



Cirencester Kingshill School

Key Stage 4

Curriculum Booklet

2020 - 2022

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OUR KEY STAGE 4 CURRICULUM

Kingshill School wishes to offer a broad balanced curriculum for **all** its pupils in order to ensure that options are left open at post 16 level, hence there is a large core curriculum which the majority of pupils follow.

The subjects in the core curriculum are:

English, Mathematics, Science, Core PE/Health Related Fitness, RESPECT: Religious Education, PSHEE and Citizenship.

In addition, pupils choose four more courses, which account for the remaining 40% of the timetable.

The following pages describe the subjects available to your son/daughter over the next two years. The section printed on white paper contains details of the core subjects, which all pupils will study. The section printed on yellow paper contains details of the optional subjects.

When helping your child to decide on their subject choice for Key Stage 4, please bear in mind the following points:

(i) 9 to 1 system of GCSE grades

For the examinations taken in the Summer of 2022 the new system of grades will be used in all subjects. The only exception being the BTECs which will be graded from Level 1 pass to Level 2 distinction.

In the new system grades A* to G have been replaced by grades 9 to 1. 9, 8 and 7 equate to A* and A, 6, 5 and 4 equate to B and C and 3, 2 and 1 equate to D to G. The table below explains.

New GCSE Grading Structure												
Old GCSE structure	A* A			B C			D E F G				U	
	9	8	7	6	5	4	3	2	1	U		
New GCSE structure												
<div></div>												
Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above				Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above				The bottom of grade 1 will be aligned with the bottom of grade G				

(ii) English Baccalaureate

It is our belief that pupils benefit from following a broad range of subjects and that this range should only be narrowed in exceptional circumstances. Pupils who gain grades 9 - 4 in English, Mathematics, Science (2 GCSEs, one of which could be Computing), History or Geography and a Foreign Language will be deemed to have gained the English Baccalaureate (EBacc).

Whilst studying the suite of subjects for the English Baccalaureate is not compulsory, the Government still indicates that this is at least an advantage for those pupils wishing to pursue certain further and higher education courses. We strongly recommend that you consider such a combination of subjects should your son/daughter be considering further and higher education.

(iii) Post 16

Please be aware that some further education colleges and Sixth Forms do not accept all GCSE or BTEC subjects as entry qualifications for post 16 courses. We strongly advise that you contact local Post 16 establishments regarding the entry requirements for any such Post 16 courses that your son/daughter may wish to consider at some future date.

- (iv)** Pupils who choose to pursue one area at the expense of another should only do so for positive reasons, i.e. their strengths and talents in Design & Technology or Creative & Expressive Arts should be emphasised, rather than their weakness elsewhere, as justification for dropping a subject.
- (v)** For all Key Stage 4 pupils, the ICT curriculum is firmly embedded within all subjects. We regularly audit all subjects taught in Key Stage 4 to ensure that the ICT curriculum is taught with variety and covered as comprehensively as possible.
- (vi) The Options form at the back of this booklet should be completed and returned to Form Tutors by Friday 20th March 2020 at the latest.**

GCSE ENGLISH LANGUAGE

EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT

Mr T Lee

METHOD OF ASSESSMENT

Examination

100%

COURSE DESCRIPTION

All pupils will study this course and take the same two examinations at the end of Year 11. The grades range from 9 - 1 (9 being the highest).

Good literacy and communication skills are the foundation for every subject in the curriculum and for every future learning path and career. English Language GCSE pupils will extend their knowledge of the technical aspects of writing as well as develop their abilities to respond to a range of text types. They will be encouraged to read a variety of texts to become critical and engaged thinkers.

Assessment is in the form of two examinations:

Examination — Paper One (50%) 1 hour 45 minutes	Examination — Paper Two (50%) 1 hour 45 minutes
<ul style="list-style-type: none">• Section A: Four questions on an unseen fiction text• Section B: Descriptive or Narrative Writing	<ul style="list-style-type: none">• Section A: Four questions on an unseen non-fiction text• Section B: Writing from a 'Point of View'

Speaking and Listening

This section of the course is assessed in lessons and does not count towards a pupil's GCSE grade. They will be awarded either a pass, merit or distinction which will be published on their certificate separately.

WHAT WILL PUPILS LEARN BY TAKING THIS SUBJECT?

- How to read and analyse fiction and non-fiction texts
- Speaking and Listening skills
- How to respond to a range of texts from different periods and genres
- Spelling, punctuation and grammar skills
- Writing for a particular audience and purpose

WHAT ABOUT FUTURE PROGRESSION?

The course offers pupils a good range of experience in English Language and is a qualification all post 16 education providers and employers require.

GCSE ENGLISH LITERATURE

EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT Mr T Lee

METHOD OF ASSESSMENT

Examination

100%

COURSE DESCRIPTION

All pupils will study this course and take the same two examinations at the end of Year 11. The grades range from 9 -1 (9 being the highest).

Studying this course gives pupils the chance to experience some of the greatest writers of all time. They will learn how to read in depth and critically, so that they are able to discuss and evaluate their interpretations and ideas. They will acquire the literary and linguistic terminology necessary to criticise and analyse what they read.

Assessment is in the form of two examinations:

Examination — Paper One (40%) 1 hour 45 minutes	Examination — Paper Two (60%) 2 hours 15 minutes
<ul style="list-style-type: none">• Section A: Shakespeare• Section B: 19th century novel	<ul style="list-style-type: none">• Section A: Prose or Drama• Section B: Poetry from the Anthology• Section C: Unseen poetry

WHAT WILL PUPILS LEARN BY TAKING THIS SUBJECT?

- How to analyse and evaluate characters and themes in a novel
- How to read and interpret a Shakespeare play in detail
- How to respond to ideas and techniques from a range of poetry from different periods

WHAT ABOUT FUTURE PROGRESSION?

The successful completion of a course of study in English Literature provides an appropriate foundation for further study of the subject. It also provides a secure foundation for pupils in terms of general education and lifelong learning in all subjects.

GCSE MATHEMATICS

EXAMINATION BOARD

EDEXCEL

TEACHER IN CHARGE OF SUBJECT

Mr B Upward

METHOD OF ASSESSMENT

Two Written Papers (calculator) 33⅓% each
One Written Paper (non calculator) 33⅓%
Each paper is 1 hour 30 minutes

COURSE DESCRIPTION

The curriculum for Mathematics is divided into three Attainment Targets, all of which are covered throughout the course:

A01: Use and apply standard techniques

A02: Reason, interpret and communicate mathematically

A03: Solve problems within mathematics and in other contexts

Pupils in Year 10 are put into sets according to ability, based on previous performance.

Each group works towards one of the two tiers of entry:

Foundation Tier allows the new grades 5, 4, 3, 2 and 1

Higher Tier allows the new grades 9, 8, 7, 6, 5 and 4

Grade 4 is equivalent to a low grade C. Grade 5 is equivalent to a high C / low B

RANGE OF ACTIVITIES

A big focus of the GCSE course is learning to confidently use a range of standard techniques in number, algebra, geometry and statistics. Pupils will be expected to develop their written mathematics and be able to explain solutions using a variety of mathematical language, including graphs, diagrams and algebra. Problem solving skills will be developed and pupils will be expected to be able to work through problems systematically – employing a range of techniques and reasoning. Homework is an integral part of the course and pupils can expect to be set a homework task after every lesson where appropriate. Numeracy skills are essential and will be regularly tested - although a calculator is also essential for every pupil.

WHAT WILL A PUPIL LEARN BY TAKING THIS SUBJECT?

The course covers the Mathematics Attainment Targets as set out above. In addition, pupils will learn how to:

- Work through problems in a positive and logical way
- Relate their mathematical abilities to real life situations
- Improve their ICT skills

HOW DOES MATHEMATICS HELP A PUPIL AS A QUALIFICATION FOR FUTURE COURSES AND CAREERS?

Mathematics GCSE is a pre-requisite for many courses in Further and Higher Education.

In addition to this, prospective employers place a high value on the Mathematics grade achieved.

GCSE COMBINED SCIENCE: TRILOGY (DOUBLE AWARD) (2 GCSEs)

EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT Mrs S Pearson

METHOD OF ASSESSMENT

Biology	Chemistry	Physics
2 papers each 1 hour 15 minutes	2 papers each 1 hour 15 minutes	2 papers each 1 hour 15 minutes
Each paper worth 16.7%	Each paper worth 16.7%	Each paper worth 16.7%

COURSE DESCRIPTION

The double award will cover the three science disciplines in the traditional fashion and will enable pupils to be graded on a 17 point grading scale from 9-9, 9-8 through to 2-1 and 1-1. Pupils will study for 6 lessons a week with a range of engaging practical methods as well as scientific theory that will enable them to achieve their full potential. All assessment will be carried out at the end of Year 11 enabling pupils to earn two GCSE grades in science.

RANGE OF ACTIVITIES

Pupils are taught in classes with differentiated resources to allow them to work and be examined at their appropriate level. The pupils will be using textbooks and ICT to support their learning in school and will also have access to the course/textbook on-line for use at home. They will be provided with complimentary workbooks and have the option to purchase revision guides to complement the workbooks. Although there is no separate practical coursework examination all practical work carried out in lessons can be examined on any of the 6 examination papers.

HOW DOES SCIENCE HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

The course provides a sound background in all the three key areas of science; Biology, Chemistry and Physics. It is also an excellent foundation for those wishing to pursue more vocational science-based courses at college. However, pupils wishing to take up A levels in any of the three discrete science areas need to consider Triple Science as an option subject.

PHYSICAL EDUCATION (CORE)

EXAMINATION BOARD

N/A

TEACHER IN CHARGE OF SUBJECT

Mr P Hamblin

COURSE DESCRIPTION

Physical Education is taught for 2 hours and 30 minutes per week in Year 10 and 1 hour 40 minutes in Year 11. During Year 10, part of the curriculum includes a 50 minute period dedicated to Health Related Fitness and Leadership Pathways. Pupils will have the opportunity to undertake the Kingshill Junior Sports Leader programme.

RANGE OF ACTIVITIES

In Year 10, pupils opt into an activities pathway delivered in 4/5 week blocks for their double lesson. During the single lesson all pupils participate in the Junior Sports Leader course. The course incorporates an understanding of key components for organising and delivering sports based activities. During the first part of the year, pupils are taught a variety of skills to prepare them to be more effective leaders. These skills include organisation, communication, umpiring and officiating and understanding fair play in sport. Pupils are then expected to lead a sport session of their choice for a minimum of one lesson to a group of school pupils.

In Year 11, as well as opting into an activity pathway, pupils have the opportunity to attend activities that are based off-site, this includes the use of Cirencester Football Arena and the fitness suite at the Cotswold Leisure Centre. Each activity pathway lasts for a school term.

All pupils are expected to commit to a sporting activity and try their best to engage and enjoy the lesson, this is a recreational opportunity for pupils to be physically healthy and will help pupils maintain an active lifestyle free from the pressures of their examination subjects.

OPTIONS FOR ACTIVITIES in Key Stage 4		
YEAR 10		YEAR 11
Rugby	Dance - Modern	Body Combat
Netball	Dance - Exercise to music	Basketball
Basketball	Problem Solving	Trampolining
Badminton	Softball	Badminton
Athletics	Rounders	Fitness Training
Football	Cricket	Arena Football
Health Related Fitness	Volleyball	Aerobics/Pilates
Tennis	Trampolining	Dance
		Rounders/Softball

RESPECT

EXAMINATION BOARD

N/A

TEACHER IN CHARGE OF SUBJECT

Mr M Macaulay

COURSE DESCRIPTION

The “RESPECT” course comprises Religious Studies with elements of Personal, Social, Health and Economic Education (PSHEE) and Citizenship.

The course will cover a range of topics that overlap between the three subject areas as well as topics that are discrete to each individual subject.

Religious Studies topics will include a comparative study of religions and philosophical and ethical arguments surrounding such issues as human relationships, conflict, the distribution of wealth and medical ethics.

Pupils will also cover a range of Citizenship-related topics including: law and order, the role of Parliament, financial awareness, consumer rights, rights at work, moral and social issues and British society. PSHEE topics will include issues such as personal health and safety, hygiene, relationships, financial awareness and consumer rights.

RANGE OF ACTIVITIES

The lessons are intended to be stimulating, active and engaging. Approaches to study are varied and include individual and group classwork, use of ICT, role play and debates and a range of activities involving outside speakers. Pupils are encouraged to get involved in school and community activities and to keep a record of these to contribute to their final school report.

HOW DOES RESPECT HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

RESPECT is vital preparation for adult life, enabling pupils to be healthy, responsible, active and informed members of our community.

GCSE GEOGRAPHY

EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT

Mr P Rowe

METHOD OF ASSESSMENT

Examination 100%

COURSE DESCRIPTION

Unit 1: Living with the physical environment

Assessed by a written examination of 1 hour 30 minutes and worth 35% of the GCSE qualification.

There are 3 sections to this unit.

Section A: The challenge of natural hazards

Pupils will study tectonic hazards (earthquakes and volcanoes), tropical storms, extreme weather in the UK and climate change. They will look at the impact of these hazards and how they are managed.

Section B: Physical landscapes in the UK

Pupils will look at coastal landscapes and river landscapes, both in the UK. As well as looking at the processes and features associated with these landscapes pupils will also study how these landscapes are managed.

Section C: The living world

In this section pupils will gain an overview of the world's ecosystems before focussing in on the tropical rainforest biome and the hot desert biome.

Unit 2: Challenges in the human environment

Assessed by a written examination of 1 hour and 30 minutes and worth 35% of the GCSE qualification.

There are 3 sections to this unit.

Section A: Urban issues and challenges

Pupils will study cities around the world with particular focus on London and Mumbai. They will look at the reasons for the growth of these cities and how the problems that beset them can be overcome.

Section B: The changing economic world

In this section pupils will learn how different countries and regions are classified depending on their level of economic development and quality of life. They will look at how disparities in development can be managed and how countries have coped with changes in the world economy.

Section C: The challenge of resource management

Pupils will study an overview of the global and UK distribution of food, water and energy. They will then look at water in more detail, the reasons for its insecure supply and how reserves might be increased.

Unit 3: Geographical applications

Assessed by a written examination of 1 hour and worth 30% of the GCSE qualification. There are 2 sections to this unit.

Section A: Issue evaluation

Pupils will study one geographical issue in detail. The examination board will release a resource sheet relating to the issue in the March before the final examinations. Teachers will have no prior warning of what the issue will be other than that it will be from the course. Time in the spring term will be used to go through the geographical issue with the pupils. The teachers will ensure that pupils are familiar with different viewpoints on the issue and are in a position to give their opinion in the examination.

Section B: Fieldwork

Pupils will undertake two field trips during the course. One will be to a river, the other to an urban area. In the examination pupils will have to show understanding of how fieldwork is carried out, how results are analysed and how conclusions are drawn.

RANGE OF ACTIVITIES

Pupils will have the opportunity to develop geographical skills (for example use of maps, satellite images, aerial photographs) as these are integral to the course.

Fieldwork remains at the heart of Geography and it is important that pupils are able to attend both fieldwork days if they are to complete the course.

HOW DOES GEOGRAPHY HELP WITH FUTURE COURSES AND CAREERS?

GCSE Geography requires a range of skills valued by both employers and higher or further education institutions. For example, collecting, analysing and evaluating data (when completing fieldwork) are skills demanded in a range of careers. GCSE Geography is extremely useful to those wishing to study a range of A levels (the Earth Sciences, Economics, Sociology) or vocational courses (BTEC Agriculture or Travel and Tourism).

GCSE HISTORY

EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT

Mrs K Couchman

METHOD OF ASSESSMENT

Examination 100%
Two 1 hour 45 minute examinations

COURSE DESCRIPTION

This course covers: one period study, one wider world depth study, one thematic study and one British depth study (including the historical environment).

Paper 1: Part 1 Understanding the Modern World: Germany 1890-1945

This period study focuses on the development of Germany during a turbulent half century of change. Pupils will study the development and collapse of democracy in Germany following the First World War as well as the rise and fall of Nazism.

Paper 1: Part 2 Understanding the Modern World: Conflict and Tension 1918-1939

This wider world depth study enables pupils to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement as well as focusing in detail on the main causes of the Second World War.

Paper 2: Part 1 Shaping the Nation: Health and the People c1000 to the Present Day

This thematic study will enable pupils to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, evaluating their impact on British society.

Paper 2: Part 2 Shaping the Nation: Elizabethan England, c1568-1603

This option allows pupils to study the last 35 years of Elizabeth I's reign in depth. The unit focuses on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints.

Within this unit, pupils will be examined on a historic site in depth. This will relate to Elizabethan England, for example a Tudor manor house. The site will change annually and is selected by the examination board. It is likely that there will be an opportunity during the course to visit a similar site to the one nominated for the examination. This will allow pupils to develop a deeper insight into this period and help pupils gain a greater level of understanding to help with the examination.

RANGE OF ACTIVITIES

Approaches to study are varied including individual and group class work, drama and role-play, use of ICT, debates, research activities and group presentation. Pupils may also have the opportunity to go on a visit to Berlin.

HOW DOES HISTORY HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

This course will allow pupils to progress to an Advanced level in History. The study of History can lead to a potential career in: Law, Local Government, Politics, Journalism, Media and Arts, Archaeology and Anthropology.

The skills developed during the course will also help in the study of: Geography, Sociology, English, Politics, Religious Studies, Law, Archaeology and Anthropology at a higher level.

GCSE RELIGIOUS STUDIES

EXAMINATION BOARD

OCR

TEACHER IN CHARGE OF SUBJECT

Mr M Macaulay

METHOD OF ASSESSMENT

Examination 100%
One 2 hour examination and
Two 1 hour examinations

COURSE DESCRIPTION

This course will enable pupils to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing an understanding of non-religious beliefs. Pupils will be encouraged to develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness. The course involves a study of two religions—Islam and Christianity—in Year 10, before broadening into an exploration of philosophical and moral issues in Year 11.

RANGE OF ACTIVITIES

Pupils will participate in a range of activities including individual and group work, ICT for presentation and research, simulation exercises and debating tasks designed to promote evaluative skills.

WHAT WILL A PUPIL LEARN BY TAKING THIS SUBJECT?

Pupils will acquire knowledge and understanding of the faith studied. In addition:

- To listen to the views of others
- To consider responses to moral issues
- To respond to fundamental questions of life
- To develop skills of empathy and tolerance
- To work independently and with others

HOW DOES RELIGIOUS STUDIES HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

Pupils will continue to develop the generic skills that enable people to perform well in education, training and life as a whole. This course will enable pupils to develop skills relevant to the study of philosophy and religion in the future, for example those who wish to take the subject at A level or beyond.

We are living in a multi-cultural society where greater understanding of one another's lifestyles and beliefs is vital. It should help for better relationships in the work place as well as our social environments. This course is designed to foster greater understanding of different lifestyles and encourage open discussion on ethical issues and those of a global nature.

GCSE ART

EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT

Mrs R Vine

METHOD OF ASSESSMENT

Coursework 60%

Controlled Test 40%

COURSE DESCRIPTION

Portfolio of Work: 60%

The portfolio of work counts as 60% of the pupil's final mark. It will be completed with guidance from their teacher to ensure that there is evidence of a response to all the assessment objectives. We offer a GCSE course which allows pupils to work in a range of disciplines e.g. drawing, painting, ceramics, textiles, mixed media, printmaking and 2 and 3 dimensional design. The portfolio of work will be produced in response to the study of 2 main themes, for example, portraiture/still life. **(These projects may change. New projects may be introduced at the discretion of the teacher in charge of the subject).** This collection of work must demonstrate an ability to sustain work from an initial starting point or project brief to the realisation of intentions. The work must show evidence of research, development of ideas and meaningful links with the work of artists, designers and craftspeople.

External Set Task: 40%

This will be set by the AQA examination board. A set of starting points will be provided by them and Exam papers are given out in January. Pupils will choose to respond to one of these. Pupils will be allowed a set amount of time (approximately 12 weeks) where they will be given guidance by their teachers so that they can produce a personal response to the brief given. Pupils will then be allowed 10 hours of supervised time in which to produce a final piece/pieces. Pupils will spend 2 whole days working on their examination piece in the Art Room (10 hours). All sessions are in silence under examination conditions.

HOMEWORK

Homework forms an important feature of GCSE work.

Homework will relate to their practical work and could include research into artists, techniques, skills, development, experimentation and presentation of ideas. Pupils are expected to spend at least an hour on their Art homework when it is set. Pupils may need, or want, to take longer on occasions. Pupils are required to buy a good quality, fairly priced sketchbook from the Art department.

HOW DOES ART AND DESIGN HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

The GCSE course provides pupils with excellent opportunities to realise their creative potential. The course can provide the foundation for pupils to embark on a career path within the creative industries. GCSE Art is essential for entry to Art College courses including AS/A level /BTEC. GCSE Art is a valuable qualification for any pupil considering a career in design, teaching, hairdressing, theatre, TV, advertising or fashion.

GCSE PHOTOGRAPHY

EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT

Mrs R Vine

METHOD OF ASSESSMENT

Coursework 60%

Controlled Test 40%

COURSE DESCRIPTION

Portfolio of Work: 60%

Pupils will produce practical and critical/contextual work in one or more area(s) including theme-based photography (portrait, landscape, still-life, reportage, documentary, photo-journalism, narrative photography and experimental imagery). The portfolio of work will include more than one extended collection of work demonstrating an ability to sustain work from an initial starting point to the realisation of intentions. All work must show evidence of research, development of ideas and understanding of different styles, genres and traditions in photography.

Pupils will use Adobe Lightroom and Photoshop to edit and manipulate their images. A significant part of the process requires pupils to work using a computer. Pupils must demonstrate that they can analyse and understand photographs and images. The course requires them to write about their observations, feelings and opinions. They will also need to research the genre, photographer, artist, designer or source that they have chosen to study.

Pupils will present their work in sketchbooks bought from the Art department. Work will be in the form of mixed media and powerpoint presentations. Due to the nature of the course and the need to take photographs beyond the classroom, we also hope to take pupils out on several visits over the duration of the course. We will also expect pupils to complete homework tasks during holiday periods.

External Set Task: 40%

This will be set by the AQA examination board. A set of starting points will be provided by them. Pupils will choose to respond to one of these. Pupils are allowed a set preparation time (approximately 8 weeks) where they will be given guidance by their teacher so that they can produce a personal response to the brief given. Pupils are then expected to produce a personal outcome over a 10 hour period under examination conditions.

HOMEWORK

Homework is an important and essential part of the course. Pupils will regularly be asked to go out taking photos for all projects. (For example letters in the environment/portraits of different age people.) Homework will link with their practical work and could include research into photographic techniques, experimentation, development and presentation of ideas. It is essential that pupils complete the tasks set. Pupils are expected to spend at least an hour on their Photography homework when it is set. They may need, or want, to take longer on occasions. **During holiday time we will also expect pupils to take advantage of any opportunity to visit places of interest here and abroad.**

Access to a digital camera is DESIRABLE but not essential

This GCSE course provides pupils with excellent opportunities to realise their creative potential through photography. They will explore how feelings, ideas and meanings are conveyed and interpreted in images.

HOW DOES ART AND DESIGN: PHOTOGRAPHY HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

This course will provide the foundation for pupils to embark on further qualifications including AS/A level/BTEC. GCSE photography would be a valuable qualification for any pupil considering a career in design, teaching, theatre, TV, fashion, advertising or journalism.

GCSE DRAMA

EXAMINATION BOARD

WJEC/EDUCAS

TEACHER IN CHARGE OF SUBJECT

Ms E Stones

METHOD OF ASSESSMENT

Component 1	Devising Theatre; internal assessment	40%
Component 2	Performing from a text; external assessment	20%
Component 3	Interpreting Theatre; written examination, 90 minutes	40%

COURSE DESCRIPTION

Component 1 Devising Theatre (Internally assessed, 40% of qualification)

Pupils will be assessed on either acting or design. Pupils participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by the board. Pupils must produce a realisation of their piece of devised theatre, a portfolio of supporting evidence and an evaluation of the final performance or design.

Component 2 Performing from a text (Externally assessed, 20% of qualification)

Pupils will study two extracts from the same play and will participate in a performance using sections from both extracts. Learners will be assessed on acting or design.

Component 3 Interpreting Theatre (Written examination, 90 minutes, 40% of qualification)

Section A: Pupils will answer a series of questions on their set text. In preparation, pupils are encouraged to study their chosen text practically as a performer, designer and director.

Section B: Pupils will answer one question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

WHAT WILL A PUPIL LEARN BY TAKING THIS SUBJECT?

As well as acting and design skills, pupils must demonstrate that they can research, work well in a group, manage their time effectively, reflect upon and evaluate their own work (and that of others) and analyse live productions. Because the course is so varied, no two lessons are the same and homework is similarly diverse. Drama is an extremely rewarding GCSE and pupils can expect to gain much in terms of self-confidence and communication skills, as well as developing their knowledge and understanding of how drama and theatre is created and performed.

HOW DOES DRAMA HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

GCSE Drama is a recognised qualification for many careers (not only those associated with the theatre) as it develops those most essential life skills of communication, confidence, creativity and working with others. All employers are looking for an ability to communicate effectively, think creatively and work confidently with others and alone. GCSE Drama can also lead onto A level Theatre Studies. This can be a qualification for a degree in Theatre, Television or Film, which could then lead into one of the many associated professions.

GCSE MUSIC

EXAMINATION BOARD

Eduquas

TEACHER IN CHARGE OF SUBJECT

Mr J Driver

GCSE music is about the composing, listening and performing of music. The course expects pupils to be interested in all types of music from Classical music, to jazz, to musical theatre and more conventional Popular music with fusion incorporated.

Pupils need to be proficient in an instrument (this includes voice) having studied either with an instrumental teacher or during school music lessons. Pupils need to be at Grade 2 standard or equivalent and on the 'Confident' pathway, to be eligible for the course. All pupils should be able to read simple music notation and have a grasp of chords. Anyone that needs further information on this should see Mr Driver to clarify individual circumstances.

The course covers understanding music, performing music and composing music and looks closely at the following areas:

Areas of study:

1. Music Forms and Devices
2. Music for Ensemble
3. Music for Film
4. Popular Music

And the following strands within the areas of study:

- Set works and wider listening
- Musical elements
- Musical language

COURSE DESCRIPTION / CONTENT

Component 1 Performing 30%

All pupils perform one solo piece and one ensemble lasting a combined minimum of four minutes and a maximum of seven minutes.

Component 2 Composing 30%

Pupils compose music throughout the course in groups and individually. They are assessed on one free composition and one set to an external brief. The combined duration of these pieces must be a minimum of three minutes and a maximum of four and a half minutes.

Component 3-4 Contextualised understanding 40%

Demonstrate and apply musical knowledge through responding to short and extended questions in the final examination linked to the study pieces covered in the course. Pupils listen and respond to music from a wide variety of styles covered in the course which will be assessed within the final examination of 1 hour 45 minutes.

WHAT SKILLS WILL PUPILS DEVELOP?

- Develop skills, knowledge and understanding in performing, composing, listening and appraising
- Develop aural perception, musical sensitivity and imaginative response
- Develop social, personal and cultural development through creating and performing music with others

HOW DOES MUSIC HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A levels in Music and Music Technology, as well as BTEC National Diplomas (in Music, Popular Music and Music Technology) and the Vocational A-level in Performing Arts.

In most fields of employment the qualifications are non-specific - for example you could be expected to have a minimum of 5 GCSEs. In many cases this will not state which particular subjects beyond English and Mathematics (or Science in some cases) are required. So as well as jobs in the music industry, teaching, publishing, and the entertainment industry, Music is appropriate to any job which involves communication and expressive skills and universities like to see pupils have a rounded curriculum base.

GCSE FRENCH

EXAMINATION BOARD

AQA

TEACHERS IN CHARGE OF SUBJECT

Mrs J Millar

METHOD OF ASSESSMENT

Listening Examination	35-45 minutes	25%
Reading Examination	45 minutes - 1 hour	25%
Speaking Examination	individual oral exam	25%
Writing Examination	1 hour—1 hour 15 minutes	25%

COURSE REQUIREMENTS

It is highly recommended that pupils should be working on the 'Secure' pathway or above in French in Year 9 if they wish to study the language to GCSE. This reflects their ability to manipulate three tenses with confidence.

COURSE DESCRIPTION

The course covers four main topic areas that are engaging and relevant to young people. Assessment is equally weighted. All examinations will take place at the end of the course in Year 11. The three main themes are:

Theme 1 Identity and culture

Me, my family and friends, relationships with family and friends, marriage/partnership, technology in everyday life, social media, mobile technology, free-time activities, music, cinema and TV, food and eating out, sport, customs and festivals in French-speaking countries/communities.

Theme 2 Local, national, international global areas of interest

Home, town, neighbourhood, region, social issues, charity, voluntary work, healthy living, environment, poverty, homelessness, travel and tourism.

Theme 3 current and future study and employment

My studies, life at school/college, education post 16.

RANGE OF ACTIVITIES

The course will consist of a range of activities, designed specifically to focus on and develop the four skill areas of language learning: Listening, Speaking, Reading and Writing, preparing the candidate with the necessary skills and knowledge to succeed in the final examinations. Approaches to teaching and learning are varied and will include individual and group work, role play, use of ICT and pupil presentations.

METHODS OF ASSESSMENT

Formal examinations at the end of the two year course will test the skill areas of listening, reading, speaking and writing.

HOW DOES FRENCH HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

By continuing with a Modern Foreign Language, pupils' choices go way beyond specialist occupations like interpreting, translation and language teaching. There are many opportunities in many industries for people with language skills at all levels.

Here are just a few of them, where having a knowledge of another language could be an advantage: Business Services, Central Government, Engineering, Event Management, Financial Services, Marketing, Media, Public Services, Travel and Tourism, Voluntary Organisations.

When pupils learn a language, they also learn how other people live and find out about the world through their eyes.

English is one of the great global languages of the 21st century, but will only take us so far. Only 6% of the world's population speak English as a first language. 75% of the world's population don't speak any English.

French is spoken by about 77 million people (called Francophones) as a mother tongue, and 128 million including second language speakers. It is an official or administrative language in various communities and organisations (such as the European Union, IOC, United Nations). It is also an official language in many parts of Africa, as well as Canada, Belgium, Switzerland, and Luxembourg.

GCSE GERMAN

EXAMINATION BOARD

AQA

TEACHERS IN CHARGE OF SUBJECT

Mrs H Brown

METHOD OF ASSESSMENT

Listening Examination	35-45 minutes	25%
Reading Examination	45 minutes - 1 hour	25%
Speaking Examination	individual oral exam	25%
Writing Examination	1 hour—1 hour 15 minutes	25%

COURSE REQUIREMENTS

It is highly recommended that pupils should be working on the 'Secure' pathway or above in German in Year 9 if they wish to study the language to GCSE. This reflects their ability to manipulate three tenses with confidence.

COURSE DESCRIPTION

The course covers four main topic areas that are engaging and relevant to young people. Assessment is equally weighted. All examinations will take place at the end of the course in Year 11. The three main themes are:

Theme 1 Identity and culture

Me, my family and friends, relationships with family and friends, marriage/partnership, technology in everyday life, social media, mobile technology, free-time activities, music, cinema and TV, food and eating out, sport, customs and festivals in German-speaking countries/communities.

Theme 2 Local, national, international global areas of interest

Home, town, neighbourhood, region, social issues, charity, voluntary work, healthy living, environment, poverty, homelessness, travel and tourism.

Theme 3 current and future study and employment

My studies, life at school/college, education post 16.

RANGE OF ACTIVITIES

The course will consist of a range of activities, designed specifically to focus on and develop the four skill areas of language learning: Listening, Speaking, Reading and Writing, preparing the candidate with the necessary skills and knowledge to succeed in the final examinations. Approaches to teaching and learning are varied and will include individual and group work, role play, use of ICT and pupil presentations.

METHODS OF ASSESSMENT

Formal examinations at the end of the two year course will test the skill areas of listening, reading, speaking and writing.

HOW DOES GERMAN HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

By continuing with a Modern Foreign Language, pupils' choices go way beyond specialist occupations, like interpreting, translation and language teaching. There are many opportunities in many industries for people with language skills at all levels.

Here are just a few of the opportunities where having a knowledge of another language could be an advantage: Business Services, Central Government, Engineering, Event Management, Financial Services, Marketing, Media, Public Services, Travel and Tourism, Voluntary Organisations.

When pupils learn a language, they also learn how other people live and find out about the world through their eyes.

English is one of the great global languages of the 21st century, but will only take us so far. Only 6% of the world's population speak English as a first language. 75% of the world's population don't speak any English.

German is the language with the most native speakers in the European Union. It is spoken primarily in Germany, Austria, Liechtenstein, the major part of Switzerland, Luxembourg, the Südtirol (South Tyrol) region of Italy, the East Cantons of Belgium, parts of Romania, Alsace (Elsass) and part of the Lorraine region of France. Additionally, several former colonial possessions of these countries, such as Namibia, have sizeable German-speaking populations, and there are German-speaking minorities in several eastern European countries, including Russia, Hungary and Slovenia.

GCSE SPANISH

EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT

Miss E Bidwell

METHOD OF ASSESSMENT

Listening Examination	35-45 minutes	25%
Reading Examination	45 minutes - 1 hour	25%
Speaking Examination	individual oral exam	25%
Writing Examination	1 hour—1 hour 15 minutes	25%

COURSE REQUIREMENTS

It is highly recommended that pupils should be working on the 'Secure' pathway or above in Spanish in Year 9 if they wish to study the language to GCSE. This reflects their ability to manipulate three tenses with confidence.

COURSE DESCRIPTION

The course covers four main topic areas that are engaging and relevant to young people. Assessment is equally weighted. All examinations will take place at the end of the course in Year 11. The three main themes are:

Theme 1 Identity and culture

Me, my family and friends, relationships with family and friends, marriage/partnership, technology in everyday life, social media, mobile technology, free-time activities, music, cinema and TV, food and eating out, sport, customs and festivals in Spanish-speaking countries/communities.

Theme 2 Local, national, international global areas of interest

Home, town, neighbourhood, region, social issues, charity, voluntary work, healthy living, environment, poverty, homelessness, travel and tourism.

Theme 3 current and future study and employment

My studies, life at school/college, education post 16.

RANGE OF ACTIVITIES

The course will consist of a range of activities, designed specifically to focus on and develop the four skill areas of language learning: Listening, Speaking, Reading and Writing, preparing the candidate with the necessary skills and knowledge to succeed in the final examinations. Approaches to teaching and learning are varied and will include individual and group work, role play, use of ICT and pupil presentations.

METHODS OF ASSESSMENT

Formal examinations at the end of the two year course will test the skill areas of listening, reading, speaking and writing.

HOW DOES SPANISH HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

By continuing with a Modern Foreign Language, pupils' choices go way beyond specialist occupations, like interpreting, translation and language teaching. There are many opportunities in many industries for people with language skills at all levels.

Here are just a few of them, where having a knowledge of another language could be an advantage: Business Services, Central Government, Engineering, Event Management, Financial Services, Marketing, Media, Public Services, Travel and Tourism, Voluntary Organisations.

When pupils learn a language, they also learn how other people live and find out about the world through their eyes.

English is one of the great global languages of the 21st century, but will only take us so far. Only 6% of the world's population speak English as a first language. 75% of the world's population don't speak any English.

Spanish is spoken by more than 500 million people worldwide. Apart from Spain, Spanish speaking populations include Andorra, Argentina, Belize, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Gibraltar, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Uruguay, the USA and Venezuela.

GCSE PHYSICAL EDUCATION

EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT

Mr P Hamblin

METHOD OF ASSESSMENT

Examination	60%
Practical	40%
Two Written Papers	1 hour 15 minutes each

COURSE EXPECTATIONS

Pupils studying the GCSE P.E. course will be expected to have a commitment to sport in Physical Education lessons as well as being involved in extra-curricular teams, clubs and sporting events. Although this is an applied practical course (40%) pupils studying PE GCSE should be aware of the importance placed on the theory aspect of the course worth 60% of the final grade.

WHAT WILL A PUPIL LEARN BY TAKING THIS SUBJECT?

Pupils will be assessed on the performance of their best sporting physical activities. In each practical activity pupils will develop their skills, tactics, understanding of the rules and learn how to analyse performance. The final practical grade is taken from the **three** highest sporting activities completed. These three activities must come from the list specified by the examination board (see over page). One team **and** one individual sporting activity from the list, **plus** another team or individual sporting activity must be included in the final assessed performance. Pupils are also required to complete an assessed analysis of performance within a chosen sport.

Pupils will gain an understanding of the structure and function of how the body works. This knowledge will be applied to physical exercise dealing with health related fitness components, training methods and sports nutrition. Pupils will also investigate factors that influence sports performance, including the learning of skills and the prevention of, and recovery from, sports injury.

Pupils will further their knowledge by learning about social and cultural influences on sport and the benefits of being physically active. Additional topics will include the psychology of sport, performance enhancing drugs, sports sponsorship, the media and the use of sports technology. The use of data applied to sport will also be examined.

Pupils should be aware that although every attempt is made to teach through practical sessions, at least one lesson a week will be spent on the theoretical aspects of the course.

HOW DOES GCSE P.E. HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

Pupils who undertake the GCSE P.E. course will have a solid grounding in a variety of different sporting roles and Physical Education topics, which can be studied further within Key Stage 5. These include aspects of Sport Science, Sports Coaching, Dance, BTEC Sport National Diploma, Community Sports Leader Awards as well as A level Physical Education.

The leisure and sports related industries are growth areas for future employment opportunities. The GCSE P.E. course provides an excellent introduction to an expanding and increasingly specialised field. The new specification will assess the theory of sports science and will link with the subjects of Human Biology, Chemistry and Psychology. This will support a future career in medicine or elite sports performance.

GCSE PHYSICAL EDUCATION UNIT GUIDE

Paper 1: The human body and movement in physical activity and sport

30% Theory - Written Paper 1hour 15mins

Paper 2: Socio-cultural influences and well-being in physical activity and sport

30% Theory - Written Paper 1hour 15mins

Multiple choice and extended questions based on applied knowledge.

Group 1: Assessed within a team sport or activity

Association Football (cannot be five-a-side or futsal), Doubles Badminton, Basketball, Boccia, Cricket, Group / Duet Dance (can only be used for one activity), Handball, Field Hockey (cannot be assessed as Ice / Roller Hockey), Lacrosse, Netball, Rowing (this can only be used for one activity), Rugby Union or League or Sevens (cannot be tag rugby), Doubles Squash, Doubles Table Tennis, Doubles Tennis, Volleyball.

Select a minimum of 1 (or a maximum of 2) activities from this list of sports - each activity is worth 10% of final grade.

Group 2: Assessed within an individual sport or activity

Amateur Boxing, Athletics, Badminton (cannot be assessed with Doubles), Canoeing / Kayaking (cannot be assessed in both), Cycling Track or Road only (cannot be assessed in both), Solo Dance (can only be used for one activity), Platform Diving, Golf, Gymnastics (Artistic - floor routines and apparatus only), Equestrian, Rock climbing (can be indoor or outdoor climbing), Sculling (cannot be assessed with Rowing, Canoeing or Kayaking), Skiing (cannot be assessed with snowboarding and must not be on dry slopes), Snowboarding (cannot be assessed with skiing and must not be on dry slopes), Squash (cannot be assessed with Doubles), Swimming (cannot be personal survival or lifesaving), Table Tennis (cannot be assessed with Doubles), Tennis (cannot be assessed with Doubles), Trampolining.

Select a minimum of 1 (or a maximum of 2) activities from this list of sports - each activity is worth 10% of final grade.

Coursework: Analysis of performance within a chosen sport from Group 1
10% or 2 (above)

The above sporting activities are all part of the AQA course guide. Any not listed cannot be assessed.

BTEC FIRST AWARD IN SPORT
Equivalent to 1 GCSE, grades 9 to 1

EXAMINATION BOARD

EDEXCEL

TEACHER IN CHARGE OF SUBJECT

Mrs A Hussey

METHOD OF ASSESSMENT

External assessment 25% (1 Unit)
(On-line / screen examination, 1 hour)

Internal Assessment 75% (3 Units)
(Theory based assignments)

COURSE OVERVIEW

The new BTEC First Award in Sport is an exciting course that has been developed to provide one Level 1/Level 2 (GCSE Equivalent) qualification. The course is delivered and assessed in a supportive assignment based format. Pupils complete two compulsory modules plus two optional modules. The compulsory module "Health and Fitness for Sport and Exercise" requires pupils to sit an on-line / screen examination set by Edexcel, worth 25% of the course. In addition, pupils will be assessed on the compulsory module "Practical Sports Performer" and two optional modules, from the three listed below. Each of these modules will be broken down into different assignments and internally assessed by Kingshill School P.E. staff. Assignments are graded at a Level 1 Pass, Level 2 Pass, Level 2 Merit or Level 2 Distinction. A Level 1 Pass represents a grade 3 at GCSE, Level 2 Pass represents grades 4/5, Level 2 Merit a grade 6 and a Level 2 Distinction grades 7/8/9 at GCSE.

MODULES (each worth 25% of the final grade)

Compulsory Assignments in:

- Health and Fitness for Sport and Exercise - on-line/screen examination (25% of final grade)
- Practical Sport and Performance (25% of final grade)
- Leading Sports Activity (25% of final grade)
- Training for personal fitness (25% of final grade)

In order to complete the modules listed above pupils could expect to have one or two practical lessons each week.

WHAT WILL A PUPIL LEARN BY TAKING THIS SUBJECT?

The course itself will focus on:

- encouraging personal development through practical participation and performance in a range of sports and exercise activities
- providing learners with a wider understanding and appreciation of health-related fitness, sports and exercise through the selection of optional specialist units
- providing opportunities for pupils to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life
- providing vocational experience for pupils interested in sports / leisure related careers
- providing learners with the opportunity to enter employment in the sport and active leisure industry or to progress to other vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Sport and Exercise Sciences

When entering your choices onto the options form, please indicate your interest in this course by entering the **full** title found at the top of this page.

GCSE FOOD PREPARATION AND NUTRITION

EXAMINATION BOARD

WJEC Eduqas

TEACHER IN CHARGE OF SUBJECT

Mrs J Watkins
Mrs L de Gay

METHOD OF ASSESSMENT

Food Investigation Assessment	15%
Food Preparation Assessment	35%
Written Examination	50%

COURSE DESCRIPTION

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Areas of content:

1. Food commodities (food groups)
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Food Preparation and Nutrition learners will:

- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drink
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Note:

Pupils/Parents/Carers must consider the cost of ingredients for practical sessions which take place each week, and the planning and organisation needed in preparation for practical sessions.

Pupils will be expected to complete written and practical assignments

METHOD OF ASSESSMENT

Assessment 1: The Food Investigation Assessment 15% of total qualification

A Food Investigation will be set that will require each learner to:

- i) (a) Research and plan a task
- (b) Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result
- (c) Analyse and evaluate the task
- ii) Produce a report which evidences all the above and includes photographs and/or visual recordings to support the investigation

This document will generally consist of 6 - 8 sides of A4 to include photographs and charts.

Assessment 2: The Food Preparation Assessment 35% of total qualification

This assessment assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills.

This assessment will require learners to research, plan, prepare, cook, present and evaluate a selection of dishes, to meet particular requirements such as dietary need, lifestyle choice or specific context.

This document will generally consist of between 20 and 30 sides of A4 to include photographs and charts.

Assessment 3: Written Examination: 1 hour 45 minutes 50% of total qualification

This is a written exam which will allow the students to show off the knowledge and understanding of nutrition, the properties and functions of ingredients and how to achieve a balanced diet to suit all ethical and medical diets.

**DESIGN AND TECHNOLOGY -
GCSE 3 DIMENSIONAL DESIGN**

EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT

Mr C Simkiss

METHOD OF ASSESSMENT

Coursework	60%
Controlled Assessment	40%

COURSE DESCRIPTION

Three-dimensional design is the design, prototyping and modelling or making of functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

The course is suitable for anyone who enjoys designing and making things, and enjoys being creative. The pupils will be based in a well-equipped workshop where they will have the opportunity to use specialist equipment such as metal and wood lathes, vacuum former, CNC router, forge, laser cutter and computer aided design. Pupils are required to work in one or more areas of three-dimensional design, for example: architectural design, sculpture, product design, jewellery, interior design, environmental/landscape/garden design. Pupils will learn to develop and refine ideas and personal outcomes and will develop technical skills by working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Pupils may explore overlapping areas and combinations of areas.

Portfolio of work: 60%

The portfolio of work counts as 60% of the pupil's final mark and will consist of two major projects that will be completed under the guidance of the teacher. Students will demonstrate design and make skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio. Drawing activity and written annotation are areas of study that must be demonstrated in the portfolio.

External set task: 40%

The examination board sets the externally set task. The pupils will select one question from a broad range of starting points. Pupils will prepare work for the exam over a set amount of time. Pupils will then be allowed 10 hours of supervised time in which to produce a final piece.

Homework

Homework is an essential part of the course. Primarily this will consist of research of artists and designers and ongoing sketchbook work.

Potential areas of employment or future study include:

Product design, industrial design, furniture design, interior design, exhibition design, materials engineer, production designer, builder, carpenter, set builder or art director.

**DESIGN AND TECHNOLOGY
GCSE TEXTILES DESIGN**

EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT

Miss R Waller

METHOD OF ASSESSMENT

Controlled Assessment	60%
Examination	40%

COURSE DESCRIPTION

Art and Design: Textiles is ideally suited to pupils with an interest in Fashion and Textiles who enjoy hands on practical learning. The course is designed to enable pupils to develop their technical, creative and design skills in Fashion and Textiles working with a wide variety of media and materials. Pupils will have the opportunity to explore areas such as Fashion Design, Costume Design, Interior Design and Art Textiles by working through a range of different projects. They will be encouraged to explore and refine their ideas through work shop based projects, studying the work of other artists and designers and developing their ideas through experimentation with different techniques and materials.

Portfolio of Work: 60%

The portfolio of work counts as 60% of the pupil's final mark and will consist of three major projects that will be completed under the guidance of the teacher. Students will demonstrate design and make skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio. Drawing activity and written annotation are areas of study that must be demonstrated in the portfolio.

External Set Task: 40%

The examination board sets the externally set task. The pupils will select one question from a broad range of starting points. Pupils will prepare work for the exam over a set amount of time. Pupils will then be allowed 10 hours of supervised time in which to produce a final piece.

HOMEWORK

Homework is an essential part of the course. Primarily this will consist of research of artists and designers and ongoing sketchbook work. Catch up sessions are available on Wednesday and Thursday after school to enable pupils to get additional support with their work.

HOW DOES ART & DESIGN: TEXTILES HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

Many students go on to study Fashion and Textiles post GCSE. Career opportunities include Fashion Design, Interior Design, Costume Design, Textiles Artist, Fashion Buyer, Stylist, Visual Merchandiser, Fashion Journalism and many more.

BTEC FIRST EXTENDED CERTIFICATE IN ART AND DESIGN

Equivalent to 3 GCSEs, grades 9 to 1

NB = two option choices

EXAMINATION BOARD

EDEXCEL

TEACHER IN CHARGE OF SUBJECT

Mr A Jelf

METHOD OF ASSESSMENT

Coursework 100%

COURSE DESCRIPTION

This course is ideal for anyone who enjoys designing and making their own ideas. The course is designed to give pupils an opportunity to extend and apply their skills and knowledge in the Art and Design Industry. The course is centred around many aspects of design including product, graphic and digital multimedia design. There is a foundation in Design in terms of being able to effectively visualise and communicate the products that pupils want to make, taking inspirations from design history, other artists and designers as well as the natural world.

Aspects covered in the course:

- Developing imagination to design creatively and innovatively
- Examining artists and designers like Banksy, Andy Warhol and the Inventor of the London Underground map Harry Beck, and to design graphics around themes like graffiti, tattoo, 3D pop-up postcards and music
- Design and make products like a concrete FM digital radio/music speaker, furniture and more open pupil - led products
- Making and modelling prototypes using the computer aided laser cutter and engraver. Pupils have the opportunity to rapid prototype their designs using 3D printing techniques made available through industry links at Dyson
- Compiling a professional portfolio and developing a wider awareness of preparing for

Core Units

- Introduction to Specialist Pathways in Art and Design
- Creative Project in Art and Design
- Recording for Creative Intentions in Art and Design
- Investigating Contextual References in Art and Design

Specialist Units

- Applying Contextual References in Art and Design
- 3D Design Briefs
- Graphic Design Briefs
- Developing an Art and Design Portfolio
- Designing products

HOW DOES AN ART AND DESIGN BTEC HELP A PUPIL FOR FUTURE COURSES OR CAREERS?

- Develop design skills that encompass everything from Art, Product Design, Graphic Design and Multimedia Digital Design
- Be involved with having a positive effect on people and their environments
- Develop graphics skills using a range of specialist materials, equipment and techniques
- Experiment with techniques to get confidence and develop their own design personality and flair
- Develop drawing, designing and making skills when meeting the requirements of a brief and working with user needs
- Develop skills using digital techniques and processes
- Develop research, experimentation and analysis skills, communicating information in a variety of mediums
- Develop knowledge of historical and contemporary influences to provide inspiration for originating ideas.

GCSE COMPUTER SCIENCE

EXAMINATION BOARD:

OCR

TEACHER IN CHARGE OF SUBJECT:

Mr J Whight

METHOD OF ASSESSMENT:

Examination (2 x 1.5hrs)

50% & 50%

Non Exam Assessment

ORIGINAL COURSE DESCRIPTION*

Component 01– Computer Systems - 50%

DESCRIPTION

This unit involves looking at how computers and computer systems work. It covers:

Systems architecture; memory; storage; wired & wireless technologies; network topologies, protocols and layers; system security; system software; ethical, legal, cultural and environmental concerns.

ASSESSMENT

Assessment is by a 90 minute, single tier, examination paper, set and marked by OCR. The question paper includes short answer questions and longer discussion type questions.

Component 02– Computational thinking, algorithms and programming - 50%

DESCRIPTION

This unit involves looking at programming and programming techniques. It covers:

Algorithms; programming techniques; producing robust programs; computational logic; translators and facilities of languages; data representation.

ASSESSMENT

Assessment is by a 90 minute, single tier, examination paper, set and marked by OCR. The question paper includes short answer questions and longer discussion type questions.

Component 03/04– Programming Project (Non Exam Assessment)

DESCRIPTION

OCR issue an assessment task which provides opportunities for the candidates to demonstrate their practical ability, using the programming techniques outlined in component 02. The task will be completed in lessons over a 20 hr timed period.

ASSESSMENT

Candidates will need to create suitable algorithms which will provide a solution to the stated problem, then code their solutions in a suitable programming language. The solutions must be tested at each stage to ensure they solve the stated problem using a suitable test plan with appropriate test data. The code must be suitably annotated to describe the process. Test results should be annotated to show how these relate to the code, the test plan and the original problem. Candidates will need to provide an evaluation of their solution, based on the test evidence.

NOTE: This course is only suitable for those pupils with a strong mathematical background.

**GCSE TRIPLE SCIENCE
(3 GCSEs in total)**

EXAMINATION BOARD

**AQA
Biology
Chemistry
Physics**

TEACHER IN CHARGE OF SUBJECT

Mrs S Pearson

METHOD OF ASSESSMENT

Biology	Chemistry	Physics
2 papers each 1 hour 45 minutes	2 papers each 1 hour 45 minutes	2 papers each 1 hour 45 minutes
Each paper worth 50%	Each paper worth 50%	Each paper worth 50%
GCSE Biology	GCSE Chemistry	GCSE Physics

COURSE DESCRIPTION

This course is taken in addition to the Combined Science course and allows pupils to achieve three separate GCSE grades in Biology, Chemistry and Physics. This course is open to any pupil who is currently placed on a confident or exceptional pathway.

The Triple Science (separate sciences GCSEs) pupils cover the same content as the combined award with some extra content for each of the separate subjects. Some of the extension topics include Human Biology, Medical Application of Physics as well as Organic and Analytical Chemistry. All are designed to extend the science beyond that covered in the combined award. All of the assessment is taken in Year 11.

RANGE OF ACTIVITIES

The pupils will be using textbooks and ICT to support their learning in school and will also have access to the course/textbook on-line for use at home. They will be provided with complimentary workbooks and have the option to purchase revision guides to complement the workbooks. Although there is no separate practical coursework examination, all practical work carried out in lessons can be examined on any of the six examination papers.

HOW DOES TRIPLE SCIENCE HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

This course allows the pupils to pursue an interest in each science subject separately. This course is excellent for those pupils who wish to continue with any science subjects at A level.

BTEC FIRST AWARD IN CHILDREN'S PLAY, LEARNING AND DEVELOPMENT
(Equivalent to 1 GCSE, grades 9 to 1)

EXAMINATION BOARD

EDEXCEL

TEACHER IN CHARGE OF SUBJECT

Mrs A Biggs
Mrs C Boayke

METHOD OF ASSESSMENT

Core Unit 1 1 hour written examination (25%)
Core Unit 2 and Mandatory Unit.
Controlled Assessment (75%)

COURSE OVERVIEW

The Edexcel Level 2 BTEC First Award in Children's Play, Learning and Development is designed to develop knowledge and understanding required in the Children's Play, Learning and Development sectors. It provides a level 2 (GCSE grades 9-4) qualification and is mainly delivered in a supportive assignment based format, though Core Unit 1 is assessed by an externally marked written examination. Pupils complete three compulsory units. Each unit is broken down into different assignments that are assessed by Kingshill School staff and graded at a Pass, Merit or Distinction standard. Should any pupil fail to produce work of the standard required for a level 2 award, then a level 1 award (equivalent to GCSE grades 3-1) may be awarded.

RANGE OF ACTIVITIES/UNITS

Core Unit 1 Patterns of Child Development

- Understand growth and development in children
- Understand the characteristics of children's development from birth up to 8 years
- Understand how adults in early years' settings can support children's development

Core Unit 2 Promoting Children's Development Through Play

- Understand how play promotes children's development in early years' settings
- Understand how different play opportunities promote children's development
- Understand how play is structured in early years' settings to promote children's development

Mandatory Unit 3 The Principles of Early Years Practice

- Understand the importance of inclusive practice in early years
- Explore ways in which early years' settings implement inclusive practice
- Understand how children are empowered in early years' settings
- Understand the importance of the key person approach in supporting children's development

WHAT WILL A PUPIL LEARN BY TAKING THIS SUBJECT?

There is an emphasis on:

- Developing the knowledge, understanding and skills of learners to meet the needs of the Children's Play, Learning and Development sectors
- The role of the Children's Play, Learning and Development worker, their relationship with service users and their responsibilities towards service users and the wider Children's Play, Learning and Development sectors
- Providing opportunities for learners to develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life
- Provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways
- Enable learners to enhance their English and Mathematical competence in relevant, applied scenarios
- Support learners' development of transferable interpersonal skills, including working with others, problem-solving, independent study, and personal, learning and thinking skills
- Provide learners with a route through education that has clear progression pathways into further study or an apprenticeship

HOW DOES A BTEC IN CHILDREN'S PLAY, LEARNING AND DEVELOPMENT HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

The course itself will focus on:

- Vocational experience for pupils interested in a child care related industry
- Developing the knowledge, understanding and skills to enter employment or progress to higher study, e.g. BTEC Level 3 National Diploma in Children's Play, Learning and Development, related CACHE Level 3 Awards
- Providing opportunities for pupils to focus on the development of the major key skills and the wider key skills in a child care context (e.g. improving own learning and performance, working with others and problem solving)
- Providing opportunities for pupils to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life

USEFUL CAREER WEBSITES

To access the careers resources on the school website please follow the steps below.

Go to www.google.co.uk
Search for Cirencester Kingshill School
Go to the pupil section
Then to careers
Then to careers related websites

In the careers resources section you can find links to three different areas

E-Clips – This site will give you information on individual jobs.

- You don't need to register for this. The password is **GL7 1HS** (there is a space between the 1 & the 7).

Career Companion: This site will give you a vast amount of information.
Click on as many areas as you can. (Try the buzz quiz.)

An online guide to applying for Universities

<http://www.applytouni.com/university-guides/a-z-of-universities-in-the-uk>



Striving for Excellence

Cirencester Kingshill School

Head: Christine S. Oates

Year 9 Options Form 2020

Student Name:

Tutor

Group:

INSTRUCTIONS

Please think carefully about which choices suit your individual strengths and which choices might give you the best chance of pursuing the career you might want. You have **4 Option Choices** to make and information on this is listed below.

You will still continue to study your core subjects which are **English, Mathematics, Science, Core PE and Respect**. If you wish to study the Triple Science course (Biology, Chemistry and Physics), then you will be required to choose this as one of your option choices.

3D Design ☐ GCSE Art ☐ BTEC Art & Design ☐ BTEC Sport ☐

BTEC Children's Play, Learning & Development ☐ Computer Science ☐ Drama ☐

Fashion & Textiles ☐ Food & Nutrition ☐ French ☐ Geography ☐ German ☐

History ☐ Music ☐ GCSE PE ☐ Photography ☐ Religious Studies ☐

Science (Triple award) ☐ Spanish ☐

We do everything possible to allocate you your first choice subjects but ask that you would pick a reserve in the event that these cannot be allocated.

Reserve choice 1.....

Reserve choice 2.....

Kingshill Lane, Cirencester, Gloucestershire GL7 1HS

Tel: 01285 651511 Fax: 01285 885652

e-mail: office@cirencesterkingshill.gloucs.sch.uk

www.cirencesterkingshill.gloucs.sch.uk

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