

# Edgbarrow School



## KEY STAGE 4 CURRICULUM INFORMATION

2018 - 20



# NOTES



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5<sup>th</sup> January 2018

Dear Parents / Carers

### **Year 9 Options Booklet**

Your child will be issued with their copy of the Option Booklet today which includes details of the courses and the forms of assessment for each course. I have attached it to this email so that you have another copy. It will also be available on the website from today.

I would like to remind you about the Year 9 Options Evening which will take place on Thursday 11<sup>th</sup> January from 6pm – 7.30pm, in the Sixth Form Centre. The time has been changed slightly to allow you more time to discuss courses with subject teachers. Staff will be available from 6pm to 7pm to answer questions about courses. Please note that your child's teacher may not be there and that this is intended as an opportunity to find out details about the course rather than specifics about your child. At 7pm there will be a presentation to provide you with details of the Option process and an opportunity to ask any further questions.

It would be useful for you to look at the Options Booklet with your child regarding choices that they may wish to make prior to the Options Evening. This will ensure that you know which subject teachers you would particularly like to meet with during the evening.

The Year 9 Parents Evening will take place the following week on Thursday 18<sup>th</sup> January from 4pm – 7pm in the Main Hall and surrounding classrooms. This will provide you with an opportunity to discuss your child's progress and potential to study the subject further with their teacher.

The final deadline for returning the completed form is Thursday 8<sup>th</sup> February.

Yours faithfully

**Mr M Jackson**  
**Head of Year 9**

# INTRODUCTION

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The Option booklet is divided into four sections:

	<b>Page</b>
<b>1 General information about public examinations</b> 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
<b>2 Opportunities to find out more information about the options process</b> Key dates for information evenings/events and a few general guidelines to help pupils in the decision making process.	9 - 10
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Option Subjects	18 - 43
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# INFORMATION ABOUT PUBLIC EXAMINATIONS (GCSE)

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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 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 6 or 7 in specified subjects.

Please note that the Government has announced its intention to move away from the system of modular examinations to a system of linear examinations. This means that for two year GCSE courses starting in September 2018, 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 2018.**

## Controlled Assessment

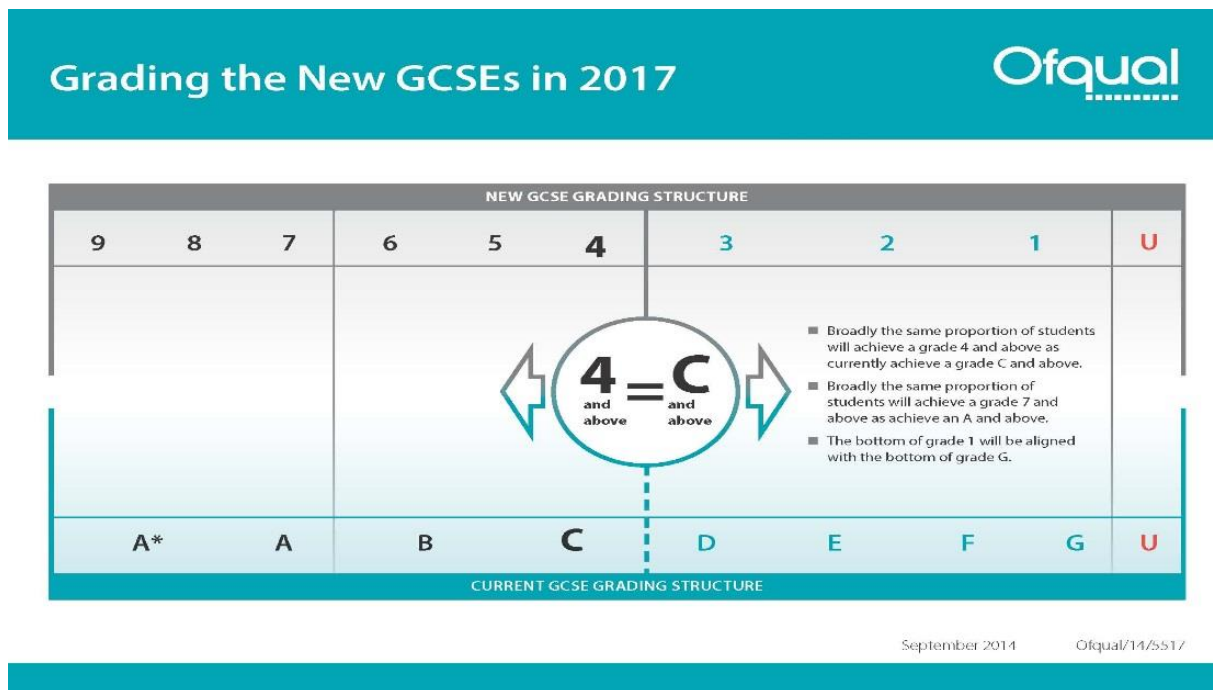
Controlled assessment was introduced into GCSE qualifications from September 2009 and has, in most cases, replaced coursework as a means of internal assessment. Controlled assessment is used for aspects of a subject that can't be readily assessed through external examination, such as research, carrying 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. The diagram below shows how the old A\* to G grading structure relates to the new numerical structure:



## 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

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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 vocational 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:

<b>Level 2 Vocational Grade</b>	<b>GCSE old Equivalent Grade</b>
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.

## AN OVERVIEW OF THE KS4 CURRICULUM

Subject	Examination Board	Controlled Assessment Content	Examination
<b>CORE</b>			
English Language	AQA	None	100% 2 written exams
English Literature	AQA	None	100% 2 written exams
Maths	AQA	None	100% 3 written exams
Combined Science	AQA	None	100% 6 written exams
Triple Science (3 GCSEs)	AQA	None	100% 2 written exams per subject
PSHEE	None	None	None
Core PE	None	None	None
<b>OPTIONS</b>			
Art	AQA	60%	40%
Business	Eduqas	None	100% 2 written exams
Business (BTEC)	Edexcel	75%	25% 1 onscreen exam
Computer Science	OCR	20%	80% 2 written exams
Drama	AQA	60%	40%
Economics	OCR	None	100% 2 written exams
Engineering (Voc)	WJEC	75%	25%
French	Edexcel	None	100%
Geography	AQA	None	100% 3 written exams
German	Edexcel	None	100%
Health & Social Care (BTEC)	Edexcel	60%	40%
History	AQA	None	100% 2 written exams
Hospitality & Catering (Voc)	Eduqas	60%	40%
ICT Creative IMedia (Cambridge Nationals)	OCR	75%	25%
Music	AQA	60%	40%
Performing Arts (BTEC)	Edexcel	75%	25%
Photography	AQA	60%	40%
Physical Education	AQA	40%	60%
Product Design: Polymers	Edexcel	50%	50%
Product Design: Textiles	Edexcel	50%	50%
Psychology	OCR	None	100% 2 written exams
Religious Studies	WJEC	None	100% 3 written exams
Sociology	TBC	None	100% 2 written exams
Spanish	Edexcel	None	100%
Sport Science (Cambridge National)	OCR	75%	25%



## **OPPORTUNITIES TO FIND OUT MORE INFORMATION ABOUT THE OPTION PROCESS**

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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 11<sup>th</sup> January 2018 - 6pm**

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 18<sup>th</sup> January 2018 - 4pm-7pm**

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 1<sup>st</sup> March 2018 - 6.30pm**

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. 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 8<sup>th</sup> February 2018**

The final day for returning the option choice form to form tutors is Thursday 8<sup>th</sup> February 2018.

## OPTIONS ADVICE FOR PUPILS

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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 Mr Jackson, Head of Year 9, Mrs Gascoigne, Assistant Headteacher or Mr Matthews, Operational 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**

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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 and ENGLISH LITERATURE**

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<b>Head of Department</b>	<b>Ms M van der Lip</b>
<b>Examination Board</b>	<b>AQA - Language - Graded 1 – 9</b> <b>AQA - Literature - Graded 1 – 9</b>

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

The GCSE English Language and GCSE English Literature syllabi have changed in 2015. We are following the AQA examination board syllabi. 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 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

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**Head of Department**            **Mrs D Holloway**  
**Examination Board**            **AQA linear (8300) – Graded 1 – 9**



The course continues through Years 10 to 11 and leads to GCSE examinations. The level of difficulty of the papers determines the range of grades which may be awarded.

Foundation tier            grades 1 to 5  
Higher tier                 grades 4 to 9

Coursework is no longer examined in mathematics.

The syllabus is defined by the National Curriculum and covers the topics Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability and Statistics. Functional Skills and problem solving forms 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 co-operatively, independently, practically and through investigative work.

There is 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. A digital textbook accessed via the Kerboodle platform (OUP) is used by all classes in Years 10 and 11. All pupils are provided with a login for the digital textbook for use at home. Before external examinations, there is regular practice of past examination papers.

# CORE SUBJECT SCIENCE

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<b>Head of Department</b>	<b>Mrs A Mackenzie Dodds</b>
<b>Examination Boards</b>	<b>AQA (all) - Graded 1 – 9</b>

## 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 total mark and will generate two grades by the end of Year 11. There is no controlled assessment component, but students will 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 is 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 total mark for that subject. There is no controlled assessment component, but students will 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 outcomes. 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)**

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**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 wellbeing 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

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**Head of Department**            **Miss S Mead**

**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**

## 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
- Photography

### Business

- Business
- Business BTEC
- Economics

### Design & Technology \*\*

- Engineering WJEC Award
- Hospitality and Catering Eduqas Award
- Product Design (Polymers)
- Product Design (Textiles)

### Geography \*

### Health & Social Care BTEC

### History \*

### ICT

- Cambridge Nationals in ICT CreativeMedia
- **Computer Science \***

### Modern Foreign Languages

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

### Performing Arts

- Drama
- Music
- Performing Arts BTEC

### Physical Education

- Physical Education
- Cambridge Nationals in Sport Science

### Psychology

### Religious Studies

### Sociology

\* **EBACC subjects**

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

## OPTION SUBJECT GCSE ART

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**Acting Head of Department**      **Mr J Fayers**  
**Examination Board**              **AQA - Graded 1 – 9**

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:

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<b>Coursework</b>	<b>60% of the total marks</b>
<b>Examination</b>	<b>40% of the total marks</b>

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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 early May.

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

# OPTION SUBJECT GCSE PHOTOGRAPHY

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**Acting Head of Department**      **Mr J Fayers**  
**Examination Board**              **AQA - Graded 1 – 9**

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:

---

<b>Coursework</b>	<b>60% of the total marks</b>
<b>Examination</b>	<b>40% of the total marks</b>

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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 early May.

# OPTION SUBJECT

## GCSE BUSINESS

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**Head of Department**            **Miss K Mills**

**Examination Board**            **EDUQAS - Graded 1 – 9**

The aim of this course is to introduce pupils to the business world, empowering them to develop as commercially minded and enterprising individuals. Students will gain an understanding of contemporary issues which will be linked closely to key theory against a background of core skills including analysis, evaluation, problem solving and decision making. Pupils will develop an awareness of current economic and business issues encouraging them to look at the world from a different perspective.

Students will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the interdependent nature of business functions from a local and global perspective. The course is split into six distinct topic areas:

1. Business Activity
2. Influences on business
3. Business operations
4. Finance
5. Marketing
6. Human Resources

This GCSE Business 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
- Apply qualitative and quantitative data to inform and justify business decisions

### **Assessment**

#### **Written Paper – 62.5% (2 hours) Business Dynamics**

- A mix of short answer and structured questions based on stimulus material covering all of the specification content.

#### **Written Paper – 37.5% (1hr 30 mins) Business Considerations**

- Data response questions covering all of the specification content.

***Please note that students cannot choose both GCSE Business and the Level 2 First Award in Business***

# OPTION SUBJECT

## BUSINESS BTEC: LEVEL 2 FIRST AWARD

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**Head of Department**            **Miss K Mills**

**Examination Board**            **Edexcel – Graded Pass – Distinction\***

The Business BTEC first Award in Business is a two-year course designed to offer a genuine alternative to GCSE specifications. The course is designed to 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. **Enterprise in the Business World:** internally assessed coursework
2. **Finance for Business:** externally assessed. Unseen examination, 1 hour in length, onscreen testing
3. **Promoting a Brand:** internally assessed coursework
4. **Principles of Customer Service:** 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.

### **Business BTEC First Award in Business**

Students will achieve grades for the completion of the course, each component contributes to the overall outcome. The units are 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 with pupils challenged to research and form opinions on organisations, entrepreneurs, global events and investigates organisations such as Vodafone, NHS, BBC, Thorpe Park, BP and much more.

Pupils will investigate different types of ownership, start up 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. The units offer a rich and diverse introduction to business, of particular interest is the opportunity to promote a brand of their design and choice and conduct a marketing campaign that may support initial business ideas formed from unit one.

### **The Business Department**

The Business 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 have commented on the accessibility of content, variety of topics covered and challenge presented by the course. There is a clear pathway for progression into KS5 with a Diploma in Business Level 3 and A 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!

**Please note that students cannot choose both GCSE Business and the Level 2 First Award in Business**

# OPTION SUBJECT GCSE ECONOMICS

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**Teacher in Charge**            **Mr R Aitken**

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

Economics is an extremely well-respected and dynamic subject. Pupils will learn how to think as an economist 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 form 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
- Understanding of economic performance including economic growth and inflation
- Comparing the UK and other economies
- Problem solving
- Discussion, debate, critique, enquiry and evaluation
- Independent learning and research

## **Entry criteria**

Maths at least Band 6 is mandatory due to the mathematical rigour of some of the concepts.  
English at least Band 6 is mandatory due to the longer answer argumentation required.

## **Assessment**

*All learners must take components 01 and 02 to be awarded the OCR GCSE (9–1) in Economics.*

<b>Content Overview</b>	<b>Assessment Overview</b>	
<ul style="list-style-type: none"><li>• Introduction to Economics</li><li>• The role of markets and money</li></ul>	<b>Introduction to Economics</b> (J205/01)* 80 Marks 1 hour 30 minute written paper	<b>50%</b> of total GCSE
<ul style="list-style-type: none"><li>• Economic objectives and the role of government</li><li>• International trade and the global economy</li></ul>	<b>National and International Economics</b> (J205/02)* 80 Marks 1 hour 30 minute written paper	<b>50%</b> of total GCSE



**OPTION SUBJECTS  
DESIGN & TECHNOLOGY  
GCSE PRODUCT DESIGN (POLYMERS)**

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**Head of Department**            **Mr D Heaslewood**

**Examination Board**            **Edexcel - Graded 1 – 9**

Can you say YES to any of the following? If so Product Design could be the course for you!

- Have you enjoyed designing and making products in KS3?
- Are you someone that is always busy at home sketching things?
- Do you often think of ways to make a product better?
- Do you enjoy finding out about the latest must have gadget?
- Are you thinking of a career in Design?

**The course**

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.

The following areas build the basis for the Product Design course:

- Core Knowledge
- Technical Knowledge
- Designing & Making principles.

In Year 10, a wide range of 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. Considerable time is also spent on computer graphics, CAD and 3D model making.

The Course is assessed in two units:

**1. Controlled Assessment (50% of marks awarded for GCSE)**

This is a coursework section and starts in year 11. The student's coursework is based on a design brief that is set by the examination board. The students apply their skills and knowledge built up in year 10 to produce a final prototype and design portfolio.

**2. Written examination (50% of marks awarded for GCSE)**

The written examination tests the knowledge and understanding of the students Core and Technical knowledge along with their understanding of the Design and making principles, this is completed at the end of Year 11.

***Please note that students cannot choose more than two Design and Technology qualifications***

**OPTION SUBJECTS  
DESIGN & TECHNOLOGY  
WJEC LEVEL 2 AWARD IN ENGINEERING**

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**Head of Department**            **Mr D Heaslewood**

**Examination Board**            **WJEC - Graded Pass – Distinction\***

Can you say YES to any of the following? If so Engineering could be the course for you!

- Have you enjoyed making products in KS3?
- Are you someone that is always busy at home taking items apart and putting them back together?
- Are you interested in finding out about how things are made in the industry?
- Do you want to broaden your knowledge of materials and manufacturing processes?
- Are you thinking about a career in manufacturing or engineering?

**The course**

This course is ideal for students who want to study engineering from the designing and planning perspective. It provides learners with a broad introduction to the engineering sector and the types of career opportunities available. It is a vocational hands-on course aimed at developing core skills in making high-quality products. During the course students will have the opportunity to develop traditional skills and also use modern technology practices (laser cutting, 3D printing).

The course is assessed in three units:

**Unit 1: Engineering design (37.5% of qualification – portfolio based)**

Students will complete a small portfolio (6-8 A3 pages) showing the design and development of an everyday product to suit a particular need. The brief for this project will be in response to guidance from the exam board.

**Unit 2: Producing engineered products (37.5% of qualification – skills and evidence based)**

Students will undertake an extended making project that showcases the skills they have developed in year 10 and knowledge developed through Unit 3. The engineered project will be in response to a brief set by the exam board.

**Unit 3: Solving engineering problems (25% of qualification – written examination)**

This is a theory based unit where students will have the possibility to sit their exam in yr10. Weekly theory sessions (along with regular homework) will build the students' knowledge to the necessary level to be able to complete this unit.

***Please note that students cannot choose more than two Design and Technology qualifications***

**OPTION SUBJECTS**  
**DESIGN & TECHNOLOGY**  
**GCSE PRODUCT DESIGN (TEXTILES)**

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**Head of Department**            **Mr D Heaslewood**

**Examination board**            **Edexcel - Graded 1 – 9**

Can you say YES to any of the following? If so Design & Technology: Textiles could be the course for you!

- Do you enjoy Fashion and Textiles?
- Have you ever thought about a career in the Fashion and Textiles industry?
- Do you enjoy using a sewing machine and working with fabrics?
- Do you often find yourself looking through fashion magazines / Instagram at the latest styles?
- Have you ever wished you had the skills to produce some of your own clothing / textile products?

**The course**

The course places an emphasis on a practical approach to designing, making and evaluating products that meet real life needs using textiles based presentation and modeling techniques.

The following areas build the basis for the Design & Technology: Textiles course:

- Core Knowledge
- Technical knowledge
- Designing & Making principles

In Year 10, a wide range of presentation and modelling (construction and decorative) techniques are taught to extend pupils' practical skills. As well as the core content, students will learn about various fabrics and their characteristics; how to develop and adapt paper patterns, surface decorations, construction techniques and CAD CAM.

The course consists of one externally – examined paper and one non – examined assessment component.

**1. Written examination ( 1 hour 45 minutes – 50% of the qualification)**

The written examination tests the knowledge and understanding of the students' Core and Technical knowledge along with their understanding of the design and making principles, this is completed at the end of Year 11.

**2. Non- examined assessment (50% of the qualification)**

Students will undertake a project based on contextual challenge released by the exam board. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product. A design portfolio will also be submitted as part of the assessment.

***Please note that students cannot choose more than two Design and Technology qualifications***

**OPTION SUBJECTS  
DESIGN & TECHNOLOGY  
EDUQAS LEVEL 2 AWARD IN HOSPITALITY & CATERING**

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**Head of Department**            **Mr D Heaslewood**

**Examination Board**            **Eduqas - Graded Pass – Distinction\***

Can you say YES to any of the following? If so Hospitality & Catering could be the course for you!

- Have you enjoyed cooking in KS3?
- Are you someone that enjoys being in the kitchen at home?
- Are you interested in what it is like to work in a professional kitchen?
- Do you want to broaden your knowledge of cooking techniques?
- Do you enjoy working on your own but also see the benefit of being part of a team?
- Are you thinking about a career in the hospitality or catering industry?

**The course**

This course is ideal for students who want to learn about this vocational sector and the potential it can offer them for their careers or further study in one of the largest industries in the country. It is a practical led course where students will gain various skills in problem solving, researching, presentation, team working and the preparation and delivery of professional food.

The qualification is assessed in two units:

**Unit one - The Hospitality and Catering industry**

This unit is externally assessed using an online e-assessment. Short and extended answer questions based on applied situations are used to test the students' knowledge of the hospitality and catering industry.

**Unit two – Hospitality and Catering in action**

This unit is internally assessed and puts particular emphasis on the skills related to the preparation and carrying out of events and functions. The students apply their learning to safely prepare, cook and present 2 nutritional dishes.

***Please note that students cannot choose more than two Design and Technology qualifications***

# OPTION SUBJECT (EBACC) GCSE GEOGRAPHY

**Head of Department** Mr J Russell-Smith

**Examination Board** AQA Specification A: Graded 1 – 9

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:

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

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**Subject Leader**                      **Ms B King**

**Examination Board**                **Edexcel – Graded Pass – Distinction\***

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 three components; two assignments will be assessed internally via assignment work and regular feedback, one unit will be assessed externally via controlled assessment.

The core units to be studied are:

Human Lifespan and Development
Health and Social Care Values
Health and Well Being

**Component 1 Human Lifespan Development** is focused on how people grow and develop throughout their lives and explores what affects their growth and development. This is assessed by a written assignment.

**Component 2 Health and Social Care Services and Values** examines 'good practice' in health and social care and how to ensure that all individuals are supported through the provision of high quality care. This is assessed by a written assignment.

**Component 3: Health and Well-Being** where students assess the well-being of individuals. you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. This is assessed in the form of a controlled assessment.

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

# OPTION SUBJECT (EBACC) GCSE HISTORY

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<b>Head of Department</b>	<b>Mr G May</b>
<b>Examination Board</b>	<b>AQA - Graded 1 – 9</b>

## 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 Asia, 1950 – 1975 (Korean & Vietnam Wars)

**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 Asia, 1950-75**
- 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 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 (EBACC) GCSE COMPUTER SCIENCE**

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**Head of Department**            **Miss A Mullane**

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

This newly updated GCSE course is about problem solving, discovering how computers really work and developing software applications. There is a particular emphasis on cybersecurity 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.

The course is assessed in the following ways:

- NEA (20%) – a programming task and project write-up conducted under 20hrs of controlled conditions.
- Computing Theory Written Exam (40%) – topics include hardware, software, networks & the internet, cybersecurity etc.
- Algorithms and Programming Written Exam (40%) – this paper has a real focus on logic 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 CAMBRIDGE NATIONALS IN ICT CREATIVE IMEDIA**

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**Head of Department**            **Miss E Pilgrim**

**Examination Board**            **OCR – Graded Pass – Distinction\***

ICT Creative iMedia 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 is an external exam worth 25% whilst the other 3 modules are controlled assessment practical coursework worth 75%. The course covers modules where pupils must create graphics for a client and complete a website project. As well as this pupils may also study elements of business IT, which showcases the ability to present information to different audience as well as preparing and managing a project.

This course provides an excellent foundation for pupils who are interested in a career in IT or business and can lead to Level 3 Cambridge Technicals 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.

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

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**Head of Department**            **Mrs A Petri**

**Examination Board**            **Edexcel - Graded 1 – 9**

**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 workplaces, 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%).

**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!

## OPTION SUBJECT GCSE DRAMA

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**Head of Department**

**Mrs H Blazer**

**Examination Board**

**AQA - Graded 1 – 9**

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:

<b>Section A</b>	Drama terminology
<b>Section B</b>	Extracts from the set play chosen – 'Blood Brothers' studied in full for staging purposes.
<b>Section C</b>	The work of theatre makers in a single live theatre production – pupils write about and analyse a piece of live theatre they have seen.

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. A written log is completed to demonstrate further understanding.

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

# OPTION SUBJECT

## PERFORMING ARTS BTEC: LEVEL 2 FIRST AWARD

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**Head of Department**            **Mrs H Blazer**

**Examination Board**            **Edexcel – Graded Pass – Distinction\***

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 the 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:**

<b>Unit Title</b>	<b>Assessment</b>
Exploring the performing Arts	Internal
Developing skills and techniques in the performing arts	Internal
Performing to a brief	External

### **Exploring the performing Arts**

Pupils will develop their understanding of the performing arts by examining practitioners work and the processes used to create performance. Pupils will take part in practical workshops to explore these styles and techniques.

### **Developing skills and techniques in the performing arts**

In this unit pupils develop their performing arts skills and techniques through the reproduction of an acting, dance and/or musical theatre. Pupils will learn how a production team works and produce a workshop performance.

### **Performing to a brief**

Pupils will be given the opportunity to work as part of a group to produce a workshop performance in response to a given brief and stimulus.

# OPTION SUBJECT GCSE MUSIC

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Head of Department      Mrs S McAdam

Examination Board      AQA - Graded 1 – 9

## 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 20<sup>th</sup> and 21<sup>st</sup> 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

## GCSE PHYSICAL EDUCATION

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**Head of Department**            **Miss S Mead**

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

Those pupils wishing to opt for GCSE PE will have 5 periods of PE per fortnight, 2 practical and 3 theory in addition 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 many different practical activities through Years 10 and 11 including hockey, basketball, badminton, athletics and tennis, 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 exams at the end of the course, each exam is ninety minutes long. 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 CAMBRIDGE NATIONAL IN SPORT SCIENCE

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**Head of Department**            **Miss S Mead**

**Examination Board**            **OCR – Graded Pass – Distinction\***

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 Pass level or above will be able to progress onto the Level 3 Sports 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 GCSE PSYCHOLOGY

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**Head of Department**            **Mrs R Hume**

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

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? What are the causes of sleep disorders?

**Unit One Studies and Applications in Psychology:** Written examination 50% 90 minutes

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

- Why do people commit a crime? Study of criminal personality types
- How do our minds develop? Study of cognitive development
- Why do people develop Psychological problems? Study of mental health

**Unit two Studies and Applications in Psychology 2:** Written examination 50% 90 minutes

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

- Can we trust our memories? Study of reconstructive memory
- Why do people conform? Study of situational conformity
- Why do we dream? Study of sleep and dreaming

The study of practical research methods is also included in both units, with questions on the design of studies.

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 GCSE RELIGIOUS STUDIES

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Head of Department      Miss J Lyness

Examination Board      WJEC - Graded 1 – 9

## 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
<b><u>Component 1</u></b> 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)
<b><u>Component 2</u></b> Study of Christianity	An in-depth study of the beliefs, teachings and practices of Christianity	1 hour written exam (25% of final grade)
<b><u>Component 3</u></b> 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, Morocco, Florence and Auschwitz in Poland. In July 2018, we are running a trip to Rome.

# OPTION SUBJECT GCSE SOCIOLOGY

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**Head of Department**

**Mrs R Hume**

**Examination Board**

**TBC - Graded 1 – 9**

Put simply Sociology is the study of society. Sociology seeks to understand all aspects of human behaviour including the dynamics of small groups of people, large organisations, communities and even entire societies. Sociology asks questions about the relationships between groups in society and explores issues of identity, inequality and power. Sociology allows students to see their world in a different way and to challenge taken for granted assumptions about the way we live. It is the study of group life and human social relationships, while Psychology look more at the individual Sociology examine how we behave as part of a wider group. Studying Sociology will enable learners to investigate topics such as gender roles in modern society, inequalities in wealth and the UK as a multi-cultural Society. Sociology seeks answers to questions such as: How do social changes affect us ? Are a secret powerful elite controlling us ? Do exam results really reflect ability ? Is our society really fair?

**Component 1:** Understanding Social Processes (Written examination 50% of qualification, 1 hour 45 min)

How do we acquire our identity ?

How do our family, education and friends shape us ?

What is the most powerful influence on our identity?

**Component 2:** Understanding Social Structures (Written examination 50% of qualification, 1 hour 45 min)

Who are the most powerful people in society?

What advantages do some groups of people have ?

Why do some people turn to crime ?

Are some people getting away with crime ?

The study of practical research methods is also included in both units, with questions on the design of studies.

GCSE Sociology 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 and marketing , criminal justice, human resources and Journalism.

## WHAT TO DO NEXT!

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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 8<sup>th</sup> February 2018.**

# SAMPLE OPTION SHEET

## Edgbarrow School Key Stage 4 Options 2018

Option A	Option B	Option C	Option D
<b>Computer Science</b> <b>Geography</b> <b>Spanish</b> Art Business Business BTEC ICT Cambridge National Music Psychology	<b>French</b> <b>Geography</b> <b>History</b> Engineering WJEC Award Hospitality and Catering Performing Arts BTEC Physical Education Product Design: Polymers Product Design: Textiles Psychology	<b>French</b> <b>Geography</b> <b>History</b> Drama Economics Health & Social Care BTEC Physical Education Photography Religious Studies Sport Science Cambridge National	<b>Computer Science</b> <b>German</b> <b>History</b> Art Business Business BTEC Engineering WJEC Award Religious Studies Sociology

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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January 2018