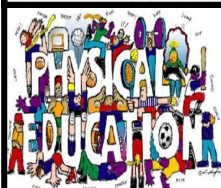
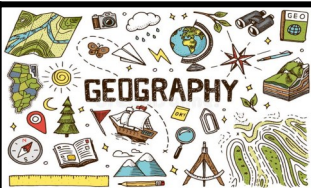
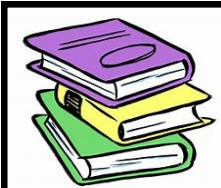


Cirencester Kingshill School



Cirencester Kingshill School



Curriculum Booklet



Key Stage 4

2022 - 2024

Cirencester Kingshill, Kingshill Lane, Cirencester, Gloucestershire GL7 1HS

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Dear Student,

This is a very exciting time for you now to have your say in what you would like to be studying for the next two years. This is an exciting opportunity to look and understand the curriculum and choose subjects which will suit your future career needs, and will match your interests.

Reflect on your learning experiences, listen to advice from teachers and parents and most importantly, choose the courses for you.

At Kiingshill we want our students to thrive and be confident and happy, so take this time to choose options that will be best suited to you.

I wish you good luck for Key Stage 4

Miss C Oates - Headteacher

Dear Student

Making your decisions about the subjects you wish to choose in year 10 and 11 can be very difficult, but we will do all we can to make this as straight forward as possible for you.

Please take time to read through the information about the subjects that you are interested in and try not to make your final decision until you have researched your courses well.

Teachers and subject leaders will provide you with further support in the upcoming weeks and you will get the chance to ask questions in the Options evening in March.

There are video clips on the school's website which will also give you a further outline as to what is involved with the courses that you may choose. There will also be careers advice and support from Mrs Hicks (Careers Co-Ordinator) throughout the whole process.

I hope that this will enable you to make the right choices, not only for the rest of your time at school, but for whatever pathway you choose to take in the future.

Mr Stillman - Assistant Head

KINGSHILL 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.

Core Curriculum subjects 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. 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 2024 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 please see table on the following page..*

(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).

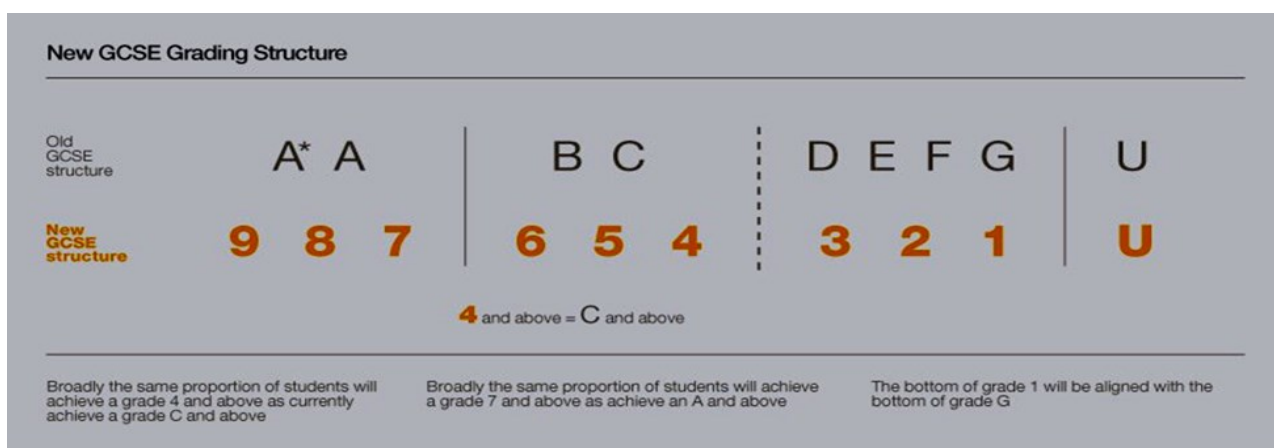
Whilst studying the suite of subjects for the English Baccalaureate is not compulsory, the Government still indicates that this is at least an advantage for those pupils wishing to pursue certain further and higher education courses. We strongly recommend that you consider such a combination of subjects 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 18th March 2022, at the latest.



GCSE ENGLISH

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

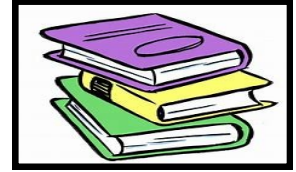
EXAMINATION BOARD

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%

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 grade C / low grade 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)

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 have the option to purchase revision guides. 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.

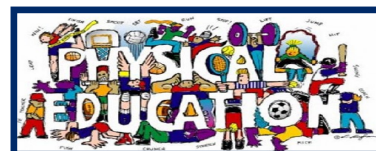
PHYSICAL EDUCATION (CORE)

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 including 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
<i>Rugby</i>	<i>Dance - Modern</i>	<i>Body Combat</i>
<i>Netball</i>	<i>Dance - Exercise to music</i>	<i>Basketball</i>
<i>Basketball</i>	<i>Problem Solving</i>	<i>Trampolining</i>
<i>Badminton</i>	<i>Softball</i>	<i>Badminton</i>
<i>Athletics</i>	<i>Rounders</i>	<i>Fitness Training</i>
<i>Football</i>	<i>Cricket</i>	<i>Arena Football</i>
<i>Health Related Fitness</i>	<i>Volleyball</i>	<i>Aerobics/Pilates</i>
<i>Tennis</i>	<i>Trampolining</i>	<i>Dance</i>
		<i>Rounders/Softball</i>

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

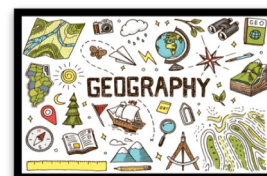
AQA

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 eco systems 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.

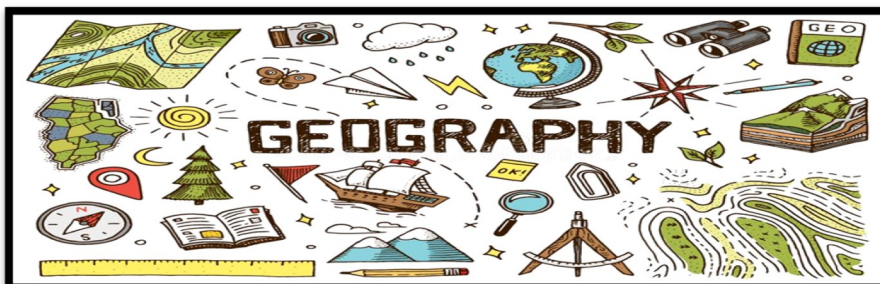
RANGE OF ACTIVITIES

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 2 hour 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 Munich.

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

This course will allow pupils to progress to an A 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 examinations 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 A level /BTEC. GCSE Art is a valuable qualification for any pupil considering a career in design, teaching architecture, hairdressing, theatre film, 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 power point 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 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 A level/BTEC. GCSE photography would be a valuable qualification for any pupil considering a career in design, teaching theatre, film, 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.

For further information, please see the following website:

<https://www.eduqas.co.uk/media/uelngsv2/eduqas-gcse-drama.pdf>

GCSE MUSIC

EXAMINATION BOARD

Eduquas

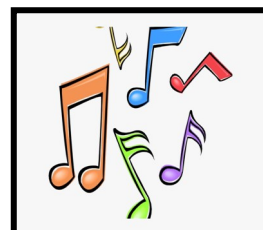
TEACHER IN CHARGE OF SUBJECT

Miss A Garry

METHOD OF ASSESMENT

Component 1
Component 2
Component 3-4

Performing 30%
Composing 30%
Contextualised understanding 40%



COURSE DESCRIPTION

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 Miss Garry 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.

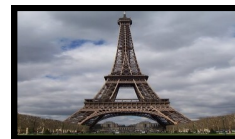
GCSE FRENCH

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, neighborhood, 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 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, neighborhood, 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

Mrs M Leiva



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.

GCSE SPANISH

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 REQUIREMENTS

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.

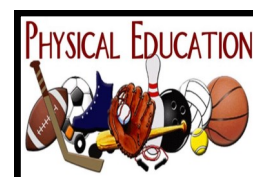
NEW 2022 BTEC TECH AWARD IN SPORT

EXAMINATION BOARD

Pearson (Edexcel)

TEACHER IN CHARGE OF SUBJECT

Mr P Hamblin



METHOD OF ASSESSMENT

Unit 1: 30% Of final grade
Unit 2: 30% of final grade
Unit 3: Examination worth 40% of final grade

COURSE DESCRIPTION

The BTEC First Award in Sport is an exciting new course that has been developed to provide a Level 1/Level 2 (GCSE Equivalent) qualification. The course is delivered and assessed in a supportive assignment based format. This qualification provides an understanding of the Sports and Leisure Industry, providing a stepping stone into careers within Teaching and Coaching, Fitness Instruction, Sports Management and Nutrition, as well as developing leadership and evaluation skills that are required in many occupations.

ASSESSMENT OVERVIEW

Pupils complete three compulsory units throughout the two years.

Unit 1: Preparing Participants to Take Part in Sport and Physical Activity
(3 Tasks worth 30% of final grade)

Unit 2: Taking Part and Improving Other Participants' Sporting Performance
(4 Tasks worth 30% of final grade)

Unit 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity (Examination worth 40% of final grade)

Pupils will be assessed in two units (Unit 1 and 2) that are broken down into different assignments and tasks that are internally assessed by Kingshill School P.E. staff. In addition, Unit 3 requires pupils to sit an examination, set by the examination board Pearson, worth 40% of the course.

Assessments are graded at a Level 1 Pass, Merit or Distinction and a Level 2 Pass, Merit or Distinction. A Level 1 Pass, Merit or Distinction represents either a grade 2, 3 or 4 at GCSE.

A Level 2 Pass, Merit or Distinction represents either a grade 5, 6 or 7 at GCSE. There is also an opportunity to achieve a Distinction* that is equivalent to a grade 8 at a GCSE level.

In order to complete the units 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 study of specialist units
- providing experience for pupils interested in sports / leisure related careers or to progress onto other higher level vocational qualifications 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 L de Gay
Mrs J Watkins



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

GCSE FOOD PREPARATION AND NUTRITION

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 examination 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.

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.

METHOD OF ASSESMENT

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 examination 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.

HOW DOES 3 DIMENSIONAL DESIGN HELP A PUPIL FOR FUTURE COURSES AND CAREERS?

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.

GCSE TEXTILES AND 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.

METHOD OF ASSESMENT

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 examination 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 certain nights 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.

GCSE COMPUTER SCIENCE

EXAMINATION BOARD:	OCR J277
TEACHER IN CHARGE OF SUBJECT:	Mr J Whight
METHOD OF ASSESSMENT:	Examination (2 x 1.5hrs) 50% & 50%



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 fundamentals; 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. The paper is in two sections: section B is focussed on programming code and algorithms.

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

HOW DOES GCSE COMPUTER SCIENCE HELP PREPARE PUPILS FOR FUTURE COURSES OR CAREERS?

- *Develops core skills for working in a digital world*
- *Work with a computer programming language which is universally used in the modern world*
- *Is a natural stepping stone into A-Level Computing Courses*
- *Computer Science skills are highly desirable in business and the digital industry*
- *Careers in Computer Science are readily available in the UK and all over the world*

BTEC TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY

EXAMINATION BOARD:	Pearson
TEACHER IN CHARGE OF SUBJECT:	Mr J Whight
METHOD OF ASSESSMENT:	NEA 30% NEA 30% Examination 40%



COURSE DESCRIPTION

Component 1: Exploring User Interface Design, Principles and Project Planning Techniques

DESCRIPTION

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

ASSESSMENT

Assessment is by internally marked coursework worth 30% of the overall mark.

Component 2: Collecting, Presenting and Interpreting Data

DESCRIPTION

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

ASSESSMENT

Assessment is by internally marked coursework worth 30% of the overall mark.

Component 3: Effective Digital Working Practices

DESCRIPTION

Learners will explore how organisations use digital systems and the wider implications associated with their use.

ASSESSMENT

Assessment is by formal examination worth 40% of the overall mark.

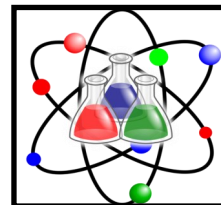
HOW DOES BTEC-TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY HELP PREPARE PUPILS FOR FUTURE COURSES OR CAREERS?

- Develops core skills for working in a digital world
- It is heavily linked to applications of IT within a business environment
- Strong IT skills are required for the vast majority of your future career paths
- You will develop your skills in logical thinking which is a core life skill
- Opens up a wide range of career paths
- Allows for progression onto Computing, Business and IT courses post 16

GCSE TRIPLE SCIENCE

EXAMINATION BOARD

**AQA
Biology
Chemistry
Physics**



TEACHER IN CHARGE OF SUBJECT

Mrs S Pearson

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

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 LEVEL 1/LEVEL 2 TECH AWARD IN CHILD DEVELOPMENT

EXAMINATION BOARD

EDEXCEL

TEACHER IN CHARGE OF SUBJECT

Mrs A Biggs



METHOD OF ASSESSMENT (Modular)

1.. Children's Growth and Development
Internal Assessment (Externally Moderated)
2. Learning Through Play
Internal Assessment (Externally Moderated)
3. Supporting Children To Play, Learn & Develop
External Assessment

COURSE DESCRIPTION

The Edexcel Level 1/2 BTEC Tech Award in Child Development is designed to develop knowledge and understanding required in the Children's Play, Learning and Development sectors. You can achieve a level 2 (GCSE grades 9-4) qualification and is mainly delivered in a supportive assignment based format, though Core Unit 3 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

Component 1 Children's Growth and Development

- *Understand the differences between growth and development*
- *Understand the characteristics of children's development from birth up to 5 years*
- *Understand how adults in early years' settings can support children's development*

Component 2 Learning 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*

Component 3 Supporting Children to Play, Learn and Develop

- *Know the adaptations that may need to be made to activities to support development*
- *Understand risks associated with children's learning and development*
- *Apply knowledge and understanding to adapt activities and promote inclusion*
- *Evaluate activities to ensure they best support all children to develop*

Component 3 Supporting Children to Play, Learn and Develop

- Know the adaptations that may need to be made to activities to support development
- Understand risks associated with children's learning and development
- Apply knowledge and understanding to adapt activities and promote inclusion
- Evaluate activities to ensure they best support all children to develop

USEFUL CAREER WEBSITES

There are many career websites that can be found online, however it can take hours to look through them all to find the most useful ones. We have put together a range of websites to help you research and make the best choices for you when choosing your options.

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 Pupils section

Then to careers

Then to careers related websites

In the careers resources section you can find links to 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 7 & the 1)**

Career Companion - This site will give you a vast amount of information. Click on as many areas as you can, please don't only use the Year 9 box.

Post 16 Progression Routes

When choosing Year 9 options it is essential that you understand the progression routes for the future. Pupils from Cirencester Kingshill School progress onto many different establishments. Every single one has slightly different entry requirements and I thought it might be useful for you to have an idea of the main Sixth Forms and Colleges that our pupils progress on to.

I know that this can be very daunting and seems like a long way ahead but I would recommend looking at the ones listed below. You can also find videos on the school website for most of these. They can be found under the careers convention section. If you go to the school website, click on pupils, careers and then careers convention the videos are listed in alphabetical order.

If you have any questions or concerns then please don't hesitate to email me.
phicks@cirencesterkingshill.gloucs.sch.uk

Mrs Hicks – Careers Co-ordinator

Establishment	Website	Town	Qualifications
Balcarras School 6 th Form	www.balcarras.gloucs.sch.uk	Cheltenham	A Levels
Cirencester 6 th Form College	www.cirencester.ac.uk	Cirencester	A Levels and Vocational
Cheltenham Bournside 6 th Form	www.bournside.gloucs.sch.uk	Cheltenham	A Levels
Farmor's School 6 th Form	www.farmors.gloucs.sch.uk	Fairford	A Levels
Gloucestershire College	www.gloscol.ac.uk	Gloucester and Cheltenham	Vocational
Great Western Academy 6 th Form	www.gwacademy.co.uk	Swindon	A Levels
Hartpury College	www.hartpury.ac.uk	Gloucester	A Levels and Vocational
Marling School 6 th Form	www.marlingsixthform.org	Stroud	A Levels
New College Swindon	www.newcollege.ac.uk	Swindon	A Levels and Vocational
Pate's Grammar School 6 th Form	www.patesgs.org	Cheltenham	A Levels
Rendcomb College 6 th Form	www.rendcombcollege.org.uk	Rendcomb	A Levels
Sir Thomas Rich's	www.strschool.co.uk	Gloucester	A Levels
South Gloucestershire & Stroud College	www.sgscol.ac.uk	Stroud	Vocational
Stroud High 6 th Form	www.stroudhigh.gloucs.sch.uk	Stroud	A Levels
Find Apprenticeships	www.gov.uk/apply-apprenticeship	National	



Striving for Excellence

Cirencester Kingshill School

Head: Christine S. Oates

YEAR 9 Options Form 2022

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 options.

Please note; either BTEC IT or GCSE Computing can be chosen, not both subjects

- 3D Design
- GCSE Art
- BTEC Children Play, Learn, Development
- BTEC IT **or** GCSE Computing
- BTEC Sport
- Drama
- Food & Nutrition
- French
- Geography
- German
- History
- Music
- GCSE PE
- Photography
- Religious Studies
- Science (Triple award)
- Spanish
- Textiles & Design

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.

Please indicate your choices from 1 to 4 below, plus your reserve preferences.

Choice 1

.....

Reserve choice 1

.....

Choice 2

.....

Choice 3

.....

Reserve choice 2

.....

Choice 4

.....

Pupil Signature.....

Parent Signature.....

Kingshill Lane, Cirencester, Gloucestershire, GL7 1HS

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