following the Second World War, key crises in the European Cold War across the middle of the 20<sup>th</sup> century, and the decline of Soviet power leading to the end of the Cold War.

## Main skills covered

Students will gain historical knowledge and understanding, and be able to communicate it clearly and effectively. They will be able to understand and evaluate a range of historical evidence. They will understand and be able to explain how the events of the past have helped to shape the present.

## Progression

History is a useful general qualification which is acceptable for a full range of A Level and vocational qualifications. It is valued not only in terms of the understanding it provides students but also important transferable skills, useful in any career choice.

**Calendar of study**

<b>Year 10</b>	Anglo-Saxon and Norman England, c. 1060-c.1088	Crime and Punishment in Britain, c. 1000-present, including Whitechapel, c. 1870-c. 1900
<b>Year 11</b>	Weimar and Nazi Germany, 1918-1939	Superpower relations and the Cold War, 1941-1991
<b>Exams</b>	May 2018 ( <i><b>Note: There is no longer a controlled assessment unit in History</b></i> )	

## ICT

The ICT option will consist of CiDA

### Specification Certificate in Digital Applications CiDA (Pearson)

GCSE Information and Communication Technology helps students develop their knowledge of current and emerging technologies, a range of ICT tools and techniques and society's use of ICT

Unit title and description	Assessment	Weighting
<b>UNIT 1: Developing Web Products</b>  When your attention is captured by a web page advertising a competition, promoting an event or launching a new product, what makes you stop and look? Don't be fooled by technical wizardry. It may have spectacular images, eye-catching animation or attention grabbing text, but what makes it effective is the way the components work together. This unit aims to give you the knowledge and skills you need to produce attention grabbing web products using web authoring software, multimedia assets and navigation features. You will demonstrate your ability to design, build and test a web product in a practical computer-based examination set by Pearson.	<b>Written paper</b>  2 hour 30 minutes	<b>25%</b>
<b>UNIT 2: Creative Multimedia</b>  Digital tools can be used to communicate information using any combination of text, images, sound, video and interactive components such as buttons and hyperlinks. Products that use these different components at the same time, such as websites, presentations and games, are multimedia. This unit aims to give you the skills to use the tools and techniques provided by multimedia authoring software to design and create effective multimedia products for specified purposes and audiences.	<b>Controlled Assessment Brief (CAB)</b> provided by Pearson, marked by teachers and moderated by Pearson	<b>75%</b>

### Skills Covered

CiDA will equip learners with sound ICT skills for everyday use and provide opportunities to develop in context those desirable, transferable skills such as planning, research and analysis, working with others or communicating technical concepts effectively. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity.

### Progression

Skills in ICT provide a wide range of career options, as well as a route into further and higher education.

### Calendar of events

Y10 Aut1	Y10 Aut1	Y10 Spring 1	Y10 Spring 1	Y10 Sum 1	Y10 Sum 2
Unit 2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2
Y11 Aut1	Y11 Aut1	Y11 Spring 1	Y11 Spring 1	Y11 Sum 1	Y11 Sum 2
Unit 1	Unit 1	Unit 1	Unit 1	Unit 1	

# Computer Science

## Specification GCSE Computing OCR J276

GCSE specifications in Computing should encourage candidates to be inspired, moved and challenged by following a coherent, satisfying and worthwhile course of study. They should help candidates to gain an insight into related sectors. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

Unit title and description	Assessment	Weighting
<b>01 Computer systems</b> <ul style="list-style-type: none"> <li>• Systems Architecture</li> <li>• Memory</li> <li>• Storage</li> <li>• Wired and wireless networks</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• System software</li> <li>• Ethical, legal, cultural and environmental concerns</li> </ul>	Written paper 1 hour and 30 minutes Written paper (no calculators allowed)	<b>40%</b>
<b>02 Computational thinking, algorithms and programming</b> <ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data representation</li> </ul>	Written paper 1 hour and 30 minutes Written paper (no calculators allowed)	<b>40%</b>
<b>03 Programming project</b> <ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Analysis</li> <li>• Design</li> <li>• Development</li> <li>• Testing and evaluation and conclusions</li> </ul>	Programming project	<b>20%</b>

to gain an insight into related sectors. It will prepare candidates to make informed decisions about further learning opportunities and career choices.

### Progression

Skills in Computing provide a wide range of career options, as well as a route into further and higher education.

### Calendar of events

Y10 Aut1	Y10 Aut1	Y10 Spring 1	Y10 Spring 1	Y10 Sum 1	Y10 Sum 2
Unit 01/02/03	Unit 01/02/03	Unit 01/02/03	Unit 01/02/03	Unit 01/02/03	Unit 01/02/03
Y11 Aut1	Y11 Aut1	Y11 Spring 1	Y11 Spring 1	Y11 Sum 1	Y11 Sum 2
Unit 01/02/03	Unit 01/02/03	Unit 01/02/03	Unit 01/02/03	Unit 01/02/03	



## PERSONAL DEVELOPMENT AND EMPLOYABILITY SKILLS (PDE)

The Prince's Trust Award and Certificate in Personal Development and Employability Skills (PDE) recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.

**Website link:** [www.princes-trust.org.uk/trustqualifications/pde.aspx](http://www.princes-trust.org.uk/trustqualifications/pde.aspx)

**Assessment:** Portfolio based assessment

**Aims of the course:** The PDE qualifications have been developed with the aim of progressing learners into further education and/or employment and are currently delivered to Key Stage 4 students.

**Units studied:** In Year 10 students will study units including:

- Participating in Sport;
- Preparing for a Healthy, Active Lifestyle.

In Year 11 students study unit focused on planning for the future. These include:

- Career Planning;
- Managing My Money.

As part of one of the Year 11 units, we are hoping to offer a week's Work Experience.

**Content:** The qualifications give students the opportunity to:

1. Develop their own personal growth and engagement in, and through learning;
2. Engage in learning to that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment;
3. Prepare themselves for progression into further education programmes, apprenticeships or other work based learning;
4. Develop their English and Mathematics skills.

The Prince's Trust PDE offers Fortismere students the chance to learn in an environment that is different to their other subjects. The flexibility of the course allows us teaching to take place in a creative and engaging way; furthermore, being part of the Prince's Trusts' network, gives us access to a wealth of trips and speakers.

**Main skills covered:** Leadership / communication / team work / confidence building

**Progression:** The PDE qualification is nationally recognised and students can be entered for Level 1 or Level 2. Students' work is moderated by the Prince's Trust.

# MEDIA STUDIES

<http://www.edugas.co.uk/qualifications/media-studies/gcse/>

Aims of the course:

Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth through applying all areas of the framework: newspapers, television, music video and online, social and participatory media. Advertising and marketing, film, video games, radio and magazines are studied in relation to selected areas of the framework.

## Component 1: Exploring the Media

Written examination: 1 hour 30 minutes

40% of qualification

### Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are two questions in this section:

- ☐ one question assessing media language in relation to one set product (reference to relevant contexts may be required)
- ☐ one two-part question assessing representation in relation to one set product and one unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

### Section B: Exploring Media Industries and Audiences

This section assesses two of the following media forms: film, newspapers, radio, video games. It includes:

- ☐ one stepped question on media industries
- ☐ one stepped question on audiences.

## Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

### Section A: Television

- ☐ one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- ☐ one question on media industries, audiences or media contexts.

**Section B: Music (music videos and online media)**

- ☐ one question on either media language or representation (reference to relevant contexts may be required)
- ☐ one question on media industries, audiences or media contexts.

**Component 3: Creating Media Products**

Non-exam assessment  
30% of qualification

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

This linear qualification will be available for assessment in May/June each year. It will be awarded for the first time in summer 2019.

**Progression**

Students often opt to study Film Studies, Media Studies or Photography at A Level. Many students progress onto careers in journalism, film making and work in the creative media industries after Media GCSE.

## MODERN LANGUAGES

We offer three languages at Key Stage 4: French, Spanish and for students already studying it in year 9, Mandarin. Each language will be in a separate options column, so for students currently doing two languages this means that they can choose both languages for GCSE, with an equal timetable allocation of 5 lessons per fortnight. Alternatively they can choose their first language and not their second, or vice versa.

Students studying one language are encouraged to continue with the subject for GCSE, when they will have 5 lessons per fortnight.

All year 9 students have already started the GCSE course, and have completed the first of the 12 units

### The new GCSE in Modern Languages

Next year's year 10 is the third cohort doing the new GCSE specification in French and Spanish and the second in Mandarin.

For the three languages, the key differences between the old exams and the new specification are:

- 100% external assessment – all exam papers will be set and marked by the awarding organisation.
- 25% assessment weightings per skill (listening, speaking, reading and writing).
- Tiered papers, but no mixing of tiers for each component. So if a student is entered for foundation they must sit foundation in listening, speaking, reading and writing.
- Short translations from and into the target language.
- Target language questions in the reading and listening paper.
- Authentic stimuli, including literary texts.
- Compulsory topics linked to: Identity and culture; Local, national, international and global areas of interest; and Current and future study and employment.
- The new 9-1 grading system (top grade = 9).

We use AQA for French and Spanish and Edexcel for Mandarin. Specifications and sample exam papers can be found here:

[French Specification](#)

[Spanish Specification](#)

[Mandarin Specification](#)

#### Assessment:

Assessment will be by four externally examined papers at the end of the course in year 11. Listening, Speaking, Reading and Writing will each be examined and will each contribute 25% to the overall grade. More details on each component are available in the draft specification, above.

## Subject aims and learning objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

## Content

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics (details available via the specification, linked above). The five themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension.



## Allocation of marks & units studied:

### Unit 1 – Performing Music (Coursework) 30%:

- 15% 1 Solo performance or improvisation
- 15% 1 Ensemble (group) performance

Average standard of performances grade 3-5

Both pieces are internally assessed.  
Internally marked. Externally moderated.

### Unit 2 – Composing Music (Course work) 30%:

- 30% 2 Contrasting Compositions (15% each)

- 1 set brief from a choice by the exam board
- 1 free brief chosen by the student

Each composition is submitted with a written essay or a notated score.  
Internally marked. Externally moderated.

### Unit 3 – Listening and Appraising 40%:

All students complete a written paper (1hr 45 mins). The paper is in 2 sections. Students study 8 set works from 4 areas of study: **Instrumental Music 1700-1820 by Bach and Beethoven, Vocal Music by Purcell and Queen, Music for Stage and Screen (Defying Gravity & Star Wars) and Fusions (Afro Celt Sound System & Esperanza Spalding)**

- 6 questions related to 6 out of 8 set works
- 1 short melody or rhythm completion exercise
- 1 question about music not heard before
- 1 essay question comparing 2 pieces



## Assessment:

- Practical exams (30%) are recorded in the school recording studios at specified times through the 2-year course. Final completion **February**.
- Composition Coursework (30%) is submitted to teachers at specified times through the 2 year course for marking and moderation. Final completion **February**.
- Written paper (40%) 1hour 45 minute paper based on a cd (not tiered) sat in **May/ June**.

## Remember:

- Students must **sing or play one instrument** and maintain **weekly instrumental or vocal lessons** (either in school or privately). We would expect playing or singing to reach at least grade 3-5 by the end of Year 11, although the graded examination does not have to have been taken. We appreciate that some students may be more advanced than this at the start of the course, and some may be at an earlier stage of learning. Performance marks are scaled according to the difficulty level.
- **It is expected that all students support one extra – curricular music group each week within school to develop their ensemble skills, broaden their repertoire and rehearsal/ performance experiences.**
- The demands of composition coursework will require additional time spent beyond the lesson time

- **Students will need to be able to read music, or show a willingness to learn, in order to cope with the written paper which analyses 8 set works, some from a notated score.**

### **Aims of the course:**

- Designed for students with an active interest in music and music making across all styles of music; classical, jazz, popular and world fusion.
- Students who learn a second instrument may demonstrate this through composition coursework (30%) and ensemble performance (15%).
- Haringey Music and Performing Arts Centre subsidise the cost of termly instrumental / vocal lessons for GCSE music students to the value of £28 per 10 lessons and offer cheap hire of orchestral instruments.
- Opportunities to attend concerts, workshops, music tours etc. are arranged by the music department. These are to broaden students' musical experience and although helpful to the course, are not compulsory. In addition, we aim to provide opportunities for students to work with professional musicians e.g. collaborations with West End professionals, performance workshops, composer – in – residence.
- Classes are mixed ability and usually have approximately 16 students in each.

### **Content:**

- Work independently and collaboratively with other students on learning new music, preparing for live performances in class and concerts
- Performance & recording skills; how to engage an audience, and how best to practise
- Compositional skills and techniques; creating 2 minute pieces
- Increase your knowledge of the software Logic Pro and Sibelius 6 following on from Year 9
- Analyse 8 set works; what do professional composers do (past and present)
- Strengthen the way we can talk about, discuss and explain in a formal writing style and using extensive music vocabulary.

### **Main skills covered:**

- Performance (solo & ensemble)
- Composition (Logic Pro and Sibelius programs using iMacs)
- Written analysis (essay writing and listening with discrimination)
- Expansive music vocabulary and theory

### **Progression:**

- Music develops many key skills sought by employers e.g. creativity and thinking skills, collaboration, ICT, improving own learning and performance, listening, communication, leadership and self-discipline.
- Students who achieve Grade B or above at GCSE level could progress on to the AS music or Music Technology course. Related music courses include Performing Arts and Media/Theatre Studies.

### **Controlled assignments calendar and percentage:**

60% Coursework: Practical exams 30% & Composition 30%

- End of Y10 exams – Summer term Y10
- Year 11 Mock exams – Autumn term Y11
- Final practical exams – Spring term Y11

## MUSIC TECHNOLOGY

**Syllabus – website -** <http://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html>

**Allocation of marks** - Students complete 4 coursework units and one exam unit

**Assessment** – Working in the music industry is assessed with a 40 min exam, all other units are assessed by collating evidence of work throughout the unit. Evidence is typically comprised of videos of group presentations/discussions, meeting notes, teacher observations, finished compositions and promotional material.

**Aims of the course** – The BTEC course aims to offer a vocational music option at KS4. Each unit is taught with an emphasis on real-world music industry situations such as preparing for a performance or creating, managing and promoting a music product.

**Modules / units studied** - Managing a Music Product (**compulsory – 25% of final mark**), Working in the Music industry (**compulsory 25% of final mark**), Introducing Performance (**optional – 25%**), Introducing Composition (**optional - 25%**) and Introducing Music Technology (**optional - 25%**). Students complete all units but the best two marks are taken from the 3 optional units to calculate the final grade.

### Content –

Working in the Music industry – students learn about the structure of the music industry, the function and interaction of its many parts and the various job roles that people undertake.

Managing a Music Product – students create a music product (e.g. an album/E.P.) and promotional material (e.g. press release/radio advert)

Introducing Performance – students prepare a recital performance for the current year 9s

Introducing Composition – students learn to compose to a brief using music technology

Introducing Music Technology – students learn to use studio equipment to record a band

**Main skills covered** – There is a heavy emphasis on independent learning within the marking criteria as students are encouraged to develop their problem solving and leadership skills throughout the course.

**Progression** – Students could progress to a Level 3 BTEC in music or music technology and A level music technology.

### Controlled assignments calendar and percentage -

		Coursework set	Hand in	Weighting
Year 1	Managing a Music Product	Autumn Term 2, Year 1	Spring Term 1, Year 1	25% (compulsory)
	Introducing Music Technology	Spring Term 2, Year 1	Summer Term 1, Year 1	25% (optional)
Year 2	Introducing Composition	Summer Term 2, Year 1	Autumn term 1, Year 2	25% (optional)
	Introducing Performance	Autumn Term 2, Year 2	Spring term 1, Year 2	25% (optional)
	Managing a music product	<b>Exam - June Year 2</b>		<b>25%</b> (compulsory)

# PHYSICAL EDUCATION

## Syllabus –

<http://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/gcse-pe-spec-accredited.pdf>

## Allocation of Marks;

60% Theory assessed by 2 written exams

30% Practical Performance (in 3 different activities)

10% Coursework (Planning and Performing a Personal Exercise Program)

## Aims of the Course;

- To develop knowledge and practical skills in a wide range of activities
- To examine the effects of exercise and how training can improve performance
- To discover ways to improve your own performance
- To gain an understanding of the scientific principles of sports performance

## Content;

### Theory Topics:

Anatomy & Physiology, Movement Analysis, Physical Training, Use of Data, Health Fitness & Wellbeing, Sport Psychology, Socio-Cultural Influences on Sporting participation,

### Practical Topics:

Students will perform a wide range of sports to develop their technical and tactical ability. Other sports not offered in school may also be considered for assessment (e.g.skiing)

## Main Skills Covered;

- Strong knowledge of the body systems and how are used and they adapt to training
- Practical, coaching and officiating ability
- Fitness gains
- Risk assessments
- Leadership, cooperation, and teamwork
- Analytical skills
- Theoretical knowledge of the role of science in sport

## Progression;

- AS and A Level PE
- BTEC Level 3 Sport and Exercise Sciences
- Coaching and officiating opportunities
- Science based courses (notably Biology)
- Psychology & Sociology based courses

## Controlled Assessments;

- Practical Activities are assessed throughout the year and moderated externally in Easter of Year 11
- Coursework controlled assessments take place in December / January of Year 11

## PHYSICAL EDUCATION BTEC Sports Studies

Equivalent to 1 GCSE

The course is comprised of 2 core units and 2 optional units

**Core Units:**

- 1) **Fitness for Sport and Exercise (25%)** – you will cover the components of physical and skill-related fitness and the principles of training; explore different fitness training methods for developing components of fitness; gain knowledge and skills in undertaking and administering fitness tests
- 2) **Practical Sports Performance (25%)** - this unit focuses on developing and improving your own practical sports performance

**Optional Units: (2 of these must be chosen, 25% each)**

- 1) **The Mind and Sports Performance** – you will learn about the impact of sport psychology such as the role of motivation, goal setting etc
- 2) **The Sports Performer in Action** – you will learn about the body's systems (cardiovascular, respiratory, muscular-skeletal) and how they respond and adapt to exercise
- 3) **Training for Personal Fitness** – you will plan, perform and evaluate a personal fitness training programme.
- 4) **Leading Sports Activities** – you will learn about effective sports leadership and plan and undertake a sports leadership role of your own; planning, carrying out and evaluating leadership sessions in sport.

**Assessment:**

- Unit 1 (Fitness for Sport and Exercise) is assessed by a 1 hour exam
- All other units are assessed through coursework based assignments and moderated by the exam board.

# RELIGIOUS STUDIES

## RELIGIOUS STUDIES GCSE - EXAM BOARD AQA – SPEC A

### SPECIFICATION A – Components 1 and 2 (new specification for teaching from September 2016)

RS is a fascinating GCSE which is **conceptual** and **experience** based. It is conceptual because many of the ideas of God, perfection, the beginnings of time and an after-life are beyond our experience. This means that students will have to **use philosophical reasoning skills to analyse these concepts**. It is evidence based because students also learn how religious believers put their teachings into practice in their every day lives. The natural progression for students taking the RS GCSE is the Philosophy A Level. This GCSE will equip students for further study in many related A Level subjects including, Government and Politics, Sociology, History, English and Classical Civilisation.

#### Unit of study in year 10

##### Component 1 Unit of study in year 10

#### **Component 1 - The Study of Religions, beliefs, teachings and practices**

- **Buddhism**
- **Christianity**

You will learn about the founders of the religion. You will learn about the teachings on how to live, the teachings on an after-life, the existence (or not) of God.

You will read scriptures from both religions. Once you have read these, you will analyse them, memorise them and then look at how these teachings can applied to **modern British Society**.



**One exam at the end of year 11**

**Exam will be 1 hour and 45 minutes**

There will be 2 questions on Christianity and 2 questions on Buddhism.

#### Unit of study in year 11

#### **Component 2 - Thematic Studies - Religious, philosophical and ethical theme**

These four themes are really the “ethics” side of this GCSE. These contemporary and often controversial topics will be studied in relation to modern British society. Students will learn how religious groups in the UK respond to these issues.

- **The Existence of God and Revelation** – philosophical arguments for and against the existence of God, the characteristics of God and knowledge of God.
- **Religion and Life** – the origins and value of the universe and the origins and value of human life. Religious teachings and beliefs about animals, the environment, abortion, euthanasia and death.
- **Religion Crime and Punishment** – the various causes of crime, the various aims and attitudes towards punishment. The prison reform movement.
- **Religion, human rights and social Justice** – Knowledge of Human Rights, justice, equality and freedom of expression. Religious attitudes towards Prejudice and Discrimination and Wealth and Poverty.



**One exam at the end of year 11**

**Exam will be 1 hour and 45 minutes**

When answering questions from this paper, students can make reference to **one** religion or **all** religions **and non-religious beliefs**, such as Humanism.

### Sample exam questions

The exam is structured in such a way that each “question” consists of a 1 mark, 2, mark, 4 mark, 5 mark and 12 mark question.

#### **Religion, Human Rights and social injustice one mark questions**

1 - What is the term for the basic rights and freedoms to which all humans are entitled?

A: Wealth                      B: Poverty                      C: Human rights                      D: Social justice

2 - What word means holding biased opinions?

A: Freedom                      B: Equality                      C: Discrimination                      D: Prejudice

3 - Sexual discrimination means to be prejudice against someone for what?

A: Their religious belief                      B: Their race                      C: Their gender                      D: Their Age

#### **2 mark questions**

Give two religious beliefs about eating meat.

Give two examples of what religious people could do to protect the environment

Give two religious beliefs about how people might experience God's presence through the natural world.

#### **4 mark questions**

Explain two similar religious beliefs about the sanctity of life.

Explain two different religious beliefs about how the human race began.

Explain two similar religious beliefs about what happens after death.

Explain two ways in which the Buddha's enlightenment influences Buddhists today.

#### **5 mark questions**

Explain 2 Christian beliefs about salvation. Refer to scripture or sacred writings in your answer

Explain 2 ways that Christian charities help the poor in less economically developed countries. Refer to Christian teachings in your answer.

Explain 2 of the Buddha's teachings about the three marks of existence

#### **12 mark questions (essay question)**

- 'Euthanasia can be the most compassionate way to help someone who is terminally ill'
- "Capital Punishment should never be used"
- "The Crucifixion is more important to Christians than the resurrection"
- 'Jesus' teaching about wealth has no relevance for Christians today.'
- Compassion is more important in Buddhism than meditation"
- The stories of the Buddha have no relevance for Buddhists today"

Evaluate this statement - Your answer should include the following:

religious arguments that support the statement

religious arguments that disagree with the statement

An evaluation of the best argument

your conclusion

You can also include non-religious points of view in your answer.

# SOCIOLOGY

Exam board WJEC

<http://www.wjec.co.uk/qualifications/sociology/sociology-gcse/>

## Component 1: Understanding Social Processes

Written examination: 1 hour 45 minutes

50% of qualification on the following topic areas:

- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods

## Component 2: Understanding Social Structures

Written examination: 1 hour 45 minutes

50% of qualification on the following topic areas:

- Social differentiation and stratification:
- Crime and deviance
- Applied methods of sociological enquiry

Both exams are a fully written assessment with a mix of short answer, structured questions and essays answers, all compulsory. The essay questions will require candidates to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content.

## This WJEC Eduqas GCSE specification in Sociology requires learners to:

- Apply their sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context
- Critically analyse information and use evidence in order to make informed arguments, reach substantiated judgements and draw conclusions
- Use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality
- Use sociological theories to understand social issues, debates, social changes and continuities over time
- Understand and evaluate sociological methodology and a range of research methods
- Use sociological terminology appropriately and make connections between the key areas of subject content.

## What you will learn

- First you will learn how **society** and **culture** affects influences our **lives**, **values**, and **identity**.
- We'll debate whether our identity is **something we're born with** or **something learnt** using examples such as feral children and cultural diversity.
- You'll learn the agents of socialisation: **family**, **education**, **media** and **peer groups**; plus how **gender**, **class** and **ethnic identity** affects who we are.

## Topics covered

- **Families** including different family structures, the changing roles of men and women and whether the importance of family is declining in modern society.
- **Education** including the reasons for educating people, different strategies that are used by schools and how education is affected by gender, social class and ethnicity.
- **Crime and deviance** including the causes of crime, patterns of criminal behaviour and theories of how we should best tackle criminality.

## Perspectives taken

- **Functionalist** views that focus on society as parts that work together in harmony to maintain a state of balance.
- **Marxist** views that focus on the struggle between social classes asserting that capitalism is inherently exploitative.
- **Feminist** views that focus on power and how this affected by sexual orientation, race, economic status and nationality.
- **New Right** views that have influenced the political right, are pessimistic about modern society and want to return to the 'golden age' which emphasises traditional values, capitalism and economic freedom.

## Progression

The natural progression for students taking the Sociology GCSE is the very popular Sociology A Level. This GCSE will equip students for further study in many related A Level subjects including, Government and Politics, Philosophy, History, and English.

## The challenges

Sociology is a highly engaging but challenging subject at GCSE. Students will learn many new concepts and key terminology but most enjoy applying this new knowledge to issues in society.

- **Essay writing** skills are important as most of your marks will come from essay questions. All assessment is exam based.
- **Research Methods** including understanding how sociological research is conducted and being able to critically evaluate different methods.
- **New theories and terminology** including the different perspectives taken in sociology and how these apply to views on specific issues within society.