



Inside Out Learning Alternative Pathway

**Please read the important notes on the reverse of this sheet before
completing this form**

*You must choose **two** from the list below*

Art and Design GCSE	Geography GCSE
Business Studies GCSE	History GCSE
Child Development Level 2 OCR Certificate	iMedia Level 1/2 Cambridge National Certificate
Dance GCSE	Media GCSE
Design Technology GCSE	Music GCSE
Drama GCSE	Music Technology Level 2 Technical Award
Drama Performing Arts BTEC specialising	PE GCSE
Food Preparation and Nutrition GCSE	Photography GCSE

Preferred Choice [1] _____

Preferred Choice [2] _____

Reserve Choice _____

plus Inside Out Curriculum

Student Name:

Tutor Group:

Student Signature

Parent Signature

**This form must be completed and returned to Student Services no later than
9.00am on Friday 15 February 2019**

Guidance for filling in Options Form 2019

- You cannot choose a BTEC\NCFE and GCSE in the same subject area
- You cannot put the same subject as a first preference in more than one area of the form
- Try to choose what you enjoy/think you are good at
- Do seek as much guidance as possible
- Do not be influenced by what your friends are choosing
- Do not be influenced by personal feelings about individual teachers who may or may not be teaching you
- If you have been withdrawn from languages during Year 8 you cannot choose it at GCSE

ART AND DESIGN

GCSE Equivalence: 1 A*-G grade	Qualification: GCSE Art and Design	
Level Available: 9-1	Exam Board: Edexcel	Specification Number: 1AD0

COURSE DETAILS

During the course, you will build on skills learned at Key Stage 3 and will be expected to work with greater confidence and ambition. The course aims to give students opportunities to develop a broad range of skills as follows:

- creative and imaginative ability and the practical skills for engaging with and for communicating and expressing original ideas, feelings and meanings in art, craft and design
- investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence
- cultural knowledge and understanding of art, craft and design and of the media and technologies used in different times, contexts and societies
- personal attributes, including self-confidence, resilience, perseverance, self-discipline and commitment

For Unit 1, the course consists of six main projects: **'Expression'**, **'Under the Microscope'**, **'Mexican Clay Heads'**, **'Man-Made'** and a **Mock Examination**. For each project, you will need to complete preparatory and independent tasks which account for 75% of your total grade. Final outcomes will be completed as a controlled test and account for 25% of your grade; you will have approximately forty-five hours of timed tests over the three-year course.

ASSESSMENT

Controlled Assessment	Approximately forty-five hours of lessons will be devoted to controlled tests in which time you will complete a final outcome for each project.
Practical Examination	Ten hour timed test <i>[similar to controlled assessment]</i>
Examinations	Unit 2 Externally Set Assignment <i>[Terms 3 to 4 of Year 11]</i> Twelve weeks to prepare for a ten hour timed test <i>[40% of final grade]</i>
Continual Assessment	Unit 1 - Personal Portfolio <i>[Years 9,10 and 11] [60% of final grade]</i>

APTITUDES NEEDED

Most important is a healthy interest in art and competent drawing skills. As the majority of the course is coursework based, you will need to be good at self-management by ensuring that independent tasks are completed to deadline *and* to the best of your ability. A willingness to go beyond the expected standard and take on the challenge of extension tasks will be instrumental in ensuring a good grade – particularly at the end of the course when you will be completing your examination preparation. Finally, you will be expected to speak and write about your own work and that of other artists, so Literacy *[writing about art]* is an integral part of the course.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Many students continue on to AS Art and Photography. Alternatively, you could go directly on to an Art Foundation course and then on to a specialist art degree.

STUDENT QUOTES

"The teachers are good and we learn a lot in Art"
 "I love Art! It's really enjoyable and you can really express yourself. I'm so glad I took this subject."

GCSE BUSINESS

GCSE Equivalence: 1

Qualification: GCSE

Level Available: 9-1

Exam Board: Edexcel

Specification Number 1BS0

COURSE DETAILS

Why Study Business?

This will be a brand new subject to you, which means lots of interesting new topics! You will gain an understanding of how businesses operate and how important business is to the way in which we live and the economy. You will learn skills that give you a deeper understanding of what goes on around us and be expected to keep up-to-date with the news.

What Will You Learn?

You will learn lots of new vocabulary and experience different ways of learning. You will be introduced to the world of small and large businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity, then turn that into a successful business. You will understand how to make a business effective and manage money. You will also see how the world around us affects small businesses and all the people involved. More topics include how businesses manage their finances and the people who work for them. You will learn about how small businesses are developed and then grow and discover how businesses promote themselves and keep their customers satisfied.

ASSESSMENT

Examinations

There are two examinations, both of which are taken in Year 11.

Theme 1: Investigating Small Businesses – worth 50% - a mixture of data response, short answer and extended essays.

Theme 2: Building a Business – worth 50% - a mixture of data response, short answer and extended essays.

Controlled Assessment

No controlled assessment

APTITUDES NEEDED

You **must** have an interest in business and maybe want to start your own business one day. You must have an enquiring mind and be **interested in learning about the world around you**, how businesses are set up and what it is that makes someone a great entrepreneur. You will be expected to **keep up with current affairs** and take an interest in business news.

You will need to be good at communication with very good English skills, be able to analyse and evaluate business situations, have excellent mathematics and numeracy skills [*as there are a lot of numeracy based questions*] and be able to learn, through research, which you can then apply to situations and case studies.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Continue on to study further with an A-level in Business or a more vocational level 3 BTEC Business Course.

You may go on to study a degree in business, finance or marketing at university or work in accountancy, law, marketing, retail or the leisure industry among many others.

CHILD DEVELOPMENT

GCSE Equivalence: 1 GCSE	Qualification: OCR Levels 1 and 2 Cambridge National Certificate in Child Development	
Level Available: Level 1 and 2	Exam Board: OCR	Specification Number: J818

COURSE DETAILS

- Cambridge Nationals are vocational qualifications at Levels 1 and 2 for students aged 14 to 16
- They are designed to fit into the curriculum and to offer the same size, rigour and performance points as GCSEs. They will form a key part of any student's Progress 8 and Attainment 8 approved subjects
- The qualifications are recognised by Ofqual, DfE and by 16-19 providers as progression to A-Level, Further Education or on to an apprenticeship or work

This qualification focuses on the development of a child from conception to the age of five, developing knowledge and understanding in all aspects of child development.

OCR LEVELS 1 TO 2 CAMBRIDGE NATIONAL CERTIFICATE IN CHILD DEVELOPMENT is made up of **three** mandatory units.

ASSESSMENT

Unit 1 [RO18]	<p>Students will learn the essential knowledge and understanding for child development covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, conditions for development, childhood illnesses and child safety.</p> <p>This unit is assessed via an external examination at the end of the course.</p>
Unit 2 [RO19]	<p>Students will gain knowledge of the equipment needed for babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.</p> <p>This unit is internally assessed and takes the form of three practical tasks or projects set by the examination board.</p>
Unit 3 [RO20]	<p>Students will observe 'development norms' in children up to the age of five. This unit will include researching, planning and carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in child development.</p> <p>This unit takes the form of a practical project, where the student must visit and observe a child aged 0 to 5. The project is internally assessed.</p>

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

This qualification would be particularly useful for any student thinking of going on to study Health and Social Care or thinking of a career which involves children in any way.

APTITUDES NEEDED

- Candidates are expected to be able to recall, select and communicate sound knowledge and understanding of aspects of Child Development for the written examination
- They will need to apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and research tasks
- They will need to review evidence and analyse and evaluate information clearly and accurately
- They will make judgements and draw appropriate conclusions from their observations

DANCE

GCSE Equivalence: 1 GCSE	Qualification: GCSE Dance	
Level Available: 9-1	Exam Board: AQA	Specification Number: 8236

COURSE DETAILS

GCSE Dance helps students develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation. The specification enables students to:

- increase confidence and self-esteem
- employ the skills of problem solving and creativity
- make knowledgeable decisions about dances
- expand exciting repertoire and develop appreciation of professional dance works

The qualification is 60% practical and allows students to actively and physically demonstrate their abilities through a controlled dance assessment. There is a theory paper that involves the study of six professional dance anthologies and encourages critical appreciation of students' own work and that of others.

Units include;

Component 1: Performance 30% Choreography 30%
Component 2: Dance Appreciation [Written examination] 40%

ASSESSMENT

<p>Component 1 is divided into two parts; Performance and Choreography</p> <p>Performance involves two practical assessments: one of the Set Phrases and the other in a Solo or Group Performance.</p> <p>Choreography involves one compositional task and a supporting programme note</p> <p>Component 2 is theoretical and includes a Controlled Assessment under examination conditions that will be scheduled for the end of Year 11</p>	<p>Component 1: Performance of Set Phrases [10%] A one minute solo performance of the set phrases. The performance will be assessed internally by the class teacher and filmed, to be sent to the examining board for moderation of grades.</p> <p>Component 1: Performance in Duet/Trio [20%] Students will learn how to perform as part of a duet/trio. Each student will perform for a minimum of three minutes in a dance which is a maximum of five minutes in duration. The performance will be assessed internally by the class teacher and filmed, to be sent to the examining board for moderation of grades. Although students will work together to refine and perform, they will each receive a separate mark, based on their individual performance.</p> <p>Component 1: Choreography [30%] Students will be assessed on their creative response to a dance theme/stimulus stipulated by the examination board. They will be required to explore and communicate the idea, develop key motifs and incorporate choreographic devices to provide an interesting and imaginative response. The composition will be assessed internally by the class teacher and filmed, to be sent to the examining board for moderation of grades. Students must write a programme note of one-hundred-and-twenty to one-hundred-and-fifty words to document their choreographic response.</p> <p>Component 2: Critical appreciation [40%] Students will complete a one-and-a-half hour, written examination paper that will assess their knowledge and understanding of the choreographic process and performing skills. They will be required to demonstrate a critical appreciation for their own and other professional dance work. Students will study six professional dance anthologies and refer to these in the examination paper.</p>
<p>Continual Assessment</p>	<p>Mock assessments will be completed for each unit and practical, technical and academic progress will be tracked throughout the course.</p>

APTITUDES NEEDED

Due to the practical nature of the assessment, it is advisable that students have previous experience in dance and are confident working and performing, both in a group and individually. Students must also consent to be filmed for video evidence and external assessment.

Students are expected to:

- work independently
- work collaboratively
- be organised, punctual and committed
- think creatively and imaginatively
- be self-motivated and eager to improve
- attend additional rehearsals and intervention if required
- enjoy dance

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

The GCSE Dance course can provide a solid foundation for a career in Dance or Performing Arts and further studies in the subject, including A-level Dance and BTEC Performing Arts, as well as vocational opportunities. These could then lead to places at University, following a similar pathway in dance performance or teaching.

STUDENT QUOTE

Seaford Head School has excellent dance facilities which help motivation and makes dance lessons and courses enjoyable. The mirrors enable students to make corrections to improve technique and the music system and speakers provide a great quality sound. Work in lessons includes both solo and group work which is a nice mix and keeps things interesting. Technical studies challenge all ability levels and include lots of aspects, such as floor work, turns, travelling to develop dance technique. Work is broken down to a good pace which enables everyone to keep up and lots of refinement and observation work is used to help make corrections. The work studied helps to develop technique as well as confidence in performing.

DESIGN AND TECHNOLOGY

GCSE Equivalence: 1 GCSE	Qualification: GCSE	
Level Available:	Exam Board: AQA	Specification Number: 8552

Course Details

Design Technology combines the skills of Key Stage 3 Design and Technology areas; Product Design Resistant Materials, Graphics and Sustainable Design into a single GCSE subject.

Through a mixture of theory and practical tasks students will be encouraged to design and make products with creativity and originality. The three-year course is structured to develop students' effective research and analysis skills, as well as to produce 3D products through a variety of practical activities, using a range of materials and techniques, including paper, card, wood, metal and plastics.

Our GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the specification should be delivered through the practical application of this knowledge and understanding. Topics and themes have been grouped to help you teach the specification. These are not intended as a route through the specification; you can teach the content in any order.

The topics are:

1. Core Technical Principles
2. Specialist Technical Principles
3. Designing and Making Principles

ASSESSMENT

Controlled Assessment	<p>Design and Make Project: An assessed project produced under controlled conditions. The project will be assessed against the following criteria:</p> <p>Task[s]</p> <p>Substantial design and make task</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> ➤ Investigating ➤ Designing ➤ Making ➤ Analysing and Evaluating ➤ In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner <p>Design Folder:</p> <ul style="list-style-type: none"> ➤ Students will produce a working prototype and a portfolio of evidence [<i>maximum twenty pages</i>] ➤ Work will be marked by teachers and moderated by AQA
Examination	<p>Written Paper: A written examination paper that will cover everything learned during the Key Stage 4 course, including design work and theory.</p>
Overview	<p>Unit 1: Written Paper: 2 hours: 50% of total marks. Externally assessed.</p> <p>Unit 2: Design and Make Project: 45 hours: 50% of total marks. Internally marked and moderated by examination board.</p>
Continual Assessment	<p>Practical and theory skills will be regularly assessed throughout the course. Feedback will be given and opportunities to improve work are built into the lessons.</p>

APTITUDES NEEDED

Students should be self-motivated and have an eagerness to solve problems through investigation, development and practical activities. Good organisational skills are important, in order to manage their coursework and meet deadlines. It is beneficial if they have good drawing, analysing, planning and making skills. Knowledge of ICT programs, such as *Sketch Up* and *2D design* are also an advantage, although many elements of these will be taught through the course. .

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

The structure of the course teaches students key skills which are transferrable across a wide range of Post-16 Further Educational courses or careers. Many roles, particularly in the field of design, will need the skills of researching, analysing and planning which are encouraged and developed as part of this course.

Product Design can lead to many career paths from Product Design, Packaging Design, Furniture Design, Interior Design, Graphic Design, 3D Design, Architecture, Industrial Design/Engineering and Construction, Exhibition Design, Theatre/Stage and Film Design and many more.

Studying Product Design teaches a variety of valuable skills and will enable you to go on to study a number of '*Design*' related subjects at A-Level or as a higher level vocational course or apprenticeship.

STUDENT QUOTES

You have a chance to learn new techniques and tools you can use later in life.

Design Technology lets you use skills from other subjects to create professional quality design work.

The things you design and make in projects can be taken home and actually used!

DRAMA - BTEC PERFORMING ARTS SPECIALISING IN DRAMA

GCSE Equivalence: 1 x GCSE Grade A*-C

Qualification: BTEC Tech Award in Performing Arts

Level Available: Level 1 / Level 2

Exam Board: Pearson

Specification Number: RQF

COURSE DETAILS

This course is for those students who enjoy acting and have discovered an aptitude for it during their drama work in Key Stage 3. An excellent level of performance skill is essential, together with a desire to improve their acting and their confidence. BTEC Performing Arts involves constant practical performance assessment to public and invited audiences. It also involves the study of different theatre companies and practitioners, as well as visits to the theatre. Students should be good communicators and enjoy working with other people, sharing ideas, challenging themselves and reflecting on their work in order to improve.

ASSESSMENT

Written Work

BTEC Performing Arts does not involve a written examination: written work is in the form of a logbook which is on-going for each component of work.

Practical Examination

These happen during each assignment through a performance to an audience.

*Please note all work is filmed for assessment purposes.
Students are required to purchase and use a base costume of Performance Blacks throughout the course for performances.*

Examinations

There is one external examination:

Component 3: Performing to a Brief: Students will work in groups and be required to devise an original piece of work around a theme given by the examining board. This takes place in Year 11 as the final part of the course.

Continual Assessment

The continual practical assessment is formalised through performances and Logbooks.

APTITUDES NEEDED

- Performance Skills – *characterisation/physical skills/communication with audience*
- Creativity
- Self Confidence
- Team Worker
- Organisational and independent study Skills

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Level 2 BTEC Tech Award in Performing Arts links very well into the many BTEC Level 3 Performing Arts courses. The course gives you a good grounding in life and social skills that will allow you to follow any career path as well as those in the creative industries.

STUDENT COMMENTS

BTEC Performing Arts has helped me to explore my own abilities.

BTEC Performing Arts can be laid back or filled with pressure, but at the end of the day you walk away feeling great and it's this variety that I love.

I love my drama lessons, it's always something different.

DRAMA

GCSE Equivalence: GCSE 9-1 grading

Qualification: GCSE

Level Available: Level 2

Exam Board: Edexcel

Specification Number: 1DR0

COURSE DETAILS

This course will appeal to those who like to use their imaginations, work with different people in whole-class and small group work and who are interested in understanding the world around them. Students who enjoy performing will do best at this course and will enjoy the opportunity to improve their characterisation, communication skills and their confidence, surrounded by like-minded students. They will study a range of drama skills through different topics. This course produces confident communicators and improves ability to work with others. Students will attend live theatre performances and prepare notes on them for the written examination. The areas of the course are:

[1] *Devised performance* [2] *Portfolio* [3] *Scripted performance* [4] *Written examination*

ASSESSMENT

Written Work	The written work for GCSE Drama is in the following formats: 1. A written examination in Year 11 on a set text and live theatre evaluation. 2. Written portfolio of work for preparing for performance of a devised piece.
Practical Assessment	There are two practical examinations: 1. Devising Performance 2. Scripted Performance <i>Please note all work is filmed for assessment purposes. Students are required to purchase and use a base costume of Performance Blacks throughout the course for performances.</i>
Continual Assessment	The continual practical assessment is formalised through workshops and performance.

APTITUDES NEEDED

- To be able to develop a personal interest in why drama matters and be inspired, moved and changed by it
- To be able to work imaginatively and creatively in group contexts, sharing ideas your ideas with others
- To be able reflect on and evaluate your own work and the work of others constructively
- To be able to critically analyse professional work
- To be able to develop and demonstrate a range of practical, creative and performance skills
- To have an enquiring mind

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

The GCSE Drama course will lead to A Level Drama and Theatre Studies. Students often go on to study A Level Drama and Theatre Studies and link in with the Performing Arts BTEC courses at College.

- GCE Drama and Theatre Studies at A2 Level
- BTEC Level 3 Performing Arts

STUDENT QUOTES

It's fun being able to work with different people, with whom you have not worked before, and build strong relationships. I really enjoy being challenged through creating work spontaneously when looking at a topic.

It's more than just acting. You have fun while learning valuable life skills and build confidence.

FOOD PREPARATION AND NUTRITON	
GCSE Equivalence: 1 GCSE Graded 9-1	Qualification: GCSE
Exam Board: AQA	Specification Number: 8585

COURSE DETAILS
<p>Students studying GCSE Food Preparation and Nutrition will gain an insight into the food manufacturing process, through a wide range of practical tasks that require the application of knowledge and understanding. During the course, they will develop new ideas suitable for a wide range of consumers, plan and produce food products and evaluate their success. The subject concentrates on designing and making skills but there is also a strong theoretical element involved, covering food safety, food nutrition and health, food science, food choice and food provenance.</p>

ASSESSMENT	
Non-Examination Assessment	<p>Practical investigations are a compulsory element of this NEA task.</p> <p>Task 1: <i>Food Investigation</i></p> <p>Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p>Task 2: <i>Food Preparation Assessment</i></p> <p>Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.</p> <p>Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p>
Written Examination	<p>Written Paper: 1 hour 45 minutes – [100 Marks]</p> <p>A written examination paper that will assess students' theoretical knowledge of food preparation and nutrition. The following five units will be assessed:</p> <ul style="list-style-type: none"> ➤ Food, nutrition and health ➤ Food science ➤ Food safety ➤ Food choice ➤ Food provenance <p>Questions will be divided into:</p> <p>Multiple choice questions [20 Marks] Five questions each with a number of sub questions [80 Marks]</p>

<p>Overview</p>	<p>Written Paper: 1 hour 45 minutes: 50% of total marks. Externally assessed</p> <p>NEA: 50% of total marks. Internally assessed and moderated by AQA examination board</p> <p>The NEA will be divided into the following assessment tasks:</p> <p>Task 1: Written or electronic report, [1,500–2,000 words] including photographic evidence of the practical investigation.</p> <p>Task 2: Written or electronic portfolio, including photographic evidence. Photographic evidence of the three final dishes must be included.</p>
<p>Continual Assessment</p>	<p>Practical skills, as well as students' knowledge and understanding of food preparation and nutrition, will be regularly assessed throughout the course.</p>

APTITUDES NEEDED

Students taking this subject need to be passionate about food and cooking, and willing to experiment with new ideas, taking calculated risks. They will also find being able to work as a team player, being creative and having good organisational skills an advantage. These aptitudes, along with others, are taught as part of the course structure.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

The structure of the course teaches students key skills which are transferrable across a wide range of Post-16 further educational courses or careers. Many roles, particularly in the design world, will need the skills of researching, analysing and planning - encouraged and developed as part of this course.

Food preparation and nutrition can lead to many career paths, such as food microbiologist, recipe development, food nutritionist, product development or food photography and more.

Studying food preparation teaches a variety of valuable skills and will enable students to go on to study a number of Food and Catering related subjects at AS/A-Level or as a higher level vocational course or apprenticeship.

STUDENT QUOTES

There is a lot of written work but the practical is brilliant, as you can be creative and take ownership of the products that you want to make.

Food Preparation and nutrition is good, as it gives us the opportunity to be imaginative with cooking. There is a fair bit of theory work, which takes time, but as long as we are organised and keep up-to-date, it is a very rewarding task. We learn about the food industry and gain expert nutritional knowledge, as well as picking up cooking skills for future use.

GEOGRAPHY

GCSE Equivalence: 1 GCSE	Qualification: Geography	
Level Available: 9-1	Exam Board: AQA	Specification Number: 8035

COURSE DETAILS

Information About the Subject Area: The world in which we live is likely to change more in the next fifty years than it has ever done before. Geography explains why and helps to prepare you for those changes. It tackles the big issues such as environmental responsibility, our global interdependence, cultural understanding and tolerance, commerce, trade and industry. Geographical study fosters these qualities and provides a firm basis for life-long learning. It is about the future and encourages *flexible thinking*.

Students will be required to develop in the following areas:

- Locational and contextual knowledge of continents, countries, regions and their physical, environmental and human features
- Use a range of maps, atlases, OS maps, satellite imagery and digital material, including GIS, to be able to obtain, illustrate, analyse and evaluate geographical information
- Fieldwork in at least two contrasting environments, whereby physical, human and the interactions between these two processes are explored
- Using qualitative and quantitative data from both primary and secondary sources and adopting mathematical and statistical techniques
- Formulating enquiry and argument
- Knowledge: understanding of UK geography, to include its physical and human landscapes, environmental challenges, changing economy and society
- A study of geomorphic processes and landscape to include examples in the UK
- Changing weather and climate: the causes, consequences of and responses to extreme weather conditions and a study of climate change
- Global ecosystems and biodiversity: an overview of the distribution and characteristics of large scale natural global ecosystems
- Resources and their management: an overview of how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources
- Cities and urban society: an overview of the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development
- Global economic development issues: the causes and consequences of uneven development at global level as the background for considering the changing context of population, economy and society and of technological and political development in at least one poorer country or one that is within a newly emerging economy

ASSESSMENT

Examinations	Living with the Physical Environment Examination - 1hr 30mns [35% of GCSE] Living with the Human Environment Examination - 1hr 30mns [35% of GCSE] Geographical Applications Examination - 1 hour 15mns [30% of GCSE]
Continual Assessment	Teacher assessments are carried out throughout the course to ensure you are well prepared for the examinations.

APTITUDES NEEDED

In order to study Geography you must find it interesting and have a desire to learn about the world in which we live. Good literacy, numeracy, ICT and decision making skills are also very important.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

You could study Geography at A-level and then at a higher education establishment. Geography has the best graduate employment rate in the country because it will provide you with many transferable skills [see above]; an asset in the complex world of employment today. Many jobs need people who can organise information and who can make decisions in order to solve problems.

STUDENT QUOTE

'GCSE Geography is challenging and interesting. There are many concepts to learn, as with any GCSE, but you must have good literacy and numerical skills and be prepared to work hard. Fieldwork is a great opportunity and I enjoyed studying the local coastal area in great detail'. **Year 11 Student**

HISTORY

GCSE Equivalence: 1 GCSE

Qualification: GCSE History

Level Available: Level 1-2

Exam Board: AQA

Specification
Number: 8145

COURSE DETAILS

History is a lively, vibrant subject. The course is based upon events that happened throughout a broad time span and covers both British and International History. Students will experience a wide variety of thought-provoking lessons that will involve a variety of activities, such as writing at length, evaluating source work, group presentations and drama. They will learn about international relations: what leads to conflict between countries and how these conflicts are settled. They will discover the history of one nation in depth and learn how political events affect ordinary people. They will also learn about change over time and the importance of factors, such as war, chance, luck and communication in the development of medicine. GCSE History will appeal to anyone who loves investigating, researching, thinking, debating and writing.

Paper 1: *Understanding the Modern World*

Section A: *Germany 1890–1945: Democracy and dictatorship.* This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship: the development and collapse of democracy and the rise and fall of Nazism.

Section B: *Conflict and Tension in Asia, 1950–1975. A Study of the Korean and Vietnam Wars*

This period study focuses on the issue of the potential spread of communism, why America went to war in Vietnam and the consequences of doing so. Students will also study the Korean war of the 1950s, focusing on why the war occurred, why Britain became involved and the impact of the war.

Paper 2: *Shaping the Nation*

Section A: *Britain: 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.

Section B: *Elizabethan England c1568–1603*

This option allows students to study, in depth, a specified period, the last thirty-five years of Elizabeth 1 reign. The study will focus on major events of her reign considered from economic, religious, political, social and cultural standpoints and arising contemporary and historical controversies.

ASSESSMENT

Examinations

Paper 1: *Written Examination: 1 hour 45 minutes*

- 84 marks [*including 4 marks for spelling, punctuation and grammar*]
- 50% of GCSE
- Section A – six compulsory questions [*40 marks*]
- Section B – four compulsory questions [*40 marks*] plus 4 marks for spelling, punctuation and grammar

Paper 2: *Written Examination: 1 hour 45 minutes*

- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – four compulsory questions [*40 marks*]
- Section B – four compulsory questions [*40 marks*]

Plus 4 marks for spelling, punctuation and grammar

APTITUDES NEEDED

- Curiosity about the past
- The ability to look at all sides of an argument
- The ability to put your ideas into written form
- Research and discussion skills

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

History GCSE is extremely valuable as a basis for A Level courses, further education at university and employment. A qualification in History clearly demonstrates that a student has a range of study skills, such as the ability to investigate, analyse and write, in depth and detail, all key skills needed for both further academic study and in the world of work.

History students often pursue careers in the following fields:

- Law
- Journalism
- Politics
- Management
- Policing
- Education

STUDENT QUOTE:

History is a very interesting subject. We always learn something new and the lessons are always fun.

History is a fascinating subject. There is a lot of writing but I really enjoy studying it.

MEDIA STUDIES GCSE

GCSE Equivalence: 1 GCSE

Qualification: Level 1/2 Cambridge National Certificate in Creative iMedia

Level Available: No Tiering [Distinction, Merit, Pass]

Exam Board: OCR

Specification Number: J817

COURSE DETAILS

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation and have IT at their heart. They provide knowledge in a number of key areas in this field, from pre-production skills to digital animation, and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things. The Certificate in Creative iMedia requires students to complete four units, which cover a range of topics, such as photography, sound production and digital video production.

ASSESSMENT

Controlled Assessment

Unit R082: Creating Digital Graphics

This unit is assessed internally and moderated by OCR.

Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively.

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

Unit R089: Creating a Digital Video Sequence

This unit is assessed internally and moderated by OCR.

The unit will enable learners to understand where digital video is used in the media industry, such as television, film, web applications or computer gaming. Students will also learn how these technologies are developed to reach an identified target audience. On completion of this unit, they will understand the purpose of digital video products and where they are used. They will be able to plan a digital video sequence, create and edit a digital video sequence and review the final video sequence against a specific brief.

Unit R090: Digital Photography

This unit is assessed internally and moderated by OCR.

Digital photography is used in a variety of different situations and circumstances. These range from professional photographers taking wedding and special event photographs to informal holiday and social networking photographs.

In this unit students will learn about different types of digital photographic equipment, features and settings used in digital photography, how to plan a photo shoot and how to present their portfolios.

On completion of this unit, students will understand the features and settings of digital photographic equipment, be able to plan a photo shoot, review the digital photographs and review the final portfolio against a specific brief.

Practical Examination	N/A All practical work is assessed internally
Examinations	<p>Unit R081: Pre-production Skills</p> <p>This unit is assessed by examination [1hr 15mins] and is externally marked.</p> <p>This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.</p> <p>Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.</p> <p>On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative, digital, media product to a client brief and will understand how to review pre-production documents. Students studying the optional units will be able to apply knowledge and understanding, gained in this unit, to help develop their skills further during the completion of those units.</p>
Continual Assessment	N/A As above

APTITUDES NEEDED

- The ability to organise work load and keep a portfolio of work updated
- To be able to work independently and as part of a team
- Competent IT skills
- The ability to follow instructions carefully and be responsible using equipment
- A creative flair and the ability to produce original concepts

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Practical media-based courses or apprenticeships

STUDENT QUOTES

I love Media Studies. We get the opportunity to be creative.
Media is such a broad industry; there is something for everyone!

Inside Out Curriculum

Qualifications Attained: To be decided

Assessment: N/A

COURSE DETAILS

The course will focus on challenges undertaken in the following areas:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Health and Fitness
- Work Related Learning and Enterprise
- International Links
- Expressive Arts
- Beliefs and Values
- Practical Life skills and learning to work as a team: team building
- Exploring new skills
- Forest Schools

The focus is very much on life skills, supporting students in managing their own learning, developing employability skills and personal effectiveness to prepare for college/job interviews, become more confident when working with others, and using IT for word-processing, research and presentation.

The course will include additional support to develop essential literacy skills to access other GCSE subjects. This may include short intervention programmes to work on identified, specific needs.

REASONS TO CHOOSE THIS SUBJECT

This subject is aimed at students for whom nine or ten GCSEs are too many. The course is learner-centred and encourages students to take some responsibility for their own learning in completing individual, short challenges and through a process of action planning and review.

The subject supports the personal and social development of the student through a focus on Key Skills, *[improving own learning and performance, working with others, communicating through discussion and planning and giving presentations, problem solving, communication and IT]*.

Currently, there has been and will be a number of new courses on offer as part of the overall changes to GCSEs. The school will be considering which of these courses would be the most appropriate programme of study for life skills students.

Students are advised if it is thought an appropriate option for them.

MUSIC

GCSE Equivalence: 1 GCSE

Qualification: GCSE

Level Available: Grades 9-1

Exam Board: PEARSON

Specification Number: 1MU0

COURSE DETAILS

Unit 1: Performing Music [30%]

One solo and one ensemble performance on any instrument to be recorded at a set time during the course. The recordings are internally assessed and moderated by the examining board.

Unit 2: Composing Music [30%]

Compose and record two contrasting pieces which need to have a score and an evaluation. One piece is composed to a brief set by the examination board. The other is free choice [*can be any style*]. The recordings are internally assessed and moderated by the examining board.

Unit 3: Listening and Appraising Music [40%]

You will study set works from each of the following periods/areas of music:

- | | |
|--|-----------------------------------|
| 1. Instrumental Music [<i>Classical Music</i>] 1700-1820 | 2. Vocal Music |
| 3. Music for Stage and Screen | 4. Fusions [<i>World Music</i>] |

ASSESSMENT

Controlled Assessment 60%	One solo performance 15% One ensemble performance Two compositions 30%. Performances and Compositions to be completed - <i>under the supervision of your teacher.</i>
Examinations <i>Duration 1 hour 45 minutes</i>	A written and aural examination on the eight set works and unseen listening extracts at the end of the course, as chosen by the examining board.
Continual Assessment	Not applicable to this GCSE.

APTITUDES NEEDED

Are you having lessons on an instrument or voice? Maybe you're in a band or enjoy the practical nature of music lessons? Do you enjoy learning about music styles and features? GCSE music is well suited to students with some performing experience and an interest in creating/composing music. **You have to be able to play an instrument or sing to take this course** and therefore we would like you to prepare a solo performance for us as part of the entry process. Auditions will be held at the start of term 4. GCSE lessons are practical and students are introduced to many different musical styles, including classical, rock, film music and music from other countries. Students will also learn how to create their own music, using instruments, computers and recording technology. The GCSE Music course can be tailored to your own strengths and the ability to read and write music is useful but not essential. The amount of written work is minimal and if you already play an instrument with confidence, you should seriously consider GCSE music, as you have already gained high marks in 30% of the course.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

If you have a GCSE Music qualification you can go on to study A level Music or Music Technology but you would **also find it good preparation for many other subjects that use similar skills.** Communication skills, the ability to work successfully with others, independent learning and self-confidence are all skills that you will develop during the course and these are essential for further study in many other subjects. You will need to be able to manage your own time, as the ability to meet deadlines is critical but the course also gives opportunities for improving your practical musical and listening skills.

Some Careers in Music:

Performing Artist: Session Musician: Sound Technician: Tour Manager: Crew and Technicians: Orchestra Member: Conductor: Promoter: Booking Agent: Artist Manager: Night Club Manager: Music Publisher: Composer: Regional Sales Manager: Salesperson: Artists Accountant: Radio and Television Promotions: New Media Promotions [*websites*]: Video Commissioner: TV Booker: Producer: Director: Music Journalist: Magazine/Website Editor: Presenter: DJ: Vocal Coach: Music Therapist: Music lecturer: Teacher: Music Education Advisor: Music Inspector: Music Project Leader.

STUDENT QUOTES

- The facilities in the music department are fantastic. We get to use software and the recording studio to make our work sound really professional.
- It is great to have a break from so many lessons that are linked to a text book.
- I have gained a lot more confidence since I have been doing music GCSE and I can perform in front of people without being so worried.

MUSIC TECHNOLOGY : LEVEL 2 TECHNICAL AWARD

GCSE Equivalence: 1 GCSE	Qualification: Level 2 Technical Award	
Level Available: Pass, Merit, Distinction, Distinction*	Exam Board: NCFE	Specification Number: 601/6774/9

COURSE DETAILS

Unit 1: Set Up and Operate a Digital Audio Workstation

This unit covers the basic issues and skills associated with setting up a simple computer-based digital audio workstation and operating music sequencing software to work with audio and MIDI tracks.

Unit 2: Creating Music

Students will develop skills to analyse stylistic elements of music and develop a piece of music based on a specific style. They will engage in a review of technical and creative processes.

Unit 3: Studio Recording

Students will plan and undertake a recording session for a given scenario. They will create a mix-down of their recording and review the final product.

Unit 4: Sound Creation

Students will explore sound creation and apply their knowledge to a given brief. They will create and review their own original sound creation project.

ASSESSMENT

Portfolio of Evidence 50%	Each Unit is internally assessed and externally moderated. Students complete a portfolio of evidence which includes recordings, video recordings and evaluations.
Examinations 50%	Paper 1: Written Assessment [2 hours] Short-answer questions and listening questions [15%] Paper 2: Practical Assessment [2 hours] Creative and technical manipulation of musical material to a given brief [35%]

APTITUDES NEEDED

Are you interested in developing your skills in creating and recording music? Do you enjoy the practical nature of music lessons? The Level 2 Technical Award in Music Technology is well suited to students with an interest in creating/composing music and using the recording studio. Lessons are practical and a portfolio of work is used as a basis for assessment [rather than the examination based GCSE course]. You will have a certain amount of choice with the topics covered and will be required to improve your skill and understanding in an independent manner. If you enjoy using music technology in a creative manner but are not keen on regularly performing on an instrument or voice, then this is the course for you! Anybody with an interest in music can take this course.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

If you have a Level 2 Technical Award in Music Technology you can go on to study A level Music Technology but you would **also find it good preparation for many other subjects that use similar skills.**

Communication skills, the ability to work successfully with others, independent learning and self-confidence are all skills that you will develop during the course and these are essential for further study in many other subjects. You will need to be able to manage your own time, as the ability to meet deadlines is critical, but the course also gives opportunities for improving your practical musical and listening skills.

Some Careers in Music Technology:

Sound Technician: Tour Manager: Crew and Technicians: Promoter: Booking Agent: Artist Manager: Night Club Manager: Composer: Regional Sales Manager: Salesperson: Artists Accountant: Radio and Television Promotions: New Media Promotions [websites]: Video Commissioner: TV Booker: Producer: Music Journalist: Magazine/Website Editor: Presenter: DJ: Music lecturer: Teacher: Music Project Leader.

STUDENT QUOTES

- The facilities in the music department are fantastic. We get to use software and the recording studio to make our work sound really professional.
- It is great to have a break from so many lessons that are linked to a text book.

PHYSICAL EDUCATION

GCSE Equivalence:
Single Award = 1 GCSE

Qualification: GCSE Physical Education

Level Available: 9-1

Exam Board: AQA

Specification Number:
GCSE Physical Education 8582

COURSE DETAILS

The GCSE PE course is offered at a Single Award level Single achieving 1 GCSE grade. As part of the course, students will be assessed through a written examination consisting of two examination papers and through practical performance. The weighting of the course is 60% written examination and 40% practical.

ASSESSMENT

Theory Content Assessed Through Examination

Students will study content in the following two categories:

Paper 1: *The Human Body and Movement in Physical Activity and Sport*

What is assessed

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

How it is assessed

- Written examination: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- Answer all questions
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions

Paper 2: *Socio-Cultural Influences and Well-being in Physical Activity and Sport*

What is assessed

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

How it is assessed

- Written examination: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- Answer all questions
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions

<p>Non-Examination Assessment [NEA]</p> <p>Practical Performance in Physical Activity and Sport.</p>	<p>What is assessed</p> <ul style="list-style-type: none"> ➤ Practical performance in three different physical activities in the role of player/performer [<i>one in a team activity, one in an individual activity and a third in either a team or in an individual activity</i>] ➤ Analysis and evaluation of performance to bring about improvement in one activity <p>How it is assessed</p> <ul style="list-style-type: none"> ➤ Assessed by teachers ➤ Moderated by AQA [<i>Examining Board</i>] ➤ 100marks ➤ 40% of GCSE <p>Questions</p> <ul style="list-style-type: none"> ➤ For each of their three activities, students will be assessed in skills in progressive drills [<i>10 marks per activity</i>] and in the full context [<i>15 marks per activity</i>] ➤ Students will be assessed on their analysis [<i>15 marks</i>] and evaluation [<i>10 marks</i>] of performance to bring about improvement in one activity
<p>Examinations</p>	<p>Single Award – A written examination [<i>two papers</i>] worth 60% of the overall grade.</p>
<p>Continual Non-Examination Assessment</p>	<p>Practical performance</p>

APTITUDES NEEDED

Students need to be able to:

- work independently at times
- be organised
- think creatively
- work effectively with others
- be self-motivated
- enjoy sporting practical performance
- work hard

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Progression after Key Stage 4, following the GCSE PE course, could lead to Post-16 sports-related courses such as A-Level PE, BTEC National in Sport or any other sport related level 3 qualification.

These could then lead to places at University following a similar pathway, as above, or additionally teaching degrees, physiotherapy or maybe sports psychology.

STUDENT QUOTES

- PE is a most enjoyable and interesting subject. I'm always looking forward to PE lessons. Also, the teachers are the best!
- GCSE PE is a really fun option to choose as you get to do a lot of practical, as well as learning about sport and how to stay fit.

GCSE PHOTOGRAPHY

GCSE Equivalence: 9-1	Qualification: GCSE photography	
Level Available: Level 1-2	Exam Board: Edexcel	Specification Number: 1PY0

COURSE DETAILS

Photography may be defined as the creative journey through the process of lens-based and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. Over the next three years you will:

- develop and refine your technical skill in both recognising and capturing photographs using digital, film and experimental photographic practises
- develop photo manipulation and graphic design skills in order to confidently create and present your work
- research both traditional and contemporary artists and photographers and use that research to inform and inspire the development of your own body of work.

Present outcomes that draw your research and development into a logical and polished conclusion

ASSESSMENT

Controlled Assessment	Approximately forty-five hours of lessons will be devoted to controlled tests in which time you will complete a final outcome for each project.
Practical Examination	Ten hour timed test <i>[similar to controlled assessment]</i>
Examinations	Unit 2 Externally Set Assignment <i>[Terms 3 to 4 of Year 11]</i> Eight weeks to prepare for a ten hour timed test <i>[40% of final grade]</i>
Continual Assessment	Unit 1 - Personal Portfolio <i>[Years 9,10 and 11] [60% of final grade]</i>

APTITUDES NEEDED

Most important, is a healthy interest in photography and creative subjects. As the majority of the course is coursework based, you will need to be good at self-management by ensuring that independent tasks are completed to deadline *and* to the best of your ability. A willingness to go beyond the expected standard and take on the challenge of extension tasks will be instrumental in ensuring a good grade, particularly at the end of the course when you will be completing your examination preparation. Finally, you will be expected to speak and write about your own work and that of other photographers, so Literacy *[writing about Photography/Art]* is an integral part of the course. In Photography you will demonstrate:

- growth-mind set by understanding through sustained practise, you can improve your technical knowledge and ability to effectively manipulate the camera.
- grit by being resilient when planning and photoshoots don't quite work out. You will refine and improve over time.
- zest by approaching each task with enthusiasm and embracing new techniques and ways of working.
- self-control with learning by completing home learning and classwork in the set time.
- understanding others by being respectful and considerate towards your fellow classmates and other Photography students who use the same space.
- gratitude by being thankful for the facilities, equipment and time it takes to run Photography.
- curiosity by working independently and experimenting within your work.
- self-control with others by using class time effectively.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Many students continue on to AS Photography. Alternatively, you could go directly on to a Foundation Course and then on to a Specialist Photography degree.