



CIRENCESTER
KINGSHILL
SCHOOL

Curriculum Booklet

Key Stage 4

2024-2026

shaping greater futures

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Dear Student,

Welcome to the next stage of your school journey. Y9 is a very exciting time for you as we are asking you to show real ambition for your future plans and to take responsibility in deciding upon the subjects you will study over the next 2 years as you begin KS4. We understand that making these decisions is not easy but rest assured, we are not asking you to make these decisions alone. There is a whole team waiting to support you.

This booklet contains all the curriculum information you will need in supporting your decisions. In addition to this, do take the time to reflect on your learning experiences so far, talk with your teachers and listen to their advice and feedback and choose the right course for you, not those that your friends are choosing.

Here at Kingshill we want all of our students to have access to a greater future, develop confidence and ultimately be happy, so take this time to choose options that will be best suited to you.

I wish you good luck for Key Stage 4

Mrs J. Lindley—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 P. 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 D. Stillman—Assistant Head

KINGSHILL KEY STAGE 4 CURRICULUM

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

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

In addition, students 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 2025 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 students benefit from following a broad range of subjects and that this range should only be narrowed in exceptional circumstances. Students 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 students 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.

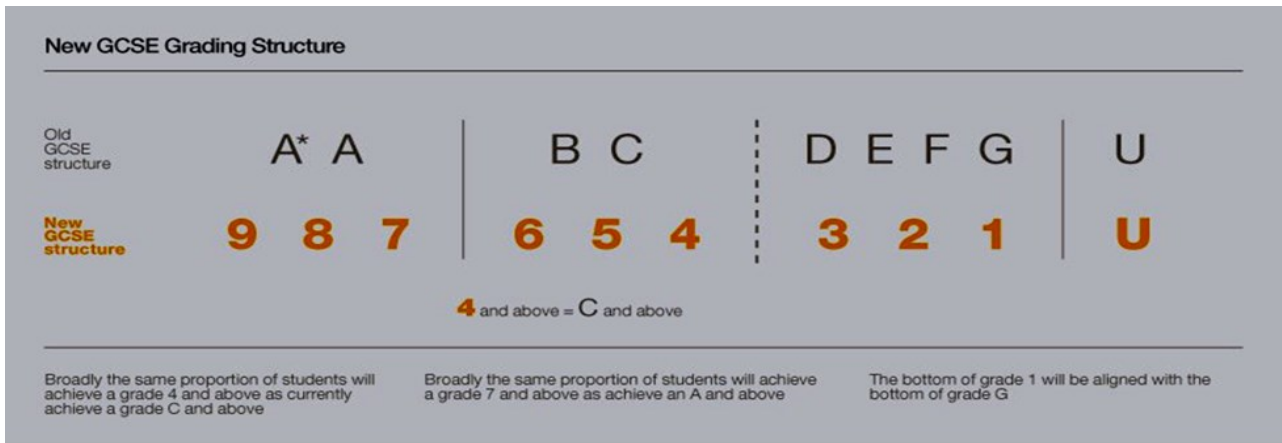
(iv) Students who choose to pursue one area at the expense of another should only do so for positive reasons, i.e. their strengths and talents in Design & Technology or Creative & Expressive Arts should be emphasised, rather than their weakness elsewhere, as justification for dropping a subject.

- (v) For all Key Stage 4 students, 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 19th April 2024, **at the latest**. Alternatively, please complete the online form found at <https://forms.office.com/e/p17py572Hv> by 19th April 2024

Please note, Option Choices will only run if there are a minimum of 12 students that select the course.



EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT

Mr P Smith

METHOD OF ASSESSMENT

Examination 100%



COURSE DESCRIPTION

All students 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 students 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 student's GCSE grade. They will be awarded either a pass, merit or distinction which will be published on their certificate separately.

WHAT WILL STUDENTS 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 students a good range of experience in English Language and is a qualification all post 16 education providers and employers require.

GCSE ENGLISH LITERATURE

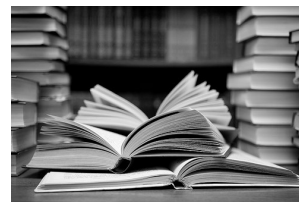
EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT *Mr P Smith*

METHOD OF ASSESSMENT

Examination 100%



COURSE DESCRIPTION

All students 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 students 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 STUDENTS 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 students in terms of general education and lifelong learning in all subjects.

GCSE MATHEMATICS

EXAMINATION BOARD

EDEXCEL

TEACHER IN CHARGE OF SUBJECT

Mr S Edwards



METHOD OF ASSESSMENT

Two Written Papers (Calculator) 33 $\frac{1}{3}$ %
One Written Paper (non calculator) 33 $\frac{1}{3}$ %
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

Students 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. Students 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 students 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 students can expect to be set one hours homework every week. Numeracy skills are essential and will be regularly tested - although a calculator is also essential for every student.

WHAT WILL A STUDENT LEARN BY TAKING THIS SUBJECT?

The course covers the Mathematics Attainment Targets as set out above. In addition, students 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 STUDENT AS A QUALIFICATION FOR FUTURE COURSES AND CAREERS?

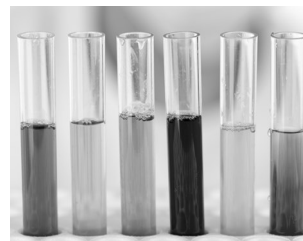
Mathematics GCSE is a pre-requisite for many courses in Further and Higher Education. In addition to this, prospective employers place a high value on the Mathematics grade achieved.

GCSE COMBINED SCIENCE: TRILOGY (WORTH 2 GCSEs)

EXAMINATION BOARD

AQA

TEACHER IN CHARGE OF SUBJECT Mrs S Pearson



METHOD OF ASSESSMENT

Biology	Chemistry	Physics
<i>2 papers each 1 hour 15 minutes</i>	<i>2 papers each 1 hour 15 minutes</i>	<i>2 papers each 1 hour 15 minutes</i>
<i>Each paper worth 16.7%</i>	<i>Each paper worth 16.7%</i>	<i>Each paper worth 16.7%</i>

COURSE DESCRIPTION

The combined science course will cover the three science disciplines and will enable students to be graded on a 17 point grading scale from 9-9, 9-8 through to 2-1 and 1-1. Students 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 students to earn two GCSE grades in science.

RANGE OF ACTIVITIES

Students are taught in classes with differentiated resources to allow them to work and be examined at their appropriate level. The students 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 STUDENT 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, students wishing to take up A levels in any of the three discrete science areas need to consider Triple Science as an option subject.

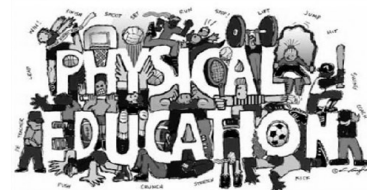
PHYSICAL EDUCATION (CORE)

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. Students will have the opportunity to undertake the Kingshill Junior Sports Leader programme.

RANGE OF ACTIVITIES

In Year 10, students opt into an activities pathway delivered in 4/5 week blocks for their double lesson. During the single lesson all students 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, students 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. Students are then expected to lead a sport session of their choice for a minimum of one lesson to a group of school students.

In Year 11, as well as opting into an activity pathway, students 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 students are expected to commit to a sporting activity and try their best to engage and enjoy the lesson, This is a recreational opportunity for students to be physically healthy and will help students 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

Section C: The challenge of resource management

Students 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

Students 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 students. The teachers will ensure that students are familiar with different viewpoints on the issue and are in a position to give their opinion in the examination.

Section B: Fieldwork

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

RANGE OF ACTIVITIES

Students 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 students 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. Students 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 students 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 students 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 students 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, students 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 students to develop a deeper insight into this period and help students 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. Students may also have the opportunity to go on a visit to Munich.

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

This course will allow students 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 students 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. Students 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

Students 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 STUDENT LEARN BY TAKING THIS SUBJECT?

Students 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 STUDENT FOR FUTURE COURSES AND CAREERS?

Students 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 students 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.

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 student'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 students 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. Students will choose to respond to one of these.

Students 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. Students will then be allowed 10 hours of supervised time in which to produce a final piece/pieces. Students 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. Students are expected to spend at least an hour on their Art homework when it is set. Students may need, or want, to take longer on occasions. Students are required to buy a good quality, fairly priced sketchbook from the Art department.

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

The GCSE course provides students with excellent opportunities to realise their creative potential. The course can provide the foundation for students 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 student 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%

Students 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.

Students will use Adobe Lightroom and Photoshop to edit and manipulate their images. A significant part of the process requires students to work using a computer. Students 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.

Students 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 students out on several visits over the duration of the course. We will also expect students 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. Students will choose to respond to one of these. Students 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. Students 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. Students 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 students complete the tasks set. Students 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 students to take advantage of any opportunity to visit places of interest here and abroad.

Access to a digital camera is DESIRABLE

This GCSE course provides students 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 STUDENT FOR FUTURE COURSES AND CAREERS?

This course will provide the foundation for students to embark on further qualifications including A level/BTEC. GCSE photography would be a valuable qualification for any student 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)

Students will be assessed on either acting or design. Students 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. Students 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)

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

Section B: Students 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 STUDENT LEARN BY TAKING THIS SUBJECT?

As well as acting and design skills, students 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 students 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 STUDENT 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 A Ashby

METHOD OF ASSESMENT

Component 1

Performing 30%

Component 2

Composing 30%

Component 3-4

Contextualised understanding 40%



COURSE DESCRIPTION

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

Students need to be proficient in an instrument (this includes voice) having studied either with an instrumental teacher or during school music lessons. Students need to be at Grade 2 standard or equivalent and on the 'Confident' pathway, to be eligible for the course. All students should be able to read simple music notation and have a grasp of chords. Anyone that needs further information on this should see Mr Ashby to clarify individual circumstances. Students on the course will be expected to join either the Choir, Orchestra or Band club as part of their ensemble studies.

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

Component 2 Composing 30%

Students 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. Students listen and respond to music from a wide variety of styles covered in the course which will be assessed within the examination of 1 hour 45 minutes.

WHAT SKILLS WILL STUDENTS 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 STUDENT 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 students have a rounded curriculum base.

EXAMINATION BOARD

NCFE

TEACHER IN CHARGE OF SUBJECT

Mr A Ashby

METHOD OF ASSESMENT

Coursework/Non-Examined Assessment (NEA) -60%
Exam – 40%



COURSE DESCRIPTION

Music Technology is about the vocational side of music. Looking at studio work, production, composing and recording techniques. Music Technology is the leading industry in music employment. The industry is forever expanding, both in employed and self-employed settings. The course covers understanding music, how to use technology, how to work as a producer as well as how to run or use a professional recording studio.

COURSE DESCRIPTION / CONTENT

Unit 1 – Intro to Music Technology and the Music Industry.

The history of and future of music technology as well as how the music industry works, the different roles, jobs, and responsibilities as well the different aspects of the music industry as a business.

Unit 2 – The DAW (Digital Audio Workstation)

How to use a digital format to create music including both hardware and software implementation.

Unit 3 – Music elements, styles, and music technology.

How to listen to and appraise music, looking at the elements of music such as structure, form, harmony, melody, rhythm, and instrumentation.

Unit 4 – Sound creation

Looking at different forms of media such as games, films, radios, adverts, jingles, and podcasts. We also look at the different types of sound creation such as foley, voice overs, ambient, and underscores.

Unit 5 – Multitrack recording

How to use a recording studio and how to safely plan and record musicians.

WHAT SKILLS WILL STUDENTS DEVELOP?

- Develop skills, knowledge and understanding in music technology, listening, and composing.
- Develop aural perception, musical sensitivity, and imaginative responses.
- Develop social, personal, and cultural development through creating and performing music with others
- Develop an understanding of the music industry thinking about future employment opportunities,

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

Music Technology is a good preparation for further musical study and a solid foundation for BTEC National Diplomas (in Music, Popular Music, and Music Technology) and the Vocational A-level in Performing Arts. As this is a vocational course, it allows students to access different areas of music as a career outside of the scope of GCSE Music. 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 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 students have a rounded curriculum base.

GCSE FRENCH

EXAMINATION BOARD

EDEXCEL

TEACHERS IN CHARGE OF SUBJECT

Mrs J Lindley



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 students 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 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 main themes are:

My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology • Studying and my future • Travel and tourism

Within the themes the students could use the specified vocabulary and grammar to listen, read, speak and write about the following subjects:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

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 student 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 STUDENT FOR FUTURE COURSES AND CAREERS?

By continuing with a Modern Foreign Language, students' 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 students 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

EDEXCEL

TEACHERS IN CHARGE OF SUBJECT

Mrs T Weighell



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 students 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 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 main themes are:

My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology • Studying and my future • Travel and tourism

Within the themes the students could use the specified vocabulary and grammar to listen, read, speak and write about the following subjects:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

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 student 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 STUDENT FOR FUTURE COURSES AND CAREERS?

By continuing with a Modern Foreign Language, students' 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 students 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

EDEXCEL

TEACHER IN CHARGE OF SUBJECT

Mr A Martin



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 students 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 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 main themes are:

My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology • Studying and my future • Travel and tourism

Within the themes the students could use the specified vocabulary and grammar to listen, read, speak and write about the following subjects:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

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 student 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 STUDENT FOR FUTURE COURSES AND CAREERS?

By continuing with a Modern Foreign Language, students' 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 students 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

Students 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%) students 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 STUDENT LEARN BY TAKING THIS SUBJECT?

Students will be assessed on the performance of their best sporting physical activities. In each practical activity students 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. Students are also required to complete an assessed analysis of performance within a chosen sport.

Students 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. Students will also investigate factors that influence sports performance, including the learning of skills and the prevention of, and recovery from, sports injury.

Students 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.

Students 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 STUDENT FOR FUTURE COURSES AND CAREERS?

Students 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.

EXAMINATION BOARD

Pearson (Edexcel)

TEACHER IN CHARGE OF SUBJECT

Mr P Hamblin

METHOD OF ASSESMENT

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

Students 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**)

Students 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 students 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 students could expect to have one or two practical lessons each week.

WHAT WILL A STUDENT 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 students 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:

Students/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.

Students 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 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 THREE-DIMENSIONAL DESIGN

EXAMINATION BOARD

AQA

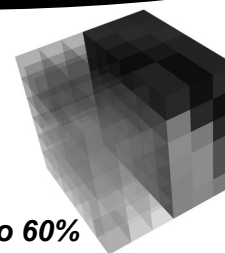
TEACHER IN CHARGE OF SUBJECT

Mr A Jelf

METHOD OF ASSESSMENT

Controlled Assessment—portfolio 60%

Controlled Assessment—exam 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 students 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, laser cutter and computer aided design. Students 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. Students 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. Students may explore overlapping areas and combinations of areas.

METHOD OF ASSESMENT

Portfolio of work: 60%

The portfolio of work counts as 60% of the student's final mark and will consist of a major and minor project 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 students will select one question from a broad range of starting points. Students will prepare work for the examination over a set amount of time. Students 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 STUDENT 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 students with an interest in Fashion and Textiles who enjoy hands on practical learning. The course is designed to enable students to develop their technical, creative and design skills in Fashion and Textiles working with a wide variety of media and materials. Students 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 student'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 students will select one question from a broad range of starting points. Students will prepare work for the examination over a set amount of time. Students 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 students to get additional support with their work.

HOW DOES ART & DESIGN: TEXTILES HELP A STUDENT 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:	Edexcel
TEACHER IN CHARGE OF SUBJECT:	Mr S Karunaratne
METHOD OF ASSESSMENT:	Written examination: 1.5hrs Onscreen examination: 2 hours 50% & 50%



COURSE DESCRIPTION

Principles of computer science - 50%

Content overview:

- Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Topic 2: Data – understanding of binary, data representation, data storage and compression.
- Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- Topic 4: Networks – understanding of computer networks and network security.
- Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Assessment overview:

This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items.

Application of Computational Thinking – 50%

Content overview

Topic 6: Problem solving with programming.

The main focus of this topic is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs.

Assessment overview

This practical paper requires students to design, write, test and refine programs in order to solve problems.

Students will complete this assessment onscreen using their Integrated Development Environment (IDE)

Students will answer the questions onscreen using Python 3.

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

- Learn to program in python and use it in future studies and in employment
- This GCSE is a natural stepping stone into A-Level Computing Courses in FE
- Computer Science skills are highly desirable in business and in the cyber security sector

BTEC TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY

EXAMINATION BOARD:	Pearson
TEACHER IN CHARGE OF SUBJECT:	Mr S Karunaratne
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 STUDENTS 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

BTEC TECH AWARD IN ENTERPRISE

EXAMINATION BOARD:	<i>Pearson</i>
TEACHER IN CHARGE OF SUBJECT:	<i>Mr S Karunaratne</i>
METHOD OF ASSESSMENT:	<i>NEA 30%</i> <i>NEA 30%</i> <i>Examination 40%</i>



COURSE DESCRIPTION

Component 1: Exploring Enterprises

DESCRIPTION

Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises

ASSESSMENT

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

Component 2: Planning and Presenting a Micro-Enterprise Idea

DESCRIPTION

Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

ASSESSMENT

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

Component 3: Marketing and Finance for Enterprise

DESCRIPTION

Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

ASSESSMENT

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

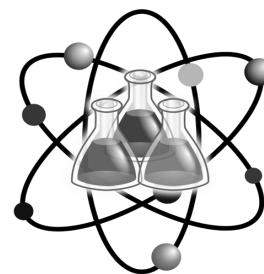
HOW DOES BTEC-TECH AWARD IN ENTERPRISE HELP PREPARE STUDENTS FOR FUTURE COURSES OR CAREERS?

- Develops core skills for working or starting your own business
- You will develop your skills in business and entrepreneurial thinking
- Opens up a wide range of career paths
- Allows for progression onto Business courses post 16 such as A-level and other Level 2/3 qualifications in further education

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 students to achieve three separate GCSE grades in Biology, Chemistry and Physics. This course is open to any student who is currently placed on a confident or exceptional pathway.

The Triple Science (separate sciences GCSEs) students 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 students 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 STUDENT FOR FUTURE COURSES AND CAREERS?

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

EXAMINATION BOARD

EDEXCEL

TEACHER IN CHARGE OF SUBJECT

Mrs A Biggs

METHOD OF ASSESSMENT (Modular)

1. Children's Growth and Development

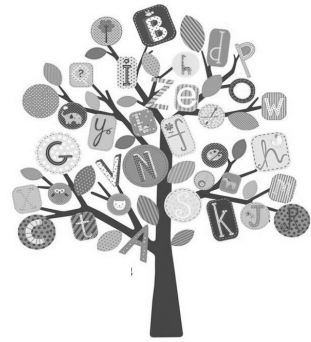
Internal Assessment (Externally Moderated)

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. Students 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 student 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 Students section

Then to careers

Then to careers related websites at the bottom of the page

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. Students 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 students 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. Please also be aware that should a student not gain a grade 4 at GCSE in Maths & English they will have to retake this at Post 16.

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

Mrs P. 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.pates.gloucs.sch.uk	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	



YEAR 9 Options Form 2024

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.

Unless you have been directed otherwise, students should choose one of the following subjects as their first option choice

Triple Science Geography History French German Spanish Computer Science

Then choose 3 other options from the list below.

Some students may wish to follow the EBACC pathway, which means choosing either Geography or History **and** a language, leaving 2 further choices to be made from the list below. If you would like more information on this you can find it by accessing the link below:

<https://insights.gostudent.org/en/ebacc-english-baccalaureate>

Students should choose no more than 2 BTEC subjects due to the volume of coursework that is contained in the qualifications.

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.

You should not choose both BTEC IT and Computer Science or Music and Music Technology

- GCSE Three-Dimensional Design
- GCSE Fine Art
- BTEC Child Development
- BTEC Digital IT OR
- BTEC Sport
- GCSE Drama
- GCSE Food Preparation & Nutrition
- GCSE Computer Science
- GCSE Geography
- GCSE German
- GCSE History
- GCSE French
- GCSE PE
- GCSE Photography
- GCSE Religious Studies
- GCSE Music OR
- GCSE Spanish
- GCSE Textiles & Design
- BTEC Business Enterprise
- NCFE Music Technology
- GCSE Science (Triple award)

Choice 1

Choice 2

Choice 3

Choice 4

Reserve choice 1

Reserve choice 2

Student Signature.....

Parent Signature.....

Please return this form to your form Tutor by 19th April 2024, at the latest. Alternatively, please complete the online form found at <https://forms.office.com/e/p17py572Hv> by 19th April 2024.