



MELBOURN
VILLAGE COLLEGE



Melbourn Village College
Home-School Link
Key Stage 4
Curriculum Information

Our Key Stage 4 Curriculum

The aim of the curriculum at Melbourn Village College is to allow all students to enjoy learning, reach their potential and help them on their way to realising their ambitions. The GCSE choices process that takes place during Year 9 is a key part of this, as it allows students to personalise their curriculum. We are certain that, with our support, advice and guidance, students will be able to choose the courses that are right for them, enjoy their final two years at Melbourn and achieve highly.

All students take GCSEs in English Language, English Literature and Sciences. They also continue to study Personal, Social and Health Education (PSHE), Physical Education and gain Careers Advice and Guidance. They take 4 further GCSE option subjects.

The English Baccalaureate

– the importance of History, Geography and Modern Foreign Languages

The EBacc (English Baccalaureate) is not a qualification itself but the acknowledgement that students should choose History or Geography AND a Modern Foreign Language as part of their GCSE options. (They may, of course, choose History and Geography and/or 2 Modern Foreign Languages). Students who do choose these subjects:

- Gain a more well-rounded education with sound academic breadth of knowledge
- Have a wider range of post-16 opportunities
- Have a better chance of getting into a top university

We therefore advise all students to study History and/or Geography AND a Modern Foreign Language, particularly those capable of at least a grade 5.

Furthermore, when thinking beyond GCSE level, you should be aware that some subjects are seen as having higher value than others when taken for A level. These subjects will enable you to have the widest possibilities of progression to the top 'Russell Group' universities.

Mathematics	Further Mathematics	English Literature
Biology	Chemistry	Physics
Geography	History	Languages (Classical and Modern)
Religious Education		

We want all our students to have high expectations of themselves. The vast majority of our students are capable of moving on to level 3 (A level or diploma) courses and then on to university when they leave Melbourn.

GCSE English Language & GCSE English Literature

Type of qualification: AQA GCSE English Language 8700

Nature of assessment: Two examinations at the end of the course. Each lasts 1 hour 45 minutes and each is worth 50% of the overall mark. One exam focuses on reading and writing fiction and the other on non-fiction.

Students will study a range of texts which are creative as well as from real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

Students will learn to:

- read with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

Type of qualification: AQA GCSE English Literature 8702

Nature of Assessment: Two examinations at the end of the two year course.

Paper 1: Shakespeare and the 19th Century Novel 1 hour 45 minutes (40%)

Paper 2: Modern Texts, poetry and unseen poetry 2 hours 15 minutes (60%)

Students will study a Shakespeare play, a 19th Century novel, a modern novel and play and a range of poetry from the 18th Century to the present day. Students will study the texts in depth and learn to write critically about these texts. Students will learn how to write comparatively about the texts.

Where it can lead:

English Language is a core subject and is fundamental to progress in further education. Many courses will require students to have achieved a level 'C' grade or above.

Both subjects count towards the Progress 8 measure of student attainment.

There is a wealth of opportunities to take forward the topics studied at GCSE to post-16. There are A levels in English Literature, English Language, English Literature and Language.

GCSE Mathematics

Type of qualification: GCSE AQA Mathematics 8300

How it is assessed:

100% Examination based with three papers worth one third of the total marks each. The first paper is non-calculator, the second and third permit the use of calculators.

Course Overview:

The Mathematics GCSE has now changed to a new specification. The main difference you will note is that the awarding grades are not A* to G as previously given but 9 to 1. New content has been introduced into the higher tier and some content from the higher tiers has been introduced into the foundation tier.

The two year course will comprise of three or four lessons per week.

Students will be taking either the higher or foundation versions of these courses. The foundation course incorporates topics such as solving algebraic equations, Pythagoras' Theorem and for the first time trigonometry. The higher course extends these topics to include surds, circle angle theorems, vectors, trigonometry and quadratic equations.

Where it can lead:

Mathematics as a core subject is fundamental to progress in further education. Many courses and employers will require students to have achieved a level equivalent to a 'C' grade or above and mathematical or scientific courses at sixth form often ask for the equivalent of grades A or B, depending on the college.

GCSE Sciences

Students will either follow the Triple Sciences course or the Combined Sciences course. All students will study the three main areas of Biology, Chemistry & Physics, regardless of which course they take. Course time and exam time between the triple and combined science course do differ.

Triple Sciences (3 GCSEs)

Triple Science results in the award of 3 GCSEs.

- 1 GCSE in Biology (AQA 8461)
- 1 GCSE in Chemistry (AQA 8462)
- 1 GCSE in Physics (AQA 8463)

How it is assessed: Each GCSE is 100% examination. Students will complete the required practicals during their class time, and will be expected to apply and comment on these during set parts of the exam. There are 6 exams of approximately 1 hour 45 minutes each in length.

Who is this course for?

This course is for students who are working at level 8, 7, or 6 at Key Stage 3. Students who know they will definitely want to go on to A levels in one or more of the Sciences should take this course. This is a high level, difficult course and hard work is required from the very start. The qualifications achieved are well respected by 6th form colleges, employers and universities.

GCSE Combined Science Trilogy (2 GCSEs)

GCSE Combined Science (AQA 8464) results in the award of 2 GCSEs, made up of the aggregated grade of all exams, resulting in two grades (e.g. 4/4; 5/4; 5/5 etc).

How it is assessed: The 2 GCSEs are 100% examination. Students will complete the required practicals during their class time and will be expected to apply and comment on these during set parts of the exam. There are six exams of approximately 1 hour 15 minutes each in length.

Who is this course for?

This course is for students who are working at level 4, and above at Key Stage 3. You can go on to take A levels in Biology, Chemistry, Physics, Psychology and PE with good grades in this course. Science with Additional Science counts towards the Progress 8 performance tables.

The Triple Science course is significantly more demanding than the Combined Science course and therefore will only be offered to students and groups that are capable of this undertaking. Typically, this will mean the top set(s) based on Year 9 assessment data.

GCSE Computing

Type of qualification: Pearson Edexcel Level 2 GCSE (9 - 1) in Computer Science (1CP1)

How it is assessed: 80% Examination (2 written papers weighted at 40% each)
20% Non-Examined Assessment (Coursework: programming project)

Course Overview:

This course provides the opportunity to discover how computer technology works and to take a look at what goes on 'behind the scenes'. Through the introduction of programming, it helps students to expand their problem-solving skills. For many, it will be a fun and interesting way to develop these transferable skills, which can be applied to further learning and everyday life.

Students will learn:

The aims and objectives of this qualification are to enable students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

Reasons to choose computing:

1. allows students to explore how Computer Systems work and how to program them.
2. includes a practical unit for students to demonstrate programming skills.
3. simple assessment method with two written papers to test theory knowledge.

Where it can lead:

The course is a solid introduction to Computing and is excellent preparation for students looking for a career in the field or for those who want to study the subject at a higher level. Students wishing for a career in the Computer Games Industry or in Computer Software should study this at GCSE.

WJEC Award in Constructing the Built Environment

Type of qualification: Constructing the Built Environment Level 1 / 2 Award (**QAN - 601/0543/4**)

How it is assessed:

Unit titles:

Level 1 / 2 Award in Constructing the Built Environment (QAN 601/0543/4)				
Unit Number	Unit Title		Assessment	GLH
9811	Safety and security in construction	Mandatory	External	30
9812	Practical construction skills	Mandatory	Internal	60
9813	Planning construction projects	Mandatory	Internal	30

Course Overview:

Unit 1 Safety and security in construction

Construction activities take place in many different contexts. Through this unit, learners will gain the knowledge and understanding to be able to plan how to minimise risk to their own and others health and safety in different contexts.

Unit 2 Developing Construction Project

Through this unit learners will be able to interpret technical information to plan the refurbishment of a building, taking account of health and safety issues. They will use appropriate skills and techniques to carry out the refurbishment.

Learners will be taught 3 of the following depend on their choice of practical Skills will relate to refurbishment of a property.

- Wood e.g. hang a door, make a frame, attach a skirting-board, create a timber stud wall
- Brick e.g. use wall connectors, cut bricks, create wall no higher than a metre, stretcher bond
- Electrical e.g. lighting, add a new socket
- Plumbing e.g. waste and taps to a sink

Unit 3 Planning construction projects

Through this synoptic unit, learners will use learning from the development of practical skills and health and safety requirements of construction processes and gain the knowledge and understanding needed to plan straightforward built environment development projects.

Where it can lead:

The course allows students to experience many aspects of the construction industry and has produced excellent results in the past four years. Most of the students have then undertaken sixth form courses in Plumbing, Electrical Installation, Bricklaying and Joinery.

By undertaking an apprenticeship with local firms students have used the qualification to gain both further education and paid work at the same time. Many past students are now qualified plumbers and electricians.

GCSE Design and Technology

Type of qualification: WJEC Eduqas GCSE Design and Technology WJEC C600QS

How it is assessed:

Unit 1 - Coursework 50%	Unit 2 - Examination 50%
Design and make task	Design and Technology in the 21st Century
<p>A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:</p> <ul style="list-style-type: none"> • identify, investigate and outline design possibilities • design and make prototypes • analyse and evaluate design decisions and wider issues in design and technology. 	<p>A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:</p> <ul style="list-style-type: none"> • technical principles • designing and making principles along with their ability to • analyse and evaluate design decisions and wider issues in design and technology.

Course Overview:

The WJEC Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The course enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes

- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

Where it can lead:

Level 3 courses in either of the following - Product Design, Systems and Control, Electronics and Engineering.

GCSE Drama

Type of qualification: AQA GCSE Drama 8261

How it is assessed: Component 1: Understanding drama - Written Examination (40%)
Component 2: Devising drama - Practical Performance Acting or design with devising log (40%)
Component 3: Texts in practice - Practical performance of a scripted piece (20%)

Course Overview:

The course is designed to be practical, engaging and creative. It will provide the opportunity to examine drama, the work of theatre professionals and to explore the range of drama as an art form. Students will be able to work independently; as well as in a group, to create drama whilst making informed artistic choices.

The course enables students to develop their knowledge and understanding of the process of creating and developing drama to their own performance work. It gives the opportunity for a student to solely focus on either the performance, or the technical aspect of theatre should they wish too.

You will learn about all areas of theatre and drama, looking at technical skills as well as acting within performance. You will become critically aware of your own and others' work, and understand the social context of your work and that of others. You will look at different practitioners and playwrights and gain the opportunity to study and perform in various styles and genres; you will develop your learning of strategies, and the process of a play structure.

You will see live theatre productions and analyse and evaluate the work of playwrights.

Where it can lead:

Studying Drama develops many transferable skills; the ability to research, analyse and select important information. The vital importance of the ability to work independently and work as a team. The development of time management; planning and organisation. A successful Drama student will also have the drive and determination to succeed; a vital characteristic for employers, colleges and sixth form establishments,

Drama experience is considered extremely useful in the following career paths, Actor, Actress, Stage Manager, Arts Administrator, Teacher, Drama therapist, Television Production, Director, Youth and Community worker, Personnel manager, Social Worker, Journalist, Marketing manager, and any position which requires communication, team work and creativity.

GCSE Fine Art

Type of qualification: GCSE Fine Art WJEC/Eduqas 1-9 WJEC C651QS

How it is assessed: **60% Personal Portfolio of coursework** set by Teacher
40% Practical Examination with prep work set by Exam Board

Course Overview:

- The course develops students' ability to improve their creative fine art skills and gain an understanding of the work of a range of artists. The course is also analytical and students have to write in depth about all aspects of their art work and research.
- Homework is also a key to completing the course successfully and students must be willing to undertake a minimum of **2 hours independent** work outside of lessons each week. This allows them to practice their fine art techniques and embed good artistic practice.
- Students will spend time producing creative and original sketchbooks which reflect their research into a variety of artists, visual experimentation, creative ideas and observational skills. They will go on to produce a series of final pieces inspired by their experimentation and research. They will add reflective and analytical notes to all sketchbook pages showing knowledge and understanding of art.
- **Observational drawing** is a **key** component of the course and is assessed so students must be able to draw objects from life not photographs. All students will have to use drawing skills for different needs and purposes appropriate to content to successfully complete this course.
- All students will have to **use written annotation and appropriate specialist terminology** to record their ideas, observations, insights and independent judgements. An ability to research and **write fluently is a key requirement**. There is an increase in the amount of writing required in the new specification and higher quality demanded in the reflective and analytical content so students who do not enjoy researching, writing and reflecting on their work will find this course more difficult.
- **Notes:** Students need to buy a sketchbook (approx. £6) and an Art pack (approx. £35 including sketchbook) which provides the basic equipment to aid homework/coursework. Other expenses may be incurred for materials required as the students progress through the course, e.g. Canvases.

GCSE Food Preparation and Nutrition

Type of qualification: AQA GCSE Food Preparation and Nutrition 8585

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The course is 50% theory and written work.

Course Overview:

Food preparation skills – these are intended to be integrated into the five sections:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

How it is assessed:

The Course is divided into two sections:

Paper 1: Food preparation and nutrition –

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5, which is assessed with a written 1 hour 45-minute exam. This is worth 100 marks and 50% of the GCSE. There are five multiple choice questions each worth 20 marks. These five questions are divided into several sub questions, worth 80 marks.

The second section is a non-exam assessment (NEA) This consists of two tasks –

Task 1: Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. **Practical investigations are a compulsory element of this NEA task.** This Task is assessed by a written or electronic report (1,500 – 2,000 words) including photographic evidence of the practical investigation. This is a science-based experiment.

Task 2: Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. This Task is assessed by a written or electronic portfolio including photographic evidence of the three final dishes must be included.

Where it can lead to: Students will be qualified to go on to further study; study WJEC Level 3 Food Science and Nutrition or embark on an apprenticeship or full time career in the catering or food industries such as, health, hygiene and safety roles, health promotion, dietetics, food advertising, food innovation.

GCSE Geography

Type of qualification: WJEC (Eduqas) GCSE Geography C112QS

How it is assessed: 100% Written Examination

Course Overview: The content of the specification is organised into three broad themes:

Theme 1: Changing Places - Changing Economies
Urbanisation, migration, Retail/leisure/Development and Aid

Theme 2: Changing Environments
Coasts, Rivers, Climate change, and extreme weather

Theme 3: Environmental Challenges
Ecosystems, Water supply and Desertification

How it is assessed: 100% Written Examination

Component 1

Investigating Geographical Issues written examination: 1 hour 45 minutes 40% of qualification
Content from all three compulsory themes of the specification will be assessed and will include opportunities for assessment using multiple choice, data response, short open response and extended responses...

Component 2

Problem Solving Geography written examination: 1 hour 30 minutes 30% of qualification
This is a problem solving paper in three parts assessing content from across the three themes
Part A will introduce an issue and set the geographical context (in terms of location and scale).
Part B will outline a number of possible solutions to the issue.
Part C will provide an opportunity for the candidates to choose a solution and justify their choice following interpretation and analysis of the information and evaluation of the issue.

Component 3

Applied Fieldwork Enquiry written examination: 1 hour 30 minutes 30% of qualification
This is a written examination in three parts using a variety of structured data response questions some of which will require extended responses.
Part A will assess approaches to fieldwork methodology, representation and analysis.
Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.
Part C will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.
In order to prepare for this component, learners are expected to undertake two fieldwork enquiries outside the classroom and school grounds, each in a contrasting environment:

Where it can lead:

This specification provides a suitable foundation for the study of Geography at A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

Cambridge Nationals: Health and Social Care - Level 2

Type of qualification: Cambridge National Certificate (Level 2) OCR

How it is assessed: Controlled Assessment 75% - 3 Units of equal weighting
External Examination 25%

Course Overview:

The course is taught in units of study; the mandatory units include the study of the essential values of care for individuals in care settings, and communicating and working with individuals in Health, Social care and early years setting.

In addition, students will investigate:

- the different life stages
- our Physical, Intellectual, Emotional and Social development within our lives
- understand the development and protection of young children in an early years setting
- understand the creative activities used to support individuals in health, social care and early years settings.

All students will be first entered for the Cambridge National Award; following this they will progress to the Cambridge National Certificate

- Unit 1 (R021)
Essential Values of Care for use with Individuals in care settings
Written Paper – 1 hour - External Examination
- Unit 2 (R022)
Communicating and working with individuals in health, social care and early years setting
Controlled Assessment Task - Centre Assessed and moderated.

Where it can lead:

A future in the world of work, including apprenticeships, and Level 3 learning, and A level. Preparation for the Care industry, and working with adults and children, in a range of settings, including early years settings, hospitals, care homes and residential services. Studies in Health and Social Care give an excellent preparation and grounding for all students wishing to join the medical profession or employment.

GCSE History

Type of qualification: GCSE Edexcel 1HI0

How it is assessed: 100% Written Examination, three examinations

Areas of Study:

1. **Paper 1 (30%)** Thematic Study of a Long Term British History Topic
2. **Paper 2 (40%)** Early Elizabethan England 1558-88 and the American West, 1835-1895
3. **Paper 3 (30%)** Weimar and Nazi Germany, 1918-1939

Course Overview:

This is a varied and interesting course. You will learn about people and issues from the distant past right up to the modern world. There are three exam papers and four subjects as you can see above. These include a study of the American West and a long term British history study, as well as studies of Elizabeth's England and Hitler's Germany. History looks at a variety of areas including resistance to the Nazis, the problem of Elizabeth's marriage, the culture of the Native Americans and the causes of conflict. We also examine the culture of the life of the cowboy, the journey to the great American desert and why war broke out between the US Government and the tribes living on the plains.

Where it can lead:

GCSE history is excellent preparation for a number of humanities and social science courses. Recent GCSE History students have taken courses at Hills Road, Long Road and Comberton Sixth Form studying a wide variety of related and unrelated subjects such as History, Politics, Geography, Media Studies, English, Maths, Physics, Chemistry, Biology and Art. In all cases the rigorous study of History has led students to challenge ideas, debate important issues, effectively use data and construct a written argument. We are proud to have students who took GCSE History at Melbourn go on to take History degrees at Oxford, Cambridge, Durham and more, and encourage students to consider History A Level after leaving Melbourn as a great number of students continue their love of the subject in later life.

GCSE Mandarin

Type of qualification: AQA FULL GCSE (9-1) in Mandarin. Exam Code: 8673.

How it is assessed: (All examinations are at the end of Year 11)

25% Listening Examination

25% Speaking Examination

25% Reading Examination

25% Writing Examination

Course Overview:

Mandarin provides a practical and engaging course, designed to inspire and develop learners' language skills. Learners will develop transferable skills in listening, speaking, reading and writing, which they will apply to a range of contexts as outlined below. This approach supports the new style linear framework. It will also provide very marketable skills, as employers are increasingly seeking employees with language skills.

Range of contexts include:

- Personal identity with family / friends / relationships as well the wider community
- Youth culture and leisure
- Typical lifestyles
- Local, national, international and global areas of interest
- Work and employment
- Current and future study
- Charity-related work
- Key features and activities of a region or town
- Free-time and health
- Environmental and world issues

Finally, please remember that this course requires a strong work ethic, as regular consolidation of the learning outside the lessons is essential for students to achieve their potential.

Where it can lead:

A GCSE in a foreign language is a well-respected qualification that will benefit a number of areas, even if you don't decide to continue its study at A-Level. Indeed, in the recent past, a Foreign Language GCSE was a pre-requisite for entry to many universities. It is also a key differentiator of job applicants across a wide range of areas. The knowledge of Mandarin is in high demand in many industries.

GCSE Media Studies

Type of qualification: Eduqas Media Studies (9-1) GCSE (**QAN - 603/1115/0**)

How it is assessed: 30% Controlled assessment
70% Examination (based on 16 set products and 5 industries)

Course Overview:

The new Media Studies course has a heavy focus on the theory behind the creation of different types of media products. The four key areas of theory are Audience, Representation, Media Language and Representation. Students will be expected to study a range of different 'texts' including television shows, advertising and online games and consider how the social, historical and political issues of the time influence their creation. For example, considering how gender stereotypes in the 1950s affected the development of adverts.

Students will study a range of theories and will closely study 15 named products from across all media (such as newspapers, magazines and music videos) and learn how to apply theory to these products. They will develop an ability to apply the same analysis to 'unseen' media texts.

Students will sit two 1 hour 30 minute papers, which will include short topic questions and longer essay questions. They will also complete a controlled assessment towards the end of year 10 with options including website creation or developing an advertising campaign. The new content of the course, particularly the conceptual theories and required level of writing, is rigorous and challenging, and therefore a competent level in English is required to achieve highly.

Where it can lead:

Media Studies teaches students to read between the lines, to complete independent research, to follow a brief, to write analytically and to create effective products of their own. It also provides a strong understanding of how the social context can influence a product, a skill which fits well with both History and English.

Media Studies can lead to Media Studies or Film Studies A-Level and on into a career in the media industry but also helps students looking at any creative profession to gain a broad understanding of theories and techniques used to appeal to consumers. The analytical side of Media Studies is an excellent complement to English Literature and History.

GCSE Music

Type of qualification: OCR GCSE Music (9-1)

How it is assessed:

- **Integrated Portfolio – 30%** This consists of a performance on the student's designated instrument and a composition.
- **Practical Component – 30%** An ensemble performance and composition set to a brief designed by the examination board released at the start of Year 11. The ensemble performance can be on any instrument/voice and in any genre.
- **Listening Exam – 40%** Listening, appraising and notation skills will be assessed at the end of the course.

Course Overview:

The current course has become both more inclusive in its appeal and more relevant to students growing up in a multi-cultural Britain within an increasingly complex and changing world. Students follow five broad Areas of Study. (AOS1-5)

AOS1 “My Music”

Students relish the freedom to further develop existing skills on their voice or instrument for which they currently receive free instrumental tuition as 60% of the examination is related to performance in some way.

This can involve:

Any instrument or use of the voice - singing, rapping or beat boxing **or** DJ-ing or Sequencing

AOS2 “The Concerto through time”

Students explore how this rich and varied musical genre begun in the 18th century pitches the soloist battling against the might of the orchestra in what is a spectacle of music theatre.

AOS3 “Rhythms of the World”

Students study the traditional rhythmic roots of four geographical regions:

India and the Punjab
Africa

Eastern Mediterranean and Middle East
Central and Southern America

AOS4 “Film Music”

GCSE musicians take the Year 9 “Film Music” unit further by studying:

- music that has been specifically composed for film
- music from the Western Classical tradition that has been used within film
- music that has been composed as a sound track for a video game

AOS5 “Conventions of Pop”

GCSE musicians take the Year 9 “Into the Blue” unit further and study a range of popular music from the 1950s to the present day focusing on:

Rock ‘n’ Roll of the 1950s and 1960s

Rock Anthems of the 1970s and 1980s

Pop Ballads of the 1970s - 1990s

Solo Artists from 1990 to the present day

Where it can lead:

GCSE Music is essential for students interested in post-16 study and beyond, besides being ideal for those that simply like their playing or singing. Within the course Music technology plays a vital role in facilitating composition and much more.

BTEC Technical Awards in Performing Arts

Type of Qualification: Pearson BTEC in Performing Arts. QAN – 603/0406/6

Why chose BTEC TECH performing arts?

It is assessed with performance-based tasks and assignments rather than written exams. BTEC Tech Awards offers a vocational route.

Project based, and it reflects the professional sector - what it is like within the work place.

It is 'hands on' you work together to create the practical aspect in performance.

Clear progression for 6th form colleges and beyond – preparing you for Level 3 course and A' level studies.

It follows the level 1/2 qualification – from the Level 1 pass to the Level 2 Distinction *

How does the course work?

The course is made up of three components: two that are internally assessed and one that's externally assessed.

The three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Component 1: Exploring the Performing Arts

- Internally assessed assignments
- 30% of the total course
- Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer

Component 2: Developing Skills and Techniques in the Performing Arts

- Internally assessed assignments
- 30% of the total course
- Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre

Component 3: Performing to a Brief

- 40% of the total course - externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.
- Aim: consider how practitioners adapt their skills for different contexts and put this into practice in a performance.

GCSE Physical Education

Type of qualification: OCR GCSE PHYSICAL EDUCATION J587

How it is assessed:

GCSE PE is made up of three units, two of which are written units which are assessed by a final exam in June of Year 11. The third unit is a practical unit assessed either in school or through video footage if the sport cannot be done in school. There is also a short controlled assessment called Analysing Exercise and Performance.

There are 200 marks available and they are awarded as follows:

- Unit 1 Anatomy & Physiology Exam = 60 (1 hour paper)
- Unit 2 Social/Cultural/Psychology Exam = 60 (1 hour paper)
- Practical Sport 1 = 20 (Marked either externally or internally)
- Practical Sport 2 = 20 (Marked either externally or internally)
- Practical Sport 3 = 20 (Marked either externally or internally)
- Analysing Exercise & Performance = 20 (Written coursework)

Course Overview:

This course consists of a mixture of practical activities and theory work. Students wishing to take the course should be able to perform three sports to a very high standard and have taken part in the MVC enrichment programme as well as clubs or sports teams both in and out of school. There are a wide range of sports that you can be examined in, including sports that cannot be performed in school such as equestrian, skiing or kayaking.

The topics covered in the theory sections:

- Applied anatomy and physiology.
- Physical training.
- Social and cultural issues in sport.
- Sports psychology.
- Health, fitness and well-being.
- Commercialisation of sport.

This qualification differs from the BTEC in that there are two papers each 1 hour in duration that require a good level of literacy and scientific understanding in addition to the need to actively play sport outside of school at a good level.

Where it can lead:

GCSE Physical Education will provide a firm grounding for the A Level in Physical Education and also has areas linked to biology, psychology and sociology.

In the long-term future many employers regard someone with a Physical Education qualification as driven and disciplined. Particularly when combined with other qualifications.

Future sport specific careers such as teaching, professional coaching, sports nutritionist, sports analyst/scientist or sports psychology are a possibility. As are jobs linked to general health and the wider society such as leisure management, medicine and emergency services.

GCSE Psychology

Type of Qualification: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Psychology (1PS0)
Subject Code: 1PS0 Paper 1: 1PS0/01 Paper 2: 1PS0/02

How it is assessed: 100% written examination

Course Overview:

This course is broken down into 2 distinct modules. Unit 1 (55% of the total mark) focuses on 5 topics covering development, memory, the brain, psychological problems and social influence. Unit 2 (45% of the total mark) is broken down into 3 areas from the 6 available. It is proposed that we cover criminal psychology, sleep and dreaming and research methods. These are examined in 2 different papers with different question types such as calculations, multiple choice, open response questions and extended open response questions.

Psychology GCSE aims to encourage students to explore and investigate the key questions, as well as interpret, evaluate and analyse the theories applied to the different areas. This can lead into exploring current debates, investigating how psychology has developed over time and the affect culture has upon the theories that have been proposed, especially in relation to ethical practice.

Where it can lead:

This GCSE is a firm basis for moving onto A Level Psychology, as well as complimenting the Science curriculum due to its emphasis on scientific method. Due to the importance this subject places on scientific theory and on human behaviour, it can also be beneficial for students who are looking at working in the medical profession, teaching or jobs that require working with people or animals.

GCSE Religious Education, Philosophy and Ethics

Type of qualification: WJEC Eduqas GCSE (9-1) in Religious Studies Route A C120P1

How it is assessed: 100% Written Examination

Course Overview:

This course consists of three modules. Component 1 is based on Ethical Studies which covers 4 themes: Relationships, Life and Death, Good and Evil and Human Rights. Components 2 and 3 are studies of Christianity and other religion. This will focus on the beliefs, teachings and practises of these religions. There are also opportunities to investigate these different concepts from a Humanist point of view. This course aims to challenge students to reflect on their own views as well as those of others, to demonstrate understanding and the ability to interrogate key sources of wisdom and teaching for religious groups, as well as investigating common and divergent views within beliefs or a belief system. This in turn leads to the ability to apply knowledge and construct well-informed and balanced arguments on the matters covered, as well as on supporting evidence.

Where it can lead:

The course provides an excellent grounding in thinking from numerous viewpoints and as such is an excellent option for students looking at moving into a social science such as Philosophy, Law and Religious Education due to its academic rigour. This subject also provides a good grounding in the fundamentals of the British Value of fairness and tolerance of diversity, a must for a career in the police, armed forces, the law, nursing or any other profession that brings you into contact with other people.

GCSE Spanish

Type of qualification: AQA FULL GCSE (9-1) in Spanish.
Exam Code: 8698 (QUAN - AQA 601/8160/6)

How it is assessed: (All examinations are at the end of Year 11)

25% Listening Examination

25% Speaking Examination

25% Reading Examination

25% Writing Examination

Course Overview:

Spanish provides a practical and engaging course, designed to inspire and develop learners' language skills. Learners will develop transferable skills in listening, speaking, reading and writing, which they will apply to a range of contexts as outlined below. This approach supports the new style linear framework. It will also provide very marketable skills, as employers are increasingly seeking employees with language skills.

Range of contexts include:

- Personal identity with family / friends / relationships as well the wider community
- Youth culture and leisure
- Typical lifestyles
- Local, national, international and global areas of interest
- Work and employment
- Current and future study
- Charity-related work
- Key features and activities of a region or town
- Free-time and health
- Environmental and world issues

Finally, please remember that this course requires a strong work ethic, as regular consolidation of the learning outside the lessons is essential for students to achieve their potential.

Where it can lead:

A GCSE in a foreign language is a well-respected qualification that will benefit a number of areas even if you don't decide to continue its study at A-Level. Indeed, in the recent past a Foreign Language GCSE was a pre-requisite for entry to many universities. It is also a key differentiator of job applicants across a wide range of areas. The knowledge of Spanish is in demand in many industries.

BTEC First Award in Sport

Type of qualification: Pearson BTEC First Award in Sport - 600/4779/3

How it is assessed:

75% of the course is internally assessed through coursework activities such as:

- Practical demonstrations
- Video analysis
- Interviews and presentations
- Observations

25% (1 unit – Fitness for Sport and Exercise) is assessed through a 1 hour and 15 minute on screen test, which is marked externally by the exam board. This test can be retaken to improve your mark.

Course Overview:

This course consists of a mixture of practical activities and written coursework tasks. BTEC First Award in Sport is taught across 4 units:

- Fitness for Sport and Exercise – 20587E
- Practical Sports Performance – 21903L
- Applying the Principles of Personal Training – 21905L
- Leading Sports Activities – 20597E

Each will have a series of ongoing assignments which may require work to be completed at home. Work will be mostly project based and is equivalent to one GCSE grade.

This qualification differs from the GCSE in that it requires pupils to have a strong interest in PE and Sport but does not require you to play regularly to a very good level. You should be prepared to take part and learn to lead physical activity though. BTEC is regarded as a more vocational qualification to GCSE but still teaches you some great skills that will differ to many other subjects!

Where it can lead:

BTEC First Award in Sport can lead to further courses at sixth form centres such as Level 2 & 3 BTEC Sport Qualifications and employment in the fitness and leisure industry. In the long-term future many employers regard someone with a Sport qualification as driven and disciplined. Particularly when combined with other qualifications. Future careers such as professional coaching, official, fitness instructing, leisure manager, nutritionist, youth and community worker.

GCSE Statistics

Type of qualification: GCSE Edexcel Statistics 1ST0

How it is assessed:

Two final examination papers of equal weighting each lasting 1 hour and 30 minutes

Course Overview:

The two year Statistics course will give you an insight into the practical uses of statistics and enable you to make informed judgments about the information you see and to understand the dangers of being influenced by misleading statistics. Topics include sampling, more extensive probability including Binomial distributions, standard deviation, standardised scores, measures of correlation and index numbers. There is a significant overlap between the material covered in Statistics and GCSE Mathematics. In taking this subject, students will gain a substantial benefit to their progress in Mathematics. In addition, Statistics supports work done in other subjects such as Science, Geography and Construction.

Where it can lead:

Statistics is an important subject in its own right but also has many applications to science, engineering, economics and research in a number of other fields.