

Edgbarrow School



KEY STAGE 4 CURRICULUM INFORMATION

2016 - 18



INVESTORS
IN PEOPLE



NOTES



January 2016

Headteacher
Robert Elsey

Dear Parent/Carer

Your child's education will need to prepare them for the rapidly changing world of work in the twenty-first century. Today and in the future people will need to be multi-skilled, adaptable and expect to change careers several times. With this in mind, we have broadened the curriculum to reflect our pupils' interests and talents.

The purpose of this booklet is to:

- provide information about all the courses available;
- explain the choices within each area of the curriculum;
- help both pupils and parents to make decisions.

Very few choices made at this stage will limit choices in the future. This is important since young people are still changing and developing, and so should keep open as many future avenues as possible.

Most pupils progress quickly on their new courses. We look forward to continuing to work with you as your son/daughter makes the transition to the next phase of education at Edgbarrow School.

The Options Form should be completed carefully with four preferred options chosen and two reserve options also selected. We try to allocate a pupil's first choice subjects but where this is not possible reserve options may be used. The deadline for return of these forms is Thursday 11th February 2016. Whilst every effort will be made to accommodate your child's choices if a subject does not generate sufficient interest it may be necessary to withdraw the subject from our curriculum.

Should you have any queries or concerns about the options process please do not hesitate to contact me at school.

Yours faithfully

Mrs M Hutchinson
Head of Year 9

INTRODUCTION

The Options booklet is divided into four sections:

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1 General information about public examinations A description of GCSEs, BTECs and other qualifications; the assessment methods used in these types of course and an overview of the Key Stage 4 curriculum.	5 - 8
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INFORMATION ABOUT PUBLIC EXAMINATIONS (GCSE)

Key points about the GCSE examination are:

- grades are awarded on a nine-point scale 9 to 1;
- 9 is the highest achievable grade with 1 being the lowest awarded grade;
- some subjects will continue to be graded A* - G;
- some subjects involve controlled assessment which counts towards the final grade;
- all subjects will have at least one written examination paper;
- in some subjects pupils are entered for the examination in tiers according to their ability in that subject;
- for most GCSE subjects, 5% of the total marks available in the final written examination paper are allocated to spelling, punctuation and grammar.

Colleges and employers ask for certain GCSE grades and subjects as entry levels for courses or employment. The normal entry requirement for A Level study is 5 GCSEs awarded at 9 - 5, with a grade 7 in specified subjects.

Please note that the Government has announced its intention to move away from the current system of modular examinations to a system of linear examinations. This means that for two-year GCSE courses starting in September 2016, exams will be taken at the end of the course (summer of Year 11).

There may be other changes to the examination system that we are unable to anticipate at present. The information in this booklet is up-to-date as of January 2016.

Controlled Assessment

Controlled assessment was introduced into GCSE qualifications from September 2009 and has, in most cases, replaced coursework as a means of internal assessment. Controlled assessment is used for aspects of a subject that can't be readily assessed through external examination, such as research, carrying out tasks, and performance and production skills. The amount and type of controlled assessment required vary between subjects.

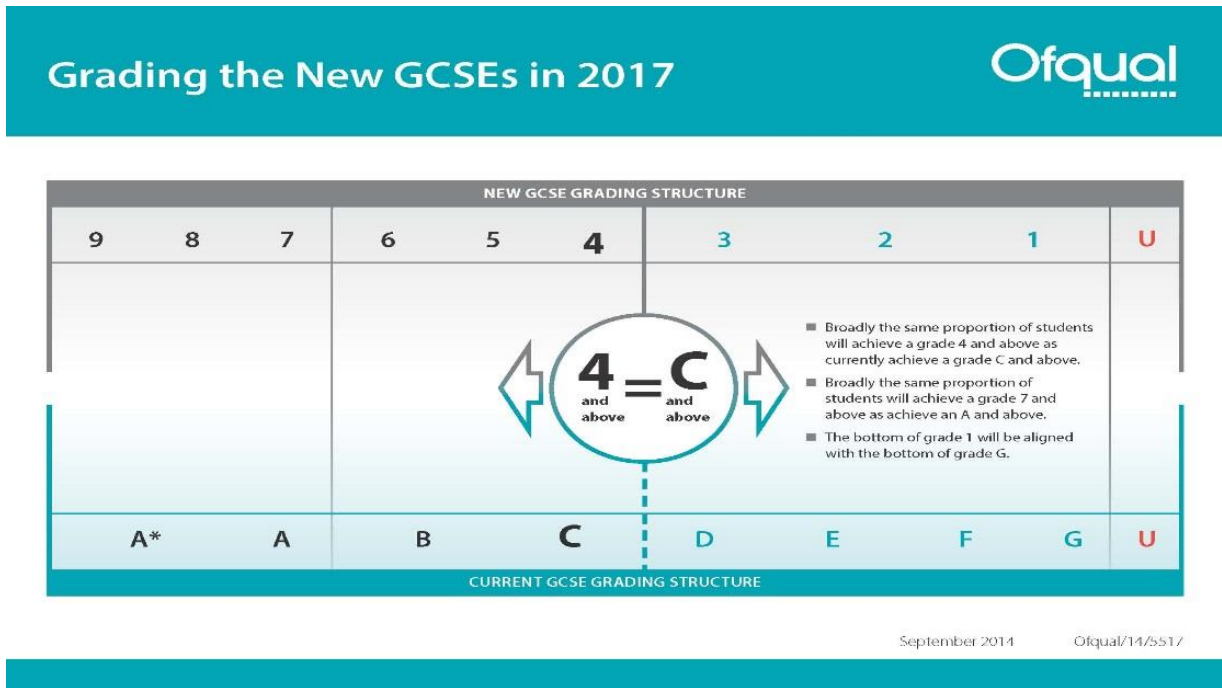
In many ways, preparation for controlled assessment will be the same as for coursework. Like coursework, controlled assessment allows pupils to produce an extended personal response to an area of the subject specification. The preparation that is required and appropriate will vary according to the type of subject. Generally teachers will:

- Teach an overview of the chosen topic/task before pupils set to work
- Give pupils the context they need to understand the topic
- Teach pupils any skills they need for their tasks, such as research skills
- Support and guide pupils throughout the research, drafting and write-up stages.

THE GCSE CERTIFICATE

Each candidate will be given a certificate by the examining group setting out the grade awarded for each subject. GCSE grades will be awarded a numerical grade from 9 - 1 with 9 being the highest with the exception of the following subjects which will continue to be awarded A* - G:

- Business Studies
- Design Technology
- Economics
- Psychology



The Core Subjects at GCSE

Just as in Key Stage 3 (Years 7 to 9) pupils in Key Stage 4 (Years 10 and 11) will all study a number of compulsory subjects known as the core subjects. These are listed below:

- English**
- Mathematics**
- Science**
- Personal, Social, Health & Economic Education (PSHEE)**
- Physical Education**

In addition, pupils will follow a programme of Careers Education and Work-Related Learning.

The Option Subjects at GCSE

In addition to the core curriculum, every pupil must choose from a range of other subjects. Some of these subjects will have already been studied by the pupils and others will be new to them. In choosing option subjects, it is important pupils maintain a broad and balanced curriculum. Further details on choosing option subjects are given later in this booklet.

VOCATIONAL QUALIFICATIONS

Vocational qualifications have helped millions of people develop the skills they need to achieve their potential. They are work-related qualifications that provide a more practical, real-world approach to learning alongside a key theoretical background. They can be studied alongside GCSEs and A Levels, and are widely valued by schools, colleges, universities and employers.

Progress is measured throughout the course via the completion of units. Each course is made up of a number of units, the number of which is dependent on the level and size of the course being studied. As pupils work through these units, they are able to gauge their own performance and measure their own progress. Approximately 25% of their course will be assessed externally.

Each BTEC unit will be graded as a Pass, Merit or Distinction. These grades will be combined to give a final grade for the specific subject studied. All Level 2 vocational courses are fully recognised as holding equivalences to GCSEs. This can be seen below:

Level 2 Vocational Grade	GCSE old Equivalent Grade
Distinction*	A*
Distinction	A
Merit	B
Pass	C

The Level 2 courses options offered for study in this booklet carry the equivalence of 1 GCSE graded A* - C on the old system. However, for those pupils who may struggle to achieve this, there will be the option to complete sufficient units to gain a Level 1 which is equivalent to one GCSE graded D – G on the old system.

We offer 3 types of vocational qualifications:

- **BTEC**
- **VCERT**
- **Cambridge National**

AN OVERVIEW OF THE KS4 CURRICULUM

Subject	Examination Board	Controlled Assessment Content	Examination
CORE			
English Language	AQA	None	100% 2 written exams
English Literature	AQA	None	100% 2 written exams
Maths	tbc	None	100% 3 written exams
Combined Science (Trilogy)	AQA	None	6 Written exams worth 16.7% each
Triple Science (3 GCSEs)	AQA	None	2 written exams worth 50% per subject
Core PE	None	None	None
OPTIONS			
Art & Design	AQA	60%	40%
Art & Design - Photography	AQA	60%	40%
Business Studies	WJEC	25%	75%
Business VCERT	NCFE	75%	25%
Economics	OCR	None	3 exams - 2 x 25% - 1 x 50%
D&T: Graphic Products	AQA	40-50 hours - 60%	40%
D&T: Systems & Control	AQA	40-50 hours - 60%	40%
D&T: Resistant Materials	AQA	40-50 hours - 60%	40%
D & T: Food Preparation & Nutrition	tbc	tbc	tbc
Child Development	AQA	60 % Child Study – 40% Research Task – 20%	40%
Geography	AQA Spec A	None	100% 3 written exams - 2 x 35% - 1 x 30%
Health & Social Care (BTEC)	EDEXCEL	Portfolio approx - 75%	Approx 25%
History	AQA		100% 2 written exams
ICT (Cambridge Nationals)	OCR	75% (3 x 25% units)	25%
Computer Science	OCR	20%	80%
MFL: French	AQA	60%	40%
MFL: German	AQA	60%	40%
MFL: Spanish	AQA	60%	40%
Performing Arts: Drama	AQA	60%	40%
Performing Arts: Music	AQA	Performing - 30% Composing - 30%	Understanding music 40%
Performing Arts : BTEC	EDEXCEL	Portfolio approx. - 75%	Approx 25%
Physical Education	AQA	Practical performance – 40%	60%
Psychology	OCR		100% 3 written exams
Sport Science (Cambridge Nationals)	OCR	Portfolio approx - 75%	Approx 25%
Religious Studies	WJEC	None	100%

OPPORTUNITIES TO FIND OUT MORE INFORMATION ABOUT THE OPTION PROCESS

This booklet is only one of the ways that we help pupils make their choice of subjects. The preparation for choosing options includes the following:

(a) **The Option Information Evening – Thursday 14th January 2016 - 6.30pm**

This evening is an opportunity for parents and pupils to gather information and ask questions about our options system and the Key Stage 4 curriculum. Pupils will have additional opportunities as detailed below to find out about the options process in school.

(b) **Year 9 Parents' Evening – Thursday 21st January 2016 - 5pm -8pm**

The Year 9 parents evening is an opportunity for parents to consult subject teachers about their child's progress in each subject.

(c) **PTA Careers Convention - Thursday 3rd March 2016 - 6.30pm to 8.30pm**

The Careers Convention is a valuable opportunity for pupils and parents to meet people from a wide range of careers.

(d) **Tutor and PSHEE time**

In order to prepare pupils for making their option choices, they have followed a programme of Careers Education focussing on self-awareness, decision making, opportunity awareness and skills needed for the transition to KS4.

(e) **Careers Advice**

Year 9 pupils should now be aware of the implications of making particular choices. Throughout Year 9, pupils have been encouraged to use the facilities in the careers department that is located in the library. The school has an extensive careers and work related learning programme, and further details can be found on the school website. This includes information on a number of outside organisations used by the school to enhance the programme. If pupils have any specific enquiries they should see Mrs Robinson who is in charge of Careers and Work-Related Learning.

(f) **Option Choice Form – Thursday 11th February 2016**

The final day for returning the option choice form to form tutors is Thursday 11th February 2016.

OPTIONS ADVICE FOR PUPILS

After nearly three years at the school, you will have experienced many aspects of a varied and extensive curriculum.

As a pupil in Year 9, you will now have to choose to continue your work in some subjects, whilst giving up others. There is insufficient time to cover every subject to examination standard.

You will have a personal timetable in Year 10 and 11, built up from the selections you have made from the options programme.

Before selecting your options, it would be wise to read the following advice:

1. Find out about the subjects by reading this booklet and asking the relevant members of staff.

2. Remember:

- a) Do select subjects you **enjoy** studying
- b) Do select subjects at which you are successful
- c) Do **ask for advice and find out everything** about a subject, as you will be studying it for two years
- d) **Do not be influenced by the choices made by your friends.** Their plans for the future, along with their interests and skills, will not necessarily suit you. Instead, you must consider your own future, depending on whether you intend to go into training or further education post 16
- e) **Do not select a subject because you like a teacher.** You will probably have a different teacher
- f) Each pupil is encouraged to **select a broad and balanced curriculum**, as this will provide a suitable platform from which further career decisions can be made. A broad and balanced curriculum would include a subject from the Arts, Humanities, Technology and a Language

3. If in doubt...ask!

You will find it helpful to talk to your parents or carers; subject teachers; other relatives and friends; form tutor.

If you are still unsure about your option choices, contact should be made with Mrs Hutchinson, Head of Year 9, Mrs Gascoigne, Assistant Headteacher or Mr Matthews, Deputy Headteacher.

4. Lastly, we will make every effort to allocate your preferred option choices. However, there are occasions when this will not be possible, for example:

- a) not enough pupils have selected a particular subject, or
- b) in the professional opinion of staff, the pupil would not be suited to the subject selected or,
- c) it may not be possible to timetable all the combinations selected by pupils

CORE SUBJECTS

CORE SUBJECTS

The following areas of study are called CORE SUBJECTS; this means that all pupils will study them.

In Years 10 and 11 all students will take:

- 1. ENGLISH LANGUAGE / ENGLISH LITERATURE**
- 2. MATHEMATICS**
- 3. SCIENCE**
- 4. PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE)**
- 5. PHYSICAL EDUCATION**

CORE SUBJECT ENGLISH LANGUAGE / ENGLISH LITERATURE

Head of Department	Ms M van der Lip
Examination Board	AQA - Language - Graded 9 - 1 AQA - Literature - Graded 9 - 1

This is your opportunity to gain 2 GCSE certificates at once!

The GCSE English Language and GCSE English Literature syllabi will change in 2015. We have chosen the AQA examination board. All content is assessed through examinations at the end of the course. There is no longer any coursework in English.

We will continue to teach an integrated course for English Language and English Literature which involves studying novels, short stories, drama, poetry, non-literary and other media texts. There is a renewed focus on studying grammar at KS3 and KS4, which we have incorporated in our courses. There will also be opportunities to write in a variety of styles and to participate in many speaking and listening activities throughout the course. Our aim is to enter all pupils for both subjects.

The teaching groups are no longer based on form groups; groups are carefully chosen to ensure that pupils are able to work happily and achieve the best possible results.

CORE SUBJECT MATHEMATICS

Head of Department	Mrs D Holloway
Examination Board	To be confirmed - Graded 9 - 1

The mathematics syllabus for GCSE continues from the topics learned at Key Stage 3 and covers the topics of Number, Algebra, Shape and Space and Handling Data. Functional skills and problem solving form an integral part of the mathematics curriculum.

The aim of the course is to enable pupils to think and communicate mathematically and to be able to apply mathematical knowledge and understanding to solve problems. The syllabus allows the use of a wide variety of teaching and learning techniques. Pupils are expected to work cooperatively, independently, practically and through investigative work.

There is a regular practice of mental methods, particularly in number work. Number facts, including multiplication tables, need to be learnt. Pupils are taught to estimate answers as well as calculating with or without calculators. All pupils are provided with a textbook for use in school and for homework. Before external examinations, there is a regular practice of past examination papers.

The GCSE mathematics syllabus changed for students who started Year 10 in September 2015. A decision is yet to be made about the examination board we will use. All examination boards cover similar content and all are assessed through examinations at the end of the course at either foundation or higher tier. Coursework is no longer examined in mathematics.

CORE SUBJECT SCIENCE

Head of Department **Mrs A Mackenzie Dodds**

Examination Boards **AQA (all) - Graded 9 - 1**

**Please note that this is the most up-to-date information available as Science pathways are currently under review.*

COMBINED SCIENCE: TRILOGY

This course is worth two GCSE grades with much of the content being the same as the legacy Science A and Additional Science from previous years. Combined Science comprises six written exams, each worth 16.7% of the grade and will generate two grades by the end of Year 11. The first grade is generated from the results of the first of two Biology, Chemistry and Physics exams. The second grade is from the second Biology, Chemistry and Physics exams. There is no controlled assessment component, but students will need to complete 16 required practicals over the entire course, and questions on the written exam papers will assess these skills. There will be both higher and foundation tiers available. All external exams will be at the end of Year 11.

Grades available

There will be a 17 point grading scale, generating 2 grades, from 9-9, 9-8 through to 2-1, 1-1.

TRIPLE SCIENCE

This course is worth three independent GCSE grades, one in Biology, one in Chemistry and one in Physics. Each GCSE is assessed through two external written answer papers, each contributing 50% of the grade. There is no controlled assessment component, but students will need to complete 8 required practicals per subject (so 24 in total) over the entire course, and questions on the written papers will assess these skills. There will be both higher and foundation tiers available. All external exams will be at the end of Year 11.

To be considered for this course pupils will need to be achieving in the top 30% of their cohort and demonstrate strong literacy and numeracy skills identified through good English and Maths bands. They will also need to have been consistently meeting expectations in Science lessons throughout the year; however the final decision will rest with the Science Department and the Senior Leadership Team. Anyone not invited to start this course is welcome to discuss the decision with the Head of Department.

Grades available

There will be a 9 point grading scale with grades available from 9 to 1 for each independent GCSE in Biology, Chemistry and Physics.

CORE SUBJECT
PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE)

Teacher in Charge **Mrs J Cooper**

Examination Board **N/A**

The PSHEE course is delivered by the form tutor to the tutor group. The course covers aspects of health education, which includes work on personal relationships, sex education, emotional well-being and drug education. Units of work covering economic well-being and careers education are also part of this course.

Throughout the course, pupils are encouraged to understand their experience through discussion of issues. The emphasis is on listening and talking rather than writing and learning factual information.

CORE SUBJECT PHYSICAL EDUCATION

Head of Department **Mrs S Kalkwarf**

Examination Board **N/A**

All pupils will participate in two one-hour long PE lessons per week. The programme follows the national curriculum; however pupils are given the opportunity to opt for the activities they would like to participate in.

The department aims to offer a wide range of sports / activities that will not only provide enjoyment, improvement of skill and fitness but also help to boost life-long participation in sport. Some of the activities we have offered in the past few years have been:

- girls' and boys' football
- girls' and boys' rugby
- hockey
- netball
- volleyball
- dance
- aerobics
- box 2 be fit
- circuit training
- dodgeball
- ultimate frisbee
- cricket,
- athletics
- softball
- rounders
- badminton
- tennis

These activities vary depending on the expertise of the staff, but most importantly on what the pupil wants to do. As a result, the department has extremely high expectations of pupils' participation in all PE lessons.

OPTION SUBJECTS

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The following areas of study are OPTIONAL SUBJECTS; this means that you are able to select those subjects that you would like to study. At least one option must be an EBACC, these subjects are recorded with *

These subjects include:

Art & Design

Art & Design - Photography

Business Studies

- Business Studies
- Business Studies VCERT
- Economics

Design & Technology **

- Graphics Products
- Resistant Materials
- Systems & Control
- Food Preparation and Nutrition

Child Development

Geography *

Health & Social Care

History *

ICT

- Cambridge National
- **Computer Science ***

Modern Foreign Languages

- **French ***
- **German ***
- **Spanish ***

Performing Arts

- Drama
- Music
- Performing Arts BTEC

Physical Education

- Physical Education
- Cambridge National in Sport Science

Psychology

Religious Studies

** ***Pupils will be limited to two subjects from Design & Technology***

OPTION SUBJECT ART & DESIGN

Head of Department	Mrs H Stromdale
Examination Board	AQA - Graded 9 - 1
Course Title	GCSE Fine Art

Have you ever wondered why so many creative people are successful in many different walks of life?

Creativity isn't only about pursuing artistic interests; it can also open the door to exciting career opportunities. Whether it's in the arts, in the public or private sector, or starting your own business, creativity, artistic flair and good design are key factors which underpin success.

Art and Design is a form of communication and a way of expressing your ideas and feelings. It is a practical based subject, which deals with visual understanding and aesthetic qualities. Our course in Fine Art promotes personal expression, imagination, sensitivity, conceptual thought, powers of observation and practical skills.

Our course allows for a wide range of ability and experience though pupils should realise that the demands of the course are extensive and a genuine commitment to your work is required. Regular homework and independent personal work and research are also part of upper school work.

The course content is largely externally set by the examination board and marked by the Art staff in the school. It is then moderated by representatives of the exam board, AQA. At present all assessment is divided into two component parts:

Coursework	60% of the total marks
Examination	40% of the total marks

The examination paper is given to pupils at the beginning of January in Year 11, prior to the examination to allow time for planning and the preparation of study sheets. The exam is 10 hours in length sometime in the middle of May.

Skills students develop:	Is this the right course for me?
<ul style="list-style-type: none">· creativity· imagination· research· investigation and experimentation· the development of ideas from first-hand experience	<p>It is if you enjoy:</p> <ul style="list-style-type: none">· developing your visual skills· being creative, enthusiastic and imaginative· visits to galleries, museums, workshops and studios· experimenting and taking risks with your work

OPTION SUBJECT ART & DESIGN - PHOTOGRAPHY

Head of Department	Mrs H Stromdale
Examination Board	AQA - Graded 9 - 1
Course Title	GCSE Photography

Everyone has got a camera these days, but have you got a 'creative eye' for taking photographs?

Photography is a form of communication and a way of expressing your ideas and feelings. It is a practical based subject, which deals with visual understanding and aesthetic qualities.

Our course promotes personal expression, imagination, sensitivity, conceptual thought, powers of observation and practical skills. It will be digital and technical in content featuring the use of Photoshop CS4 as the main image manipulation processing tool. Pupils will largely use compact cameras to capture their images though some access to SLR cameras will be available when necessary.

The course we offer benefits students from a wide range of ability and experience though pupils should realise that the demands of the course are extensive and a genuine commitment to your Photography work is required. Regular homework and personal research are also part of upper school work. Students should be aware that there is still a drawing element to the course.

The course content is largely externally set by the Examination Board and marked by the Photography staff in the school. Work is then moderated by AQA Board's representatives.

At present all assessment is divided into two component parts:

Coursework	60% of the total marks
Examination	40% of the total marks

The examination paper is given to pupils at the beginning of January in Year 11, prior to the examination to allow time for planning and the preparation of study sheets. The exam is 10 hours in length sometime in the middle of May.

OPTION SUBJECT BUSINESS STUDIES

Head of Department	Mr D Comber
Examination Board	WJEC - Graded A* - G

The aim of this course is to introduce pupils to the ways in which business operates in a modern economy. Pupils will gain an understanding of contemporary theory and practice and will be able to apply this to real life businesses and situations; as well as an insight into problem solving and decision making. Pupils will develop an awareness of current economic and business issues.

Pupils will learn the skills needed to set up a business as well as the ability to analyse situations. The core areas studied are starting a business, business planning, marketing, finance, people in business, operations management, growing a business and external influences.

This GCSE Business Studies course should encourage pupils to:

- Actively engage in the study of business to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements
- Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- Appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- Consider the extent to which business and economic activity can be ethical and sustainable
- Develop skills for further education and employment.

Assessment

Written Paper - 75% (2 hours) 100 marks

- One paper which will be targeted at the full range of GCSE grades.
- Compulsory short answer questions and compulsory questions based on stimulus material. Some of these questions will require extended writing and will assess the quality of written communication.

Controlled Assessment - 25% 60 marks

- The task for the controlled assessment will be set by the exam board.
- Learners will research the task over a six week period.
- The assignment will then be written up under controlled conditions over a three hour period.
- The task is then marked internally and externally moderated.

OPTION SUBJECT

BUSINESS VCERT: LEVEL 2 CERTIFICATE IN BUSINESS & ENTERPRISE

Head of Department **Mr D Comber**

Examination Board **NCFE**

The Business VCERT Certificate in Business and Enterprise is a new two-year qualification designed to provide a genuine alternative to GCSEs that support and allow students to achieve their full potential whilst providing an engaging and stimulating introduction to the world of business.

The qualification is equivalent to one GCSE grade and will be assessed through 3 units of internal coursework (75%) and one external exam (25%).

Pupils will study a total of four units listed below which will focus on a variety of key business activities.

Structure of the course

The four units of study are:

1. **Introduction to Business and Enterprise:** internally assessed coursework
2. **Marketing for Business and Enterprise:** externally assessed. Unseen examination conducted over 5 hours, one re-sit is permissible.
3. **Finance for Business and Enterprise:** internally assessed coursework
4. **Plan, develop and participate in a business or enterprise project:** internally assessed coursework

The qualification provides routes into both post 16 education and employment. The course allows students to add breadth to their knowledge and understanding of business and develop key skills of research, analysis and evaluation allowing pupils to move forward and achieve their long-term ambitions.

VCERT Business Course information

VCERT Business Certificate is graded according to Pass, Merit, Distinction and Distinction* levels (where Distinction* is the highest grade achievable) for each unit.

All internally assessed units (assignments) will be graded by the teacher; once they have been accepted and banked by the external moderator candidates are permitted one opportunity to revise and redraft their work. All units are mandatory and students will need to achieve all four units in order to achieve an overall grade.

The course offers a rich and varied take on Business Studies with pupils challenged to research and form opinions on organisations, entrepreneurs, global events and to investigate organisations such as Vodafone, Thorpe Park, BP and many more. Pupils will investigate different types of ownership, startup organisations, finance, branding, and the 4Ps of Marketing. Students will have the opportunity to engage with local, national and international businesses through trips, assignments and guest speakers in order to gain a well-rounded perspective of business whilst studying the course. Of particular interest is the final unit where students have an opportunity to put into practice all their skills and knowledge from the course as they look to plan, develop and participate in a business or enterprise project.

The Business Studies Department

The Business Studies Department has consistently achieved outstanding results across KS4 and KS5; our pupil numbers continue to grow as the department increases in popularity. Pupils who have studied BTEC Level 2 (the previous version) have commented on the accessibility of content, variety of topics covered and challenge presented by the course; the VCERT qualification is delivered in a similar style. There is a clear pathway for progression into KS5 with Business BTEC Level 3 and AS Level Business. The Business Department consists of experienced, enthusiastic and friendly staff who are always available to help pupils and parents with choices, progression and coursework!

OPTION SUBJECT ECONOMICS

Teacher in Charge	Mr J Wilson
Examination Board	OCR - Graded A* - G

Economics is an extremely well-respected and dynamic subject. Pupils will learn how to think as an economist does by applying complex models to everyday life, as well as gaining an understanding of how the economy works and its effect on us as people and businesses. We will discuss global issues, the economic environment including positive and negative impacts on society and how nations trade with each other.

Pupils will grasp the basic economic problem of scarce resources with infinite needs and come up with solutions of how to solve it, as well as what happens when markets fail. Pupils will investigate the UK Economy and its impact, as well as forming policies for the Government to use to improve it. Finally, pupils will gain an awareness of the real world home and abroad, with wide-ranging debates and research into matters such as poverty, pollution, currencies and aid.

The skills GCSE Economics will help pupils to develop include:

- Interpretation of data to form analysis
- Drawing and manipulating diagrams to explain real life situations
- Knowledge of the financial world
- Comparing the UK and other economies
- Problem solving
- Discussion, debate, critique, enquiry and evaluation
- Independent learning and research
- Team-working and leadership

Entry criteria

Maths at Band 6 is required due to the mathematical rigour of some of the concepts

Assessment

Three examinations

Unit 1 – How markets work (25%) 1 hour

Short and medium answer questions on markets using data and models

Unit 2 – How the economy works (25%) 1 hour

Short and medium answer questions on the economy with data on the UK

Unit 3 – The UK Economy and Globalisation (50%) 1 hour 30 minutes, questions based on a pre-release case study

Short, medium and longer answer questions on globalisation based on research of a pre-release case study – pupils will prepare for this exam in advance

OPTION SUBJECTS

DESIGN & TECHNOLOGY

Head of Department

Mr D Heasleywood

The department is offering a range of courses that will lead to a GCSE qualification in a number of specialist areas. These include Resistant Materials, Graphic Products, Textiles Technology and Hospitality & Catering.

All Design and Technology courses have a similar assessment pattern:

1. Controlled Assessment, 40-50 hours (60% marks)
Coursework involves the design and manufacture of a useful product in the chosen specialist area.
2. Terminal examination (40% marks)
The terminal examination tests knowledge, understanding and the application of designing and making skills in the chosen specialist area.

Further course details:

GRAPHIC PRODUCTS

Examination Board

AQA - Graded A* - G

This course places an emphasis on a practical approach to designing, making and evaluating products that meet real-life needs using graphical presentation and modelling techniques.

In Year 10, a wide range of drawing, presentation and modelling techniques are taught to extend pupils' practical skills. These techniques include freehand sketching, isometric drawing, 1 and 2 point perspective, orthographic drawing, form shading and textures, using coloured pencils, felt pens and pastels. Considerable time is also spent on computer graphics, CAD and 3D model making.

Graphic products also include the design of company names and logos, packaging, posters, leaflets, simple handheld products, brochures and point of sale displays.

In Year 11, the coursework project revolves around pupils setting up a new company and designing and modelling a mobile phone as well as a name and logo, poster and packaging for the launch of the mobile phone to the public.

The following areas are also covered in detail - designing, making, graphical materials and components, sustainability, new and emerging technologies, commercial manufacturing techniques.

RESISTANT MATERIALS

Examination Board **AQA - Graded A* - G**

This course places an emphasis on a practical approach to designing, making and evaluating products which meet real life needs in the areas of wood, metal and plastics.

In Year 10 a number of small projects are completed which extend pupils' workshop skills and understanding of wood, metal and plastics. These projects include a wooden puzzle, a clock/MP3 player, a mobile phone/tablet holder and a CAD/CAM project.

In Year 11 the coursework project involves the design and manufacture of a one-off project of the pupils' own choice within a theme set by the exam board. This could range from a seating project to a storage project, snooker table, coffee table, lamp, shelving unit or any other project selected from the theme.

The following areas are also covered in detail – designing, making, materials and components, systems and control, smart materials, health and safety, industrial manufacturing techniques and sustainability.

SYSTEMS & CONTROL

Examination Board **AQA - Graded A* - G**

This course places an emphasis on a practical approach to designing, making and evaluating products that meet real-life needs using electronic systems and mechanisms.

In Year 10, a number of small projects are completed which extend pupils' practical skills and understanding of a wide range of electronic and mechanical components. The electronic components include transistors, light dependent resistors, thermistors, capacitors, relays, logic gates, 555 timers and programmable chips (PICs). Simple mechanisms include gears, cams, pulleys and belts and linkages that are constructed using Lego Technic kits.

In Year 11, the coursework project involves the design and manufacture of one of a wide choice of themes set by the exam board. Examples are an electronically controlled humane mousetrap, a device to help a sportsperson or a security lock.

The following areas are also covered in detail - designing, making, materials and components, structures, health and safety, industrial manufacturing techniques and sustainability.

FOOD PREPARATION AND NUTRITION

Examination Board **tbc**

Please note that the fine details of this course are currently under review. We are waiting for assessment details from the exam boards, but it is usually examined as part written paper and part practical.

This will be the new GCSE course which follows on from the new Cooking and Nutrition Key stage 3 course. The students will develop their knowledge and practical skills in a variety of tasks. This will enable them to make informed decisions to plan and make healthy products which can be included as part of an appealing, well balanced and affordable diet.

This course will look at food preparation skills which will be integrated into five sections, covering:

- Food Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

OPTION SUBJECT CHILD DEVELOPMENT

Teacher in Charge	Mrs G Briggs
Examination Board	AQA - Graded A* - G

The course is beneficial for those who wish to follow a career in nursing, midwifery, social services, nursery teaching, play group leadership, holiday hospitality and for those generally wishing to work with children. It forms a sound basis for good parenting.

This subject involves a variety of techniques to deliver the syllabus and to enable pupils to learn valuable skills for their adult lives. Learning takes place through a variety of activities. Pupils use textbooks, DVDs and computers to research tasks and undertake practical work, where items are made to encourage healthy eating and play etc.

The course is divided into 2 coursework tasks (60% in total) and a written paper (40%). The assessed coursework tasks are completed throughout Years 10 and 11.

Child Development, 2 controlled assessments, child study 40%, research task 20%.

Coursework Tasks

1. **Child Study**

This is worth 60 marks (40%) of the final GCSE grade. It is a controlled assessment with half of the tasks involved being set by the examination board. You will be required to observe a child between the ages of 6 months and 4½ years old by June 2017. You will be expected to plan and carry out four visits to the child's home over a period of approximately four months to observe the child and the progress they are making in the skills they have learnt.

Essential if opting for Child Development

It is essential that any pupil who opts to do this GCSE must have a child to study, within the age range stipulated, that is easily accessible to them as they will be carrying out regular visits to the child's home to complete observations for this study. The child must live locally to meet this requirement.

2. **Research Task**

This is worth 30 marks (20%) of the final GCSE grade. It is also a controlled assessed piece of work and it gives pupils the opportunity to demonstrate their subject knowledge and apply it to the task being done. The tasks will be based on one of the following: pregnancy, parenthood, diet and health of the child or support for the parent and child.

OPTION SUBJECT (EBACC) GEOGRAPHY

Head of Department Mr J Russell-Smith

Examination Board AQA Specification A - Graded 9 - 1

Geography permeates all aspects of our everyday life. It affects us all from our journey to school and the factors of current economics that make us decide whether to drive or walk, to hiking on a glacier in Iceland and seeing how climate change has affected glaciation.

Geography is a highly regarded GCSE qualification; it combines well with most subjects and has strong cross-links with science. The majority of students find that many of the examination questions are 'common sense' as they look at current issues widely reported by the media.

Keeping the course relevant to the students, using up to date case studies and topicality are paramount in the geography department's ethos. Every effort is made to not only help the students achieve the highest grade possible but to also help facilitate students towards their goal in life whatever that might be.

ASSESSMENT

The programme of study in Years 10 and 11 is based on termly and half-termly units. The examination consists of three components:

Paper 1: Living with the Physical Environment
<u>Topics you will learn for this paper</u> The challenge of natural hazards (Volcanoes, Earthquakes, Cyclone etc.) Physical landscapes in the UK (Rivers, Coasts and Glacial landscapes), The living world (Ecosystems).
<u>How it is assessed</u> <ul style="list-style-type: none">• Written exam: 1 hour 30 minutes• 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST))• 35% of GCSE
<u>Question types:</u> multiple-choice, short answer, levels of response, extended writing
Paper 2: Challenges in the Human Environment
<u>Topics you will learn for this paper</u> Urban issues and challenges (Population, Urban studies), The changing economic world (economics, development, UK Economy), The challenge of resource management (resources, energy, water).
<u>How it's assessed</u> <ul style="list-style-type: none">• Written exam: 1 hour 30 minutes• 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST))• 35% of GCSE
<u>Question types:</u> multiple-choice, short answer, levels of response, extended writing
Paper 3: Geographical Applications
<u>What is assessed</u> An issue evaluation (Decision-making task), Fieldwork (questions based on field trip), Geographical skills (maps, stats and data use)
<u>How it is assessed</u> <ul style="list-style-type: none">• Written exam: 1 hour• 76 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST))• 30% of GCSE• Pre-release resources made available from 15 March in the year of the exam
<u>Question types:</u> multiple-choice, short answer, levels of response, extended writing

Geography is classified as a facilitator subject by the Russell group of Universities with **Geography** opening many doors to A Levels, University and beyond. **Geography** also combines well with both Sciences and Arts subjects with many skills being interchangeable.

OPTION SUBJECT HEALTH & SOCIAL CARE: BTEC LEVEL 2 FIRST AWARD

Subject Leader **Ms H King**

Examination Board **Edexcel**

The BTEC Level 2 First Award in Health and Social Care is a two-year qualification designed to provide an exciting and engaging introduction to the world of health and social care.

The qualification provides routes for continuing education and future employment into many diverse areas of Health and Social Care, including Nursing, Social Work, Working with Children, Caring and Teaching.

Pupils will study a total of four units; three assignments will be assessed internally via assignment work and regular feedback, one unit will be assessed externally via examination.

The core units to be studied are:

Human Lifespan Development	External assessment (summer term)
Health and Social Care Values	Internal assessment
Optional unit Social Influences on Health & Well-being	Internal assessment
Optional unit Promoting Health & Well-being	Internal assessment

Unit 1 is focused on how people grow and develop throughout their lives and explores what affects their growth and development. This is assessed by a 1 hour exam paper.

Unit 2 examines 'good practice' in health and social care and how to ensure that all individuals are supported through the provision of high-quality care.

Pupils will also study a further two units:

Unit 4 will enable pupils to investigate the impact of social factors, such as income and education on the health and wellbeing of individuals and social care professionals, and to plan and deliver care to meet the needs of individuals.

Unit 5 will enable pupils to understand how to improve health. Pupils will have the opportunity to explore and research an area of health risk and then create materials for the health and wellbeing for people of a target group.

Health and Social Care provides pupils with the opportunity to gain both skills and knowledge that are very relevant to all employers, as well as preparing them for continued studies at Key Stage 5.

OPTION SUBJECT (EBACC) HISTORY

Head of Department	Mr G May
Examination Board	AQA - Graded 9 - 1

Suitability

Check for yourself! This course is for you if:

1. You are always asking questions.
2. You are interested in current affairs and follow the news on TV or in the press.
3. You are interested in people – how we live now and how people lived in the past. Why people do the things they do!
4. You enjoy reading and can express your ideas clearly in writing.
5. You are prepared to discuss your ideas, the ideas of other people and to ask questions.
6. You want a job that involves working with people – lots of employers understand what you can do if you have studied History.

Course Content

- The American West 1840-1895
- Medicine and Public Health Through Time
- Elizabethan England, 1568-1603
- Conflict in South East Asia – The Vietnam War.

This History GCSE is designed to build on the skills learned in Key Stage 3

By the end of the course you will be more confident about answering questions such as:

- Why do events happen?
- How has medicine developed from the time of Black Death to the present day?
- Why did the American government attempt genocide on the Native American Indian?
- What was it really like to be a cowboy?
- Why did the Vietnam War start?
- Why did Elizabeth defeat the Spanish Armada?
- Why do interpretations of events vary so much?

Assessment

There are 2 exams which consist of 2 written papers worth 100% of the total marks.

- Paper 1 - **American West, 1840-95** and **Conflict in South East Asia, 1950-73**
- Paper 2 - **Medicine Through Time** and **Elizabethan England, 1568-1603**

These will all be sat at the end of Year 11 and are each worth 50% of your final GCSE grade.

Visits

The History Department believes in bringing History alive. You will have the opportunity to go on a 2 day visit to the World War 1 and 2 Battlefields, which students find extremely rewarding. You will also have the opportunity of going on a theatrical revision lecture. We also have opportunities to go to the USA and Germany as you progress through the school.

Careers

History is a popular subject with many employers as you will develop skills in analysing evidence, weighing arguments and presenting information. These are useful in many jobs in the media, law, museum work, marketing, management, teaching and tourism and leisure.

If you intend to take A-levels, History combines well with many other subjects, such as English, Modern Languages, Economics, Politics and Law. History also helps you to prepare for GNVQ courses such as Health and Social Care or Leisure and Tourism.

History is an extremely well-respected GCSE that carries some weight with employers, whatever your field of interest.

Whatever you do for a living, you will need to know the world today and its background. This course is designed especially to help you develop that understanding.

OPTION SUBJECT COMPUTER SCIENCE AND IT

Head of Department **Mr P Marshall**

CAMBRIDGE NATIONAL IN ICT

Examination Boards **OCR**

The Cambridge National in ICT is a practical course aimed at pupils who enjoy the technical and practical aspects of working with computers.

The course comprises two core modules and two further modules. The first core module covers hardware and software, including computer networks and the online world, and is assessed through a one hour examination. For the second core module, pupils must solve a series of business tasks to showcase their understanding of different communication tools and the ability to present information to different audiences. The two additional units cover the creation of graphics and websites and are assessed through a series of projects. Pupils may also study some elements of computer programming.

This course provides an excellent foundation for pupils who are interested in a career in IT or business and can lead to Level 3 BTEC in IT in the sixth form or an apprenticeship in industry. A good level of IT skills, either IT or computer science, are a requirement for many jobs.

GCSE COMPUTER SCIENCE (EBACC)

Examination Board **OCR - Graded 9 - 1**

This course is about problem solving, discovering how computers really work and developing software applications. There is a particular emphasis in the new GCSE on cyber security and dealing with hackers!

The focus of this course is on computational thinking: creating solutions to tasks using a logical, step-by-step and inventive approach. We use the Python language to convert these solutions into working computer programs. Assessment for this course comprises an extended programming task or a computational experiment on an important area of computing under controlled conditions, and a written exam taken at the end of the course. The exam is based on topics including: how computers work, cybersecurity, networks and the internet, and problem-solving.

Computing has become hugely influential in almost every part of today's society. The problem-solving skills you will acquire in this course are highly transferable and are valued in a wide range of careers, including those in science, technology and business. It is highly recommended for further study at A-level and is also a good foundation for Level 3 IT.

**OPTION SUBJECT (EBACC)
MODERN FOREIGN LANGUAGES
FRENCH / GERMAN / SPANISH**

Head of Department **Mrs A Petri**

Examination Board **AQA * - Graded 9 - 1**

Will I enjoy languages at GCSE? The answer is 'yes!' if you agree with any of the following statements:

1. I enjoy talking to others!
2. I enjoy learning about different countries and cultures
3. I would like to be more confident when I speak to people
4. I like film and music
5. I enjoy writing and giving my opinion
6. I would like to build on my writing skills

Get stuck in...

The most important aspect of language learning in Years 10 and 11 is active involvement in all classroom activities. Our aim is to teach pupils the tools needed to become successful linguists and to have the confidence to use their chosen language in real life situations.

A skill for life

We really do try to prepare our pupils for language use after they leave school, for holidays, conversation, correspondence etc. and not simply for examinations. Taking a language not only opens doors in the workplace but enables you to build the confidence to consider a future where you travel, holiday, work or even live abroad!

The course

Topics covered are lifestyle, leisure, home and environment and work and education. We use a variety of resources to make language lessons modern and vibrant, including authentic video material and music.

The skills assessed are Listening (25%), Reading (25%), Speaking (25%) and Writing (25%). Reading and listening assess pupils' understanding; hence, they answer in English whilst the speaking and writing assess pupils' ability to use the language.

Careful monitoring of all skills takes place in order to guide our pupils. Controlled Assessments are spread out and every pupil has the opportunity to succeed thanks to the flexibility of the writing and speaking exams.

Languages help open doors in terms of your future career path:

Taking a language at GCSE opens doors and broadens horizons. It is a valuable asset to any future career as it not only prepares you for the world of work but leads to opportunities abroad.

Many businesses are multinational and they really value language qualifications! Many of our pupils go on to further study of language and others will keep it up alongside their chosen career path, giving them a good grounding should they wish to use it on holiday or, later on, for work.

Eventually, you can combine languages with any A-level combination – remember, the skills that you build on through language learning are an asset in any career, whether it be simple communication skills or impressing a potential client with your knowledge of his/her native language.

Languages are a valuable asset. Edgbarrow pupils perform very well compared to national results and we want to build on our successes. Take a language and gain the extra skill! Use your language to impress!

* **tbc** – whilst the department reviews national updates to the GCSE Languages Examination

OPTION SUBJECT DRAMA

Acting Head of Department **Mrs H Blazer**

Examination Board **AQA - Graded 9 - 1**

Drama offers pupils the opportunity to explore and present their ideas in a practical and aesthetic format.

At GCSE, the course aims to encourage and develop pupils' creative skills while teaching them new performance techniques. It also helps them communicate their ideas to an audience. Emphasis is placed on working and co-operating within a group to share ideas and give presentations, to support the development of these skills for the pupils' future employment in many professions/industries.

The Drama Studio has its own sound and lighting systems and a range of costumes and make-up. These facilities allow our pupils to explore the technical elements of work in Drama while working on their practical coursework. All pupils taking this two year course will develop their acting skills and explore sound, lighting, set design and costume design.

Pupils will be assessed in two ways on their attainment in Drama. All pupils will sit a written paper on the following:

Section A	Drama terminology
Section B	Extracts from the set play chosen
Section C	The work of theatre makers in a single live theatre production

This written paper is worth 40% of the overall mark.

The remaining 60% is assessed through the creation and performance of a range of practical work, including scripts. They have to create two performances; performance of devised drama which is videoed and moderated by the exam board and a performance of two extracts from a script to an external examiner.

Devised Coursework will be presented during their second year to KS3 pupils.

OPTION SUBJECT PERFORMING ARTS: LEVEL 2 BTEC FIRST AWARD

Head of Department **Miss S Dier**

Examination Board **Edexcel**

Performing Arts is a subject which covers a wide skill set. Pupils follow a practical course with no written examination and a small amount of formal written work throughout the 3 different topics. Within units of work designed to explore performance styles, techniques and the Performing Arts business, pupils will develop their skills in working as a team, taking on different roles and responsibilities as well as working independently. Not only do they learn subject specific language and key terms, but they will use analysis skills both written and verbal to explore working process, in planning and building a project, with studying scripts, characters and performance. They will also, of course, continue to improve and refine their performance skills.

The course follows 3 practical units:

Unit Title	Assessment
Individual Showcase	External
Preparation, Performance and Production	Internal
Musical Theatre Skills	Internal

Individual Showcase

In this unit, pupils must apply and audition for a Performing Arts job. They complete a letter of application, a filmed audition piece and/or a presentation of an idea for a workshop. The work is completed internally then sent off for examination.

Preparation, Performance and Production

In this unit, pupils create follow the process of creating a performance and putting it on stage. This is marked internally by staff.

Musical Theatre Skills

In this unit, pupils explore the different styles of musical theatre then put sections of a musical theatre performance together to show to an audience. This is marked internally by staff.

OPTION SUBJECT MUSIC

Head of Department **Miss S Dier**
Examination Board **AQA - Graded 9 - 1**

AQA MUSIC GCSE

UNIT	DESCRIPTION	% UNIT	ASSESSMENT
UNIT 1	Understanding music – 1½ hrs written paper	40%	External Assessment
UNIT 2	Performing music – solo/ensemble/music technology	30%	External and Internal Assessment
UNIT 3	Composing music – Composition to a brief / free composition - controlled assessment	30%	External and Internal Assessment

Why Choose GCSE Music?

GCSE Music develops well-rounded musicians. Areas of study reflect the development of 20th and 21st century music as well as more traditional subject content such as music of the western classical tradition, traditional music and pop music.

Pupils also use and develop their skills in performing, both as soloists and in groups. It is expected that pupils who opt for GCSE Music will have shown commitment to the subject at KS3, and will continue to be active in extra-curricular activities through the course.

Composing is always a popular part of the course, allowing pupils to explore areas of study in more depth and demonstrate understanding in a practical and creative way. This component makes use of music technology software and the school's recording facilities.

Pupils opting for Music must be having instrumental or vocal lessons.

OPTION SUBJECT PHYSICAL EDUCATION

Head of Department **Mrs S Kalkwarf**

Examination Board **AQA - Graded 9 - 1**

Those pupils wishing to opt for GCSE PE will have 5 periods of PE per fortnight, 2 practical and 3 theory in additional to their 2 hours a week of Core PE.

The GCSE PE course is divided into two areas:

1. Practical performance 40% of total marks
2. Written paper 60% of total marks

Practical Aspects

All pupils will follow the same seven practical activities through Years 10 and 11: hockey, basketball, badminton, athletics, tennis, circuit training and rounders. Their best three activities will be credited for their exam. They will be assessed on:-

1. Performance of individual and group skills
2. Application of skills in the activity situation
3. Knowledge of rules and regulations
4. Ability to analyse and improve performance
5. Ability to undertake and evaluate a safe health promoting exercise / training schedule.

Any pupil performing at a high level in an activity or sport outside of school is able to show that sport as part of their assessment. For example, we have had several pupils who horse ride to a high level outside of school who were credited with a horse riding grade which contributed to their final GCSE grade.

Practical work will be continually assessed over the two years of the course, with a practical moderation at the end.

Theoretical Aspects

The theoretical element of the course is divided into three sections:-

1. The active participant, e.g. anatomy and physiology of the human body
2. Health, fitness and a healthy, active lifestyle, e.g. training methods, principals of training, how can you improve fitness for a chosen sport?
3. Sport in Society. How has sponsorship affected sport? What is the history of the Olympic Games?

This is assessed through 2 on one and half hour exams at the end of the course. GCSE PE is an exciting and enjoyable course, however, it is essential that pupils have a determined approach to both the practical and theoretical aspects covered over the two years of the course. The theoretical element has a significant Science (Biology) content and it would, therefore, be beneficial to any pupil considering the course to have a keen interest in this area.

Pupils opting for GCSE PE should have an outstanding record of practical participation in PE lessons and should be enthused by physical education and sport.

Please note that pupils cannot choose both GCSE PE and the Cambridge National in Sport Science.

OPTION SUBJECT SPORT: OCR CAMBRIDGE NATIONAL IN SPORT SCIENCE

Head of Department **Mrs S Kalkwarf**

Examination Board **OCR**

In addition to the two hours of compulsory PE in which pupils will participate, those opting for the Sport Science Course will receive an additional 5 lessons per fortnight. These will cover both the practical and theoretical aspects of the world of sport.

The Sport Science Course gives learners a good grounding and understanding of several different aspects affecting sports performance including, fitness testing, fitness training, prevention of and rehabilitation from injury as well as some aspects of sports psychology. The course is vocational and linked closely to real life situations people working in the sports industry would deal with on a day to day basis.

The Cambridge National Sport Science Course is divided into four units. Each pupil will complete the following units (subject to change):

1. Reducing the risk of sports injuries (written paper externally assessed)
2. Applying the principles of training
3. The body's response to physical activity
4. Sports Psychology

Unit 1 will be assessed externally via a written examination. Units 2, 3 and 4 are assessed internally through a combination of practical and written assignments.

The Cambridge National qualifications use different language to GCSE for its assessments, using Pass, Merit and Distinction to differentiate between the qualification grades. A distinction* or distinction is equivalent to an A* or A at GCSE, a merit equivalent to a B grade at GCSE and a pass equivalent to a C grade at GCSE. The qualifications are well known by sixth forms and colleges and would not necessarily hamper a student's application as long as they were applying to follow a similar style course.

This course would be ideal for any pupil who is motivated and enthusiastic in Physical Education and who is looking to further their knowledge and experience in this area. This course is aimed at students who would struggle to offer the four practical activities at the standard necessary for GCSE PE or who may struggle with the larger theoretical component of the GCSE qualification and the method of assessment.

Pupils who successfully complete the Cambridge National Sport Science Course at Merit level or above will be able to progress onto the Level 3 Sport BTEC course in the Edgbarrow Sixth Form.

Please note that students cannot choose both GCSE PE and the Cambridge National in Sport Science.

OPTION SUBJECT PSYCHOLOGY

Head of Department	Mrs R Hume
Examination Board	OCR - Graded A* - G

Psychology is the study of the mind and behaviour and, as such is concerned with how, when and why we think, feel and behave as we do. Psychology uses the methods of the sciences to make sense of human behaviour. Studying Psychology will enable learners to investigate topics such as aggression, abnormality and dreams; psychology seeks answers to questions such as: how do childhood experiences influence us? Are the brains of killers different?

Unit One Studies and Applications in Psychology: Written examination 40% -1 hour 15 minutes

This unit examines psychological research from the 5 main approaches in psychology and aims to answer questions such as:

- How does out biology influence our gendered behaviour? Study of castrated twin boy raised as a girl
- How does our memory work? Study of memory of TV adverts
- How do we develop attachments? Study of attachment types and early experiences
- Why do people obey? Study of the effects of uniform on obedience
- What causes phobias? Study of creation of phobias in a child

Unit two Studies and Applications in Psychology 2: Written examination 40%

As with unit one different area of psychology are applied to questions such as:

- Why do people commit a crime? Study of criminal genes
- How does perception operate? Study of depth perception
- How do our minds develop? Study of cognitive development
- How do we use non-verbal communication? Study of differences in facial expressions
- Why is self-esteem important?; Study of pet ownership and positive self-perception

Unit three Research in Psychology Written examination 20% - 1 hour

- Discovering and learning about the research process, how do psychologists carry out research, what makes research accurate and trustworthy?

GCSE Psychology can lead on to the study of any Social Science subjects in the sixth form - *A-level Psychology, A-level Sociology, BTEC Health Care Studies and Diploma in Criminology*. It is also an incredibly versatile subject and is beneficial for any career where you need to work with and influence people. Particularly good examples would be; advertising, marketing, human resources and management.

OPTION SUBJECT RELIGIOUS STUDIES

Head of Department Miss J Lyness

Examination Board WJEC Graded 9 - 1

Aims of GCSE Religious Studies

- To develop pupils' knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism
- To develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments
- To provide opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- To challenge pupils' to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life

Course Content and Assessment

Religious Studies GCSE is divided into 3 different modules. There is no coursework module, which allows pupils to fully explore the course without the extra pressure of completing coursework. Therefore, as shown below, pupils will be fully assessed by 3 written examinations at the end of year 11.

Modules Studied	Module Content	Assessment
<u>Component 1</u> Study of Philosophical & Ethical issues in the world	A philosophical and ethical investigation of issues concerning relationships, life after death, good and evil and human rights.	2 hour written exam (50% of final grade)
<u>Component 2</u> Study of Christianity	An in-depth study of the beliefs, teachings and practices of Christianity	1 hour written exam (25% of final grade)
<u>Component 3</u> Study of Islam	An in-depth study of the beliefs, teachings and practices of Islam	1 hour written exam (25% of final grade)

Careers

Religious Studies is beneficial to pupils who wish to have a firm humanities base to their qualifications, a wider understanding of what issues are important to people today and an opportunity to develop their skills of evaluation and analysis, which are of great importance for further education. Religious Studies is a popular subject with many employers and is highly recommended for any job which involves working with people; such as journalism, business, tourism, social work, law, teaching and nursing.

Visits

A visit to places of worship in the locality is linked to the course in year 11 and speakers are invited to lessons for some topics e.g. abortion, war and peace, poverty and environmental issues. Where possible trips abroad are offered; in the past, we have visited Israel, Rome and Morocco, including a visit to Auschwitz in Poland last October 2014.

WHAT TO DO NEXT!

After you have read this booklet, spoken to subject teachers and attended the Options Evening, you are now able to fill in the option choices with your son/daughter.

In addition to the core curriculum, pupils select option subjects from four option blocks. Pupils and their parents/carers are asked to choose their preferred course from each column. Selecting two reserve choices is important as occasionally we are unable to provide a course if too few pupils choose to study it or if an original choice is deemed inappropriate. If reserve choices are not made it will be presumed that any of the remaining subjects are acceptable. Parents/carers will be contacted if neither of the reserve choices can be offered.

The school highly recommends that pupils choose a broad and balanced curriculum, selecting subjects from the Arts, Humanities, Design Technology and Languages; this will allow them as much flexibility as possible for future study and employment. Pupils should not choose more than two Technology options. Every student must select at least one EBACC subject from the following list:

- Geography
- History
- Computer Science
- French
- German
- Spanish

Once you are happy with your decision on the sample option sheet, you are then able to complete the formal option sheet that should be submitted to your son/daughter's form tutor by 11th February 2016.

SAMPLE OPTION SHEET

Edgbarrow School

Key Stage 4 Options 2016

Option A	Option B	Option C	Option D
Geography	Geography	Geography	French
Spanish	History	History	Computer Science
Computer Science	Food Preparation & Nutrition	German	History
Art & Design	Graphics	Religious Studies	Art & Design
ICT Cambridge Nationals	Resistant Materials	Health & Social Care BTEC	Business Studies
Music	Systems & Control	Drama	Business Studies VCERT
Child Development	Performing Arts BTEC	Physical Education	ICT Cambridge Nationals
Graphics	Business Studies	Photography	Religious Studies
Physical Education	Business Studies VCERT	Economics	Resistant Materials
Sport OCR	Psychology		Drama

Please choose **ONE** course from each option block, ensuring, at least, one is an EBACC (*written in bold*)

Option A	
Option B	
Option C	
Option D	

Now take the four options selected above and rank them in order of preference. Number 1 being the choice that is most important to you.

1	
2	
3	
4	

Now choose two reserve options from any block

Reserve 1	
Reserve 2	

Student Name		Tutor Group	
Signed - Student			
Signed - Parent/Carer			
Signed - Form Tutor			

NOTES

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