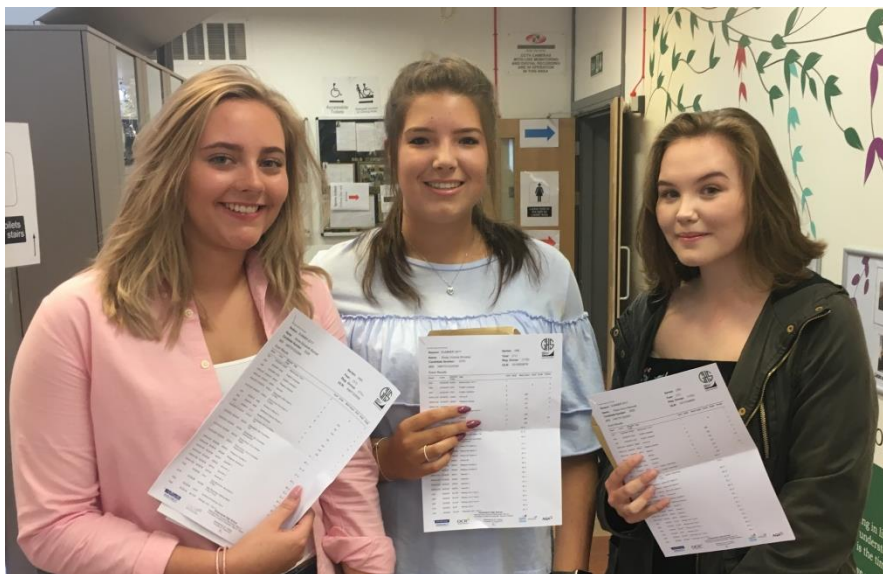




# Greenbank High School



## KS4 Curriculum Guide 2018



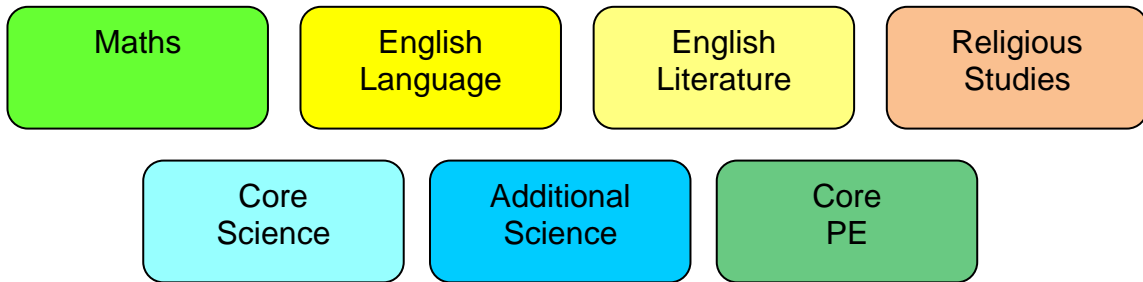
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# A GUIDE TO CHOOSING OPTION COURSES

This booklet is our curriculum guide to your GCSE studies which begin in September. It provides information about the compulsory (Core) subjects, and the additional subjects (Options) which you may choose. Everyone will study a broad and balanced curriculum and have the opportunity for some degree of specialisation through option choices.

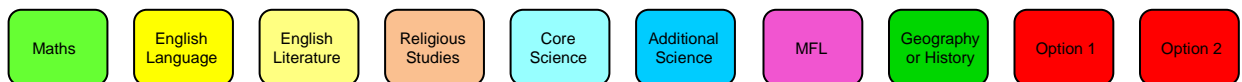
The **core curriculum** will include



## Option Pathways

All students will have additional options choices to complete their GCSE pathway. The majority of students will follow Pathway 1 and will choose a Modern Foreign Language Option, a Humanities Option and two further examination courses.

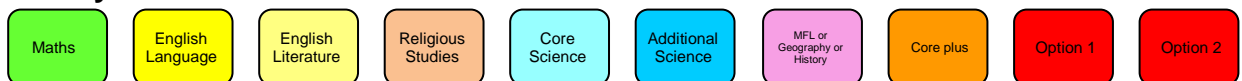
### Pathway 1



Where students may require additional support or have extended periods of absence, they will be offered one of the additional pathways. These pathways would only be available following discussions with Mr Bentzen and Mrs Robinson.

## Personalised Pathways

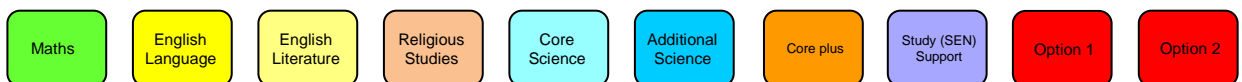
### Pathway 2



### Pathway 3



### Pathway 4



We will endeavour to allocate students their preferred option choices; however final decisions will ultimately depend on group sizes and staffing.

## What do you need to do?

1. Read through this booklet carefully.
2. Ask your parents, subject teachers, Personal Tutor, PSHE teacher, Mrs Edwards and Mr Bentzen for advice.
3. Make your decisions based on your interests and abilities.
4. Attend the Information and Guidance evening on 19<sup>th</sup> March 2018 at 6:30pm.
5. Fill in the form, have it signed by your parent / guardian and return it to your personal tutor by Friday 13<sup>th</sup> April.

## Planning for options evening

It is really important to get the most out of Options Evening. Take some time to read through the information in this booklet and prepare any questions that you still have. We have suggested some further information you may wish to ask:

- Which other options would complement this option?
- What resources would I be expected to provide?
- What can I do in order to prepare for this option preference?
- Are there any trips associated with this option preference?
- When will the revision sessions take place?
- What commitments will I have to make outside of school hours?
- What revision materials do you suggest and what is the approximate cost? You may also have further questions involving the subject content and how your interests may strengthen your success in an option preference.

If you have any further queries before the Options Evening, please contact Mrs Robinson via email: [enquiries@greenbankhigh.co.uk](mailto:enquiries@greenbankhigh.co.uk) and mark FAO Mrs Robinson.



**Mrs K Robinson**  
Deputy Headteacher



**Mr I Raikes**  
Headteacher

## English Language (AQA)

### Course Description

The skills of reading, writing, speaking and listening are of vital importance in many areas. Not only are they essential in many careers but they also underpin successful study at all levels and a proficiency in them can add to the life chances of every student. Students will be inspired and challenged by following a broad, coherent, satisfying and worthwhile course of study.

### *What will the course involve?*

It will encourage learners to:

- Demonstrate skills in speaking, listening, reading and writing
- Communicate with others confidently, effectively and precisely
- Appropriately express themselves creatively and imaginatively
- Become critical readers of a range of texts, including multimodal texts
- Use reading to develop their own skills as writers
- Understand the patterns, structure and conventions of written and spoken English
- Understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity
- Select and adapt speech and writing to different situations and audiences.

### **Assessment**

- Students will be examined at the end of year 11 via two components
- The first will consist of a literary reading and descriptive or narrative writing task lasting one hour and forty five minutes. This component will be worth 50% of the qualification
- The second component will be worth 50% and will last for two hours. This will be based on a non-fiction and literary non-fiction reading task of two texts and followed a writing task
- There is a third component which is compulsory but does not contribute to the grade. In this component students will be expected to give a speech on a topic of their choice and to answer questions afterwards. This last component will be given a separate mark but will not be a GCSE grade
- There will be no higher or foundation tiers to the course and students will be graded according to the new national system of numbers 1-9.

### *What could this qualification lead to?*

A grade in English Language is an essential requirement for most employers and for access to further education such as A Levels and university degrees. It will prepare learners to make informed decisions about further learning opportunities and career choices, and to use language to participate effectively in society and employment. Many students go on to study either of the English A Level options available in the Sixth Form.

### **Useful websites:**

<http://www.aqa.org.uk/subjects/english/gcse>

## English Literature (AQA)

### Course Description

This specification is based on the conviction that the study of literature should centre on an informed personal response to a range of texts in the genres of prose, poetry and drama.

### *What will the course involve?*

It will encourage learners to:

- Understand that texts from the English literary heritage have been influential and significant over time and explore their meaning today
- Explore how texts from different cultures and traditions may reflect or influence values, assumptions and sense of identity
- Connect ideas, themes and issues, drawing on a range of texts
- Become critical readers of fiction and non-fiction prose, poetry and drama
- Experience different times, cultures, viewpoints and situations as found in literary texts.

### **Assessment**

- Students will be assessed at the end of year 10 with their final examination.
- Component one will be a two hour examination and focused on Shakespeare and poetry. It will be worth 50% of the overall qualification and at present it is likely that students will be studying 'Romeo and Juliet', the poetry anthology which is selected by the examination board
- The second component is worth 50% of the GCSE and will be two hours and thirty minutes long. In this examination students will answer on three sections; the first is based on a post 1914 text which at present is likely to be 'Blood Brothers' by Willy Russell. The second will be on a nineteenth century prose text which is likely to be 'A Christmas Carol'. The last section will be the analysis of two previously unseen poems
- The English Department has yet to make the final decisions on which texts will be the best ones for our students, so the above should be taken as a guideline only
- As with English Language, the new numerical grading system will be applied to results rather than the familiar A\*-C.

### **What could this qualification lead to?**

Literature is a course which is linked to the work required by many university departments. It demonstrates the ability to read, understand and analyse texts to a sophisticated level, as well as encouraging a love of our literary heritage. Many students go on to study either of the English A Level options available in the Sixth Form.

### **Useful websites:**

<http://www.aqa.org.uk/subjects/english/gcse>

*For further information, please see Mrs Whittaker/ Mrs Thomas.*

## Mathematics (AQA)

### Objectives

The aims and objectives in mathematics are to enable students to:

- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context
- develop fluent knowledge, skills and understanding of mathematical methods and concepts

### Course content

GCSE Mathematics covers a wide range of mathematical knowledge and skills, grouped together into the following areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

### Assessment

There are two tiers of entry:  
Foundation Tier – grades 1 to 5 available  
Higher Tier – grades 4 – 9 available

The assessment for each tier of entry consists of three externally examined papers, all three must be from the same tier of entry. Students must complete all three papers in the same assessment series. One of the three papers is non-calculator, the other two are calculator papers. Scores from the three examinations are combined to give a final grade. There is no coursework for this subject.

Assessment objectives:

- AO1 – Use and apply standard techniques  
Higher 40%                      Foundation 50%
- AO2 – Reason, interpret and communicate mathematically  
Higher 30%                      Foundation 25%
- AO3 – Solve problems within mathematics and in other contexts  
Higher 30%                      Foundation 25%

### **What could this qualification lead to?**

As well as the most obvious mathematical careers, there are many other interesting career paths that involve studying mathematics and going on to work in a job where mathematics plays a substantial role. There are also many jobs that need a basic level of mathematical ability and confidence, and in practically every job, success and promotion come more easily to the mathematically able. Explore careers available through studying maths at: [www.mathscareers.org.uk](http://www.mathscareers.org.uk)

### **Useful websites:**

[www.vle.mathswatch.com](http://www.vle.mathswatch.com), [www.mymaths.co.uk](http://www.mymaths.co.uk), <https://corbettmaths.com>

Students begin their GCSE Mathematics course at the start of Year 9 and are placed in ability sets based on their performance in Year 8.

For further information, please see **Mr Hunter/ Miss Wilson**

## Core Physical Education

Physical Education is a vital element in a comprehensive, well-balanced curriculum and can be a major contributing factor in the development of an individual in all aspects of life: physical, emotional, mental and social.

At Greenbank High School we encourage all students to follow a healthy, active lifestyle.

Through a high quality Physical Education experience, students have the opportunity to:

- Stay committed to Physical Education and sport, making them a central part of their lives – both in and out of school
- Understand that Physical Education and sport are important parts of a healthy, active lifestyle
- Develop a confidence to get involved in a range of sports and physical activities
- Develop the skills and control they need to take part in Physical Education and sport
- Take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group
- Think about what they are doing and make appropriate decisions for themselves
- Show a desire to improve and achieve in relation to their own abilities
- Follow a personalised Physical Education curriculum
- Enjoy Physical Education

Physical Education provision at Greenbank High School encompasses a wide range of activities which allow students to develop new skills and build on what they have already learnt in Years 7 and 8. In Years 9-11 students are encouraged to develop their Leadership skills further and have the opportunity to take part in the Sport Education programme. This activity enables them to take on different roles, such as official, scorer and coach.

### ***Activities include:***

- Team games such as football, basketball, netball, rugby, volleyball, cricket, rounders, hockey, lacrosse, Frisbee, uni hockey and handball
- Individual activities such as badminton, tennis, golf and table tennis
- Fitness activities such as the use of the school fitness suite, circuit training, yoga and pilates
- Dance

*For further information, please see **Mrs Stilwell***



## Religious Studies (Eduqas GCSE)

### ***What will the course involve?***

At Greenbank, all students take the full course Religious Studies GCSE. This course allows students to develop their debating, discussion and critical thinking skills, as well as building an awareness of the wide range of cultures and beliefs that form our society. On the GCSE course, students will focus on Christian, Muslim, and Non-religious perspectives towards a range of social issues and questions of morality, asking questions such as 'When does life begin?' 'Is it wrong to fight in a war?' and 'Should I follow my conscience?'

What the course will involve:

#### Component 1 – Religious, Philosophical and Ethical Studies in the Modern World

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

#### Component 2 – A Study of Christianity

- Beliefs and Teachings
- Practices

#### Component 3 – A Study of Islam

- Beliefs and Teachings
- Practices

### ***Assessment:***

Assessment consists of three written examination papers in the Summer of Year 10. There is no coursework and no controlled assessment for this subject.

### ***Other Information:***

The Religious Studies GCSE course at Greenbank nurtures a valuable range of transferable skills. Beyond school, many employers look for someone with a creative and enquiring mind, who is open to different points of view and possesses an ability to come to clear, informed decisions. Religious Studies is valuable in any career that involves working with the public, such as teaching, social work, media, law, medicine and international business careers. The course will also provide a strong foundation for students who go on to study Religious Studies, Philosophy, Sociology, Psychology or Law at A Level or university.

### ***What could this qualification lead to?***

Careers in teaching, the law, business, counselling, social work and journalism.

### ***Useful websites:***

<http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>  
<http://studyreligion.org/where/skills.html>

For further information, please see **Mrs Smith**.

## Science *AQA Combined Science: Trilogy (2 GCSEs)*

### *The Science Courses*

All students will follow our Combined Science course unless they choose to do Separate Sciences. Combined Science is assessed through a series of examinations that will take place at the end of the course. The examination is six papers at the end of Year 11; two in each of Biology, Chemistry and Physics. The marks from the papers are collated and 2 grades are awarded. Students will also complete a series of formal experiments throughout the duration of the course that will be assessed during the examinations at the end of Year 11.

Students will cover topics from all three Sciences including:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
  
- Atomic structure and the periodic table
- Structure, bonding and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- Rates of reaction
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources
  
- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism

Embedded within each science concept, various mathematical skills and equations will be taught which will be required by students in their examinations.

### *Useful websites:*

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.kerboodle.com](http://www.kerboodle.com)

[www.bbc.co.uk/bitesize/gcse/science](http://www.bbc.co.uk/bitesize/gcse/science)

[www.tassomai.com](http://www.tassomai.com)

For further information, please see **Mr Pritchard/ Mrs Fox**

## AQA Separate Sciences (3 GCSEs)

### The Science Courses

There is the opportunity for students to opt to take three separate Sciences. This requires a major commitment to Science and leads to three separate GCSE grades in Biology, Chemistry and Physics. If students wish to take this option they must choose Separate Sciences on their option form. Each Separate Science is assessed through two examinations at the end of Year 11. Students will also complete a set of formal experiments for each aspect of Separate Science which will be assessed in the examination period at the end of Year 11.

Students who select Separate Science will be provided with a greater understanding of scientific principles and concepts compared to the Combined Science route which will allow the transition on to A-levels to be more accessible. Those students who have aspirations to go on to a career in medicine, veterinary science, engineering or scientific research are advised to opt for Separate Sciences

The three subjects consist of the following general topics:

Biology	Chemistry	Physics
<ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> <li>• Ecology</li> <li>• Key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Structure, bonding and the properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> <li>• Rates of reaction</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> <li>• Key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism and electromagnetism</li> <li>• Space physics</li> <li>• Key ideas</li> </ul>

As with Combined Sciences, students will be taught key mathematical skills and equations that will need to be recalled and used in the examinations.

### Useful websites:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.kerboodle.com](http://www.kerboodle.com)

[www.bbc.co.uk/bitesize/gcse/science](http://www.bbc.co.uk/bitesize/gcse/science)

[www.tassomai.com](http://www.tassomai.com)

For further information, please see **Mr Pritchard/ Mrs Fox**

# Science

## *The Science Courses*

### *Qualifications summary*

Qualification	Leading to	Possible careers
Combined Science GCSE Grades 9 – 6	All A level Science courses  Some PE courses	Scientist (Forensic, Sport, Agricultural, Cosmetic, Research etc.), Teacher, Dentist, Doctor, Vet, Engineer.
Separate Sciences GCSE Grades 9 – 6		
Combined Science GCSE Grades 5 – 1	Vocational Science courses	Technicians Beauty therapists Dental nurse Veterinary nurse
Separate Science GCSE Grades 5 – 1		

## Fine Art

### *What kind of course is it?*

The Art GCSE course provides opportunities for students to produce work of a high standard whilst developing a range of skills and their individual potential for inventiveness through creative expression.

Art has achieved a high profile in the school and has established a reputation for excellence. Art staff seek to provide an ethos which enables each pupil to fully develop and flourish, creating work that reflects their interests and aptitudes.

### *Final Examination and Coursework Requirements*

Students will study the AQA Fine Art Endorsement. This course enables students to develop their artistic and creative abilities in a range of both two and three dimensional disciplines including: drawing and painting, print making, ceramics and photography. Students will be graded on both their Portfolio of Work and their Externally Set Task. The Portfolio of Work consists of a minimum of two projects produced throughout Years 9, 10 and 11 and equates to 60% of a student's final grade. The externally set task is released to students in the spring term. Following a preparation period students will produce a response to their selected theme in a 10 hour period under controlled conditions.

### *Activities*

Study and gallery visits to support the program of study will be arranged at intervals during the course to extend the experience enjoyed by students and to provide a valuable contribution to controlled assessment. Study visits enable students to draw inspiration from working in a range of stimulating environments beyond Greenbank and to bring back sketches that will be developed in their Art lessons.

There will be opportunities to work with and utilize the facilities of local FE colleges and students work will regularly be entered into regional competitions and exhibitions allowing them to have their work on public display.

### *What could this qualification lead to?*

FE colleges and Universities offer an extensive range of specialized art, design and craft based courses that will enable a student to pursue a career in the arts. Careers in the creative sectors can include: Advertising, Architecture, Graphic Design, Publishing, 3D Design, Product Design, Visual Merchandising, Theatre/Costume Design, Teaching, Fashion and Textiles, Visual Arts and Photography, Curating and museum work, Freelance,

*For further information, please see **Mr Jackson**.*

## Child Development (OCR National level 2)

### ***What qualities and skills do I need?***

You should be enthusiastic and want to learn about child development starting with pre-conception, pregnancy and issues relating to birth. You will have an interest in researching and discovering factors that affect child development. You will find that there is a lot of scientific terms to learn so be prepared for hard work.

**You also need to know a child under the age of 5 years who you will be able to observe.**

### ***What kind of course is it?***

This qualification takes an engaging, practical and inspiring approach to learning and assessment. The course is industry relevant and geared to key sector requirements and suits a broad range of learning styles and abilities. The course has been created by the exam board (OCR) in partnership with teachers, education specialists and industry-leading employers to create a qualification that offers students a solid foundation for their future studies and careers; the provision of essential knowledge, combined with transferable skills and tools to improve their learning in other subjects, will enhance their employability when they leave education.

### **Unit R018 Health and well-being for child development.**

This unit covers topics including reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, conditions for development, childhood illnesses and child safety. It underpins all of the other learning for this qualification. This is tested by a 75 minute externally set examination. (50%)

### **Unit R019 Understand the equipment and nutritional needs of children from birth to five years.**

Students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices. This unit is centre assessed and externally moderated with practical task-based opportunities.(25%)

### **Unit R020 Understand the development of a child from birth to five years**

In this unit students will gain knowledge of, and skills in, developing activities to observe developmental norms in children up to the age of five. This will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in child development. This unit is centre assessed and externally moderated with practical task-based opportunities. (25%)

### ***What could this qualification lead to?***

This subject can be the start of further studies, such as A level Health & Social Care, or further childcare qualifications and the Acorn programme at Southport College. This can lead onto University where students could train to be teachers, social workers, nurses, midwives or nursery managers.

### **Useful websites**

[www.healthcareers.nhs.uk](http://www.healthcareers.nhs.uk)

[www.workingwithkids.co.uk/JobsCategory.html](http://www.workingwithkids.co.uk/JobsCategory.html)

*For further information, please see Mrs Williams.*

# Computer Science (OCR)

## What will I learn in Computer Science?

The course will give learners a real, in-depth understanding of how computers work and looking 'behind the scenes' at how the digital world works. You will learn to code to write programs to control a range of software and hardware.

## Why study Computer Science?

Computing and computer technology are part of just about everything that touches our lives from self-driving cars of the future to the games you play on your phone. Understanding how these things work and being able to write computer programs to control them yourself is a fundamental part of computer science. It provides a good grounding for other subject areas that require problem solving and analytical skills. You will also have a very highly valued qualification to help you move onto the next part of your education.

## What will I learn about?

- Systems architecture – how computers work
- Wired and wireless networks – how the internet and phone networks work
- Cyber security – how to keep things safe on computers and the internet
- Computational Thinking – a set of tools to help come up with solutions to digital problems
- Programming techniques – how to write the code to control a range of digital devices

## How will I be assessed?

Two examinations and a 20 hour programming project.

## What could this qualification lead to?

Further study at college then an interesting and rewarding career in the computer industry or just being able to get more out of the technology you use every day.

*For further information, please see **Mr Dunne or Mr Palmer.***

# Creative iMedia (OCR)

## ***What is Creative iMedia***

Creative iMedia is an IT course designed for those people who have an interest in, or want to go on to work in creative media such as Graphic Design, Web Page Design, Photography, Film and Television, Sound, Games and Animation.

The course is a **Vocational** course – this means it has been designed with the help of industry to give people the sort of practical skills that industry are looking for. The projects are designed to be fun, engaging and practical – but also closely related to the sort of things you would be doing in a real creative media company.

When you leave school and want to go to college the qualification is valued just as much as a GCSE.

## ***How will I be assessed?***

There are two compulsory units ...

**Unit R081** – Pre-production Skills is examined with a 75 minute examination which you take at the end of Year 10 and can retake again in Year 11 if you need to.

**Unit R082** – Graphic Design is assessed by a project – this year's project was to design a DVD cover.

You also have to do two optional units. You will be able to choose from

- Digital Photography
- Digital Animation
- Creating a comic book
- Creating a Website
- Creating Digital Sound
- Creating Digital Video
- Developing a Video Game

All of the units are of equal value and your final grade is based on the total marks you get for the four units you do. Put simply the course is 75% project work and 25% examination.

## ***What Qualification will I get***

The award is the **Cambridge National Certificate in Creative iMedia**. You could get a ...

**Distinction\*** – this is the same as a grade 8 at GCSE

**Distinction** – this is the same as a grade 7 at GCSE

**Merit** – this is the same as a grade 6 at GCSE

**Pass** – this is the same as a grade 5 at GCSE

## ***What could this qualification lead to?***

Courses in Creative Design, Creative Media, Graphic Design, Music Technology, Video Games Design, 3D Design and Photography at Southport, KGV and Runshaw Colleges or a career in the Creative Industries.

For further information, please see **Mr Dunne or Mr Palmer**



## Dance

Are you a talented dancer? Do you enjoy performing? Do you like to create your own dances? Would you like a career performing on stage or working in the theatre? If so, GCSE Dance may be for you! This is a practical GCSE course suitable for those who have an interest in Dance and the Performing Arts.

### ***Why take GCSE Dance?***

- Dance promotes self-confidence, leadership skills, team working and creativity.
- Dance actively encourages students to develop as effective and independent learners with enquiring minds.

### ***What type of students enjoy this course?***

For this subject, you must be motivated, enthusiastic, enjoy performing and be keen to learn new dance styles. It is essential that you can work as part of a group and independently. If you want to take GCSE Dance you need to be: Reliable, co-operative, good at working in a group, an excellent attender, motivated, enthusiastic, creative, willing to do written work and willing to perform in front of others..

### ***Where could a qualification in dance lead?***

Many GCSE Dance students have gone on to study Dance, Drama or Performing Arts at college. The course would be suitable for those wishing to pursue a career in Performing Arts or the Entertainment Industry.

### ***Assessment***

**Performance and Choreography** - Candidates are required to perform in group and solo dances and choreograph a themed dance piece. 60% of the total marks.

**Written Paper (1 ½ hours)** - Questions based on the study of 6 professional dance works. Questions focus on the Performance, Choreography, Production elements and Appreciation. 40% of the total marks.

### ***What could this qualification lead to?***

*Runshaw College* - A level Performing Arts/Dance, *Southport College* - A level Performing Arts, *KGV Sixth Form College* - AS/ A2 level Performing Arts, *Liverpool Media Academy* + *Elliot Clarke* - BTEC/HND National Diploma

### ***Career Paths***

Dancer, Teacher, Musical Theatre, Cruise Entertainer, Children's Coach, TV Presenter, Community Arts, Stage Management, Arts Journalist.

*For further information, please see Mrs Collins-Murphy.*

# Textiles

(WJEC Level 2 Certificate Creative & Media – with a focus on contemporary textiles)



## Why Take Textiles ?

WJEC Creative Award is a hands on practical creative subject.

You will be learning through purposeful practical tasks, linked with real life scenarios.

WJEC Creative Award sets the foundation for real life work experience as a designer/ practitioner.

## What type of students enjoys this course?

For this subject, you must be motivated, enthusiastic, enjoy being creative and be a keen problem solver. It is essential that you can work as part of a group and independently. A willingness to work hard and a general interest in fashion and textiles is essential.

## Subject Content:

The course will be taught across three units and will be graded with **Pass, Merit, and Distinction.**

### Externally Assessed Unit 1: Creating a Proposal in Response to a Brief 25%

20 hours of work in lesson time. Students will carry out research, designing and planning in response to a brief specified by WJEC. Students will then sit a 2 hour examination based on the research they have carried out. Students can take their research notes, documenting their primary and secondary research into the examination.

### Teacher Assessed Unit 2: Creating an Outcome in Response to a Brief 25%

30 hours of work in lesson time. Students will design and make a single product in response to a brief.

### Teacher Assessed Unit 3: Skills Development in Contemporary Textiles 50%

60 hours of work in lesson time. In this unit students will learn how to work independently to develop skills in contemporary textiles and present examples of the skills in a sketchbook. Some examples of these skills are; methods of applying colour to fabric, surface embellishment, applying fastenings and components, garment construction.

Students will then create a final outcome to showcase these skills along with a folder to evidence planning, development, testing and evaluation.

## What could this qualification lead to?

Courses such as :

Level 2 Diploma in Art and Design  
 Level 3 Extended Diploma in Art and Design  
 A levels such as Art or Fashion and Textiles

Careers such as:

Fashion Design	Interior Design	Teaching
Textiles Surface Design	Footwear Designer	Milliner
Garment Technology	Textiles Historian	Print Design
Pattern Design	Fabric Scientist	
Fashion Journalist	Costume Designer	
Fashion Illustration	Lingerie/Swimwear Designer	

Please note that this course is still subject to change following approval from the DFE but pupils opting for Textiles will complete a similar course to the one outlined above should approval not be given.

**For further information, please see Ms Addison.**

## AQA GCSE in Graphic Design.

### **Course Description.**

This qualification is designed for 14–16 year olds who want to study Graphic Design in a hands-on, practical way that helps them develop the knowledge, skills and experience that could open the door to a career or further study in the creative design sector.

This dynamic and creative course focusses on the key skills and attributes needed to be a professional creative designer. You will gain vast experience of using the Adobe Suite, using software such as Photoshop and Illustrator. There are also elements of art, photography and 3D model/prototype making.

An interest in Art/Graphic Design would be an advantage, but previous experience in this area is not essential as there are skill based units in Year 9 which focus on developing skills and techniques to a high level. You will also have the opportunity to work with a range of resistant materials to develop your practical and model making skills.

This course will particularly appeal to students who are looking for a course that is practical and creative in nature and can lead to further study and career opportunities within the creative design industry.

### **Pupils will have the opportunity to -**

- Produce high quality graphic design work, artwork and 3D work creatively and imaginatively.
- Use digital software applications including Adobe Photoshop and Illustrator.
- Make models and test concepts by producing 3D prototypes, both manually and digitally that demonstrate ingenuity and innovation using a range of materials.
- Use Computer-aided Design (CAD) and Computer-aided Manufacture (CAM)

### **Pupils will also study -**

- Graphic design, advertising and corporate branding.
- Prototyping and model making.
- Photography, digital software and image manipulation.
- Web page design and construction.
- Commercial and industrial practices, printing, CAD/CAM, publishing, business organisation.
- Career opportunities in the sector.

### **Assessment**

All of the units for assessment are coursework based and students have the opportunity to develop and refine their work over the duration of the course. All students work is strategically tracked and monitored by Mr. Melia, to ensure that all learning styles are catered for and that students are supported and challenged to enable them to reach their full potential.

An example of the project titles is as follows:

- *Design a logo and branding for a music festival and produce designs and prototypes for posters, advertising and merchandise.*
- *Create the branding for a new range of fashion products along with suitable packaging and advertising for the products.*
- *Pupils are also allowed to develop their own project briefs based on a hobby or interest of their choice providing that the chosen topic covers the main assessment objectives.*

### **What could this qualification lead to?**

Further study and careers in: Graphic Design, Product Design, 3D Design, Interior Design, Web Design, Graphic Illustrator, Teaching, Publishing, Creative and Visual Arts, Printing.

For further information, please see **Mr. Melia**

## Drama

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. As part of the course you will devise your own performance work and study a set play. You will also have to attend live theatre performances as part of your course.

**It is worth noting that there is a lot of acting involved in the course, and you will have to perform in front of other people, including an external moderator. This is not a subject for shrinking violets!**

**The course is to be assessed as follows:**

**Written Exam (1 hour 45 minutes) (40%)**

**You will have to:**

- Answer questions about how you would play a role from a set text.
- Write in depth about a live theatre production you have seen during the course.
- This will be a highly challenging examination.

**Performance (30%)**

**You will have to perform:**

- A piece you have devised yourself.
- Two extracts from a play

**Written Portfolio (30%)**

**To be written alongside your devised performance work:**

- You will write 2500 words documenting the creation and development of your devised performance.

**For this subject, you must be motivated, enthusiastic, enjoy acting and keen to learn new skills. It is essential that you can work as part of a group as you will never be working alone on performance tasks.**

**It is worth remembering that although Drama is a lot of fun, it is also a serious subject and requires an awful lot of hard work.**

**You should be prepared to do a lot of writing in Drama – our lessons are largely practical so you are expected to do a lot of analytical and evaluative written work at home.**

**If you want to take GCSE Drama you need to be:**

Reliable, co-operative, good at working in a group, be an excellent attender, motivated, enthusiastic, creative, willing to do written work, willing to perform in front of others, not put off by a demanding written exam.

**You do not have to be an outstanding performer to take the subject but you should be keen and willing to 'have a go'. Many pupils take the subject to improve their confidence, but Drama is not an easy option and you will be required to devise, rehearse and perform regularly.**

*For further information, please see **Miss Bloom**.*

# Food Preparation & Nutrition

## **COURSE AIMS**

Based in our fantastically equipped food rooms, this exciting GCSE course explores food preparation and cookery skills in depth.

You will learn to interpret recipes to gain a wide variety of food preparation and cooking skills using a selection of commodities and techniques. Learn how nutrition affects our health, the nutrient sources in our diets and the scientific background of foods and cooking processes.

Learning is by a combination of theory and practical lessons.

## **AREAS OF STUDY**

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

## ***How will the course be taught?***

- 5 Lessons every 2 weeks
- Of which at least two will be practical cooking lessons where pupils will be expected to bring in ingredients. The food that is prepared will go home so pupils should bring in suitable containers for transportation.
- The other lessons will focus on the different theoretical areas of the subject.

## **Assessment**

- 50% Controlled Assessment which will take place during the course of Year 11 – This includes developing and displaying your practical cooking skills and knowledge through practical cooking assessments.
- 50% Summer written exam

## ***What could this qualification lead to?***

- Child care and Environmental health, Environmental science, Dietician and Nutritionalist.
- Healthcare ,Food science and technology, Food industry, Sports and physiotherapy .
- Degree courses in food related subjects eg: BSc(hons) in Food Science and Technology, BSc (hons) Food, Nutrition and Dietetics, Public health and Nutrition, Bsc (hons) Environmental Health, MSc Food Safety and Control, MSc Food Science.
- Hospitality business management, Food industry nutritionist, new product development.

*For further information, please see **Miss Parry** or speak with our current cohort of Year 9 pupils who are currently enjoying the course.*

# Geography

Geography is the study of people and the environment; particularly those issues relevant to people's lives across the world. It is a subject that offers a critical insight into how the present day world works and how our actions will shape it in the future. The course we offer gives pupils the opportunity to learn about current and relevant issues that affect our World today.

## ***What course do we offer?***

We currently offer EDUGAS specification B.

The course, will be made up of three units, these are:

### **Theme 1: Changing Places - Changing Economies.**

This theme focuses on urban/rural links in the UK, urbanisation in the economically developing world and development issues.

### **Theme 2: Changing Environments.**

This theme focuses on weather and climate, climate change, coastal and river processes and landforms and the management of coastal and river environments.

### **Theme 3: Environmental Challenges.**

This theme focuses on ecosystems, water resources and the issue of desertification.

## ***How will I be assessed?***

	<b>Weighting and assessment type</b>
<b>Component 1</b>	40% written examination. 1 hour 45 minutes. Based on all 3 themes outlined above.
<b>Component 2</b>	30% written exam. 1 hour 30 minutes. Based around a Problem Solving issue. Content will be taken from one or more of the 3 themes.
<b>Component 3</b>	30% written exam. 1 hour 30 minutes. This is a new element and will replace the Controlled Assessment. It is an Applied Fieldwork Enquiry based on 2 fieldtrip experiences in contrasting environments. In addition pupils will answer a series of questions on UK Geography.

## ***Why take Geography?***

Apart from excellent examination results, you will learn about the real world - how people live their lives and how environmental issues affect our lives. You could progress to study AS and A2 Geography which has proved a very popular choice for our students and then onto the study of Physical or Human Geography at Higher Education.

## ***What could this qualification lead to?***

Geography develops a wide range of skills especially useful in the world of work. These include decision-making, data analysis, problem solving, role-play, teamwork, graphicacy (use of maps), ICT and appropriate communication and presentation methods for reporting on research. This gives you the skills and understanding necessary to make sensible decisions about issues that will affect your life. As Geography spans both the Sciences and the Humanities disciplines it proves useful for an exceptionally wide range of careers, such as Social Services, Business, Architecture, Retail, Planning, Geology, Education, Forestry, Travel, Leisure and Tourism - to name but a few.

## ***Useful websites:***

<http://www.edugas.co.uk/qualifications/geography/gcse-b/>

<http://www.rgs.org/NR/exeres/9061DA5B-2D64-4B71-BB97-9CF03D3729C6.htm>

<http://www.rgs.org/OurWork/Study+Geography/Careers/Careers+with+geography.htm>

For further information please see ***Mrs Naughton***

# History

## **What is GCSE History?**

We currently study Edexcel GCSE History which is both rewarding and challenging for students. This outline gives an indication of the scope of the topics involved and skills required.

## ***What topics are covered?***

- Medicine in Britain, c1250 – present with The British sector of the Western Front, 1914 - 1918: injuries, treatment and the trenches.
- Early Elizabethan England 1558 - 88
- Weimar and Nazi Germany 1918-1939
- Superpower Relations and the Cold War 1941-91

*Homework consists of 1 hour 30 minutes each week.*

## ***How is GCSE History assessed?***

The course will be assessed through 3 external examinations

Paper 1: British Thematic Study with Historic Environment – 30%

Paper 2: British Depth Study and Period Study – 40%

Paper 3: Modern Depth Study – 30%

Each paper will require the students to answer source analysis questions and essay questions.

## ***Why study History?***

We investigate past politics, societies, cultures, health, art, education, money, conflicts and more, look at how things have developed over time and connect the dots to understand how we got where we are today. The course will also provide a strong foundation of knowledge and skills for students who go on to study History, Government and Politics, Classics, English, Religious Studies or Law at A Level or university.

## ***What skills do I need to be successful in History?***

All students must be able to

- Produce pieces of extended pieces of writing, read books and source materials independently.
- Learn factual information and dates., analyse and explain source materials.
- Work independently.

## ***Where could a qualification in History lead?***

Journalism, law, civil servant, politician, archaeology, researcher, archivist, public sector worker, marketing, economics, teaching, museum curator, film researcher.

## ***Useful websites:***

### **For History careers:**

[www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/history](http://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/history)

[www.history.org.uk/student/resource/2914/careers-in-history](http://www.history.org.uk/student/resource/2914/careers-in-history)

<http://content.wisestep.com/best-careers-love-history/>

### **For History GCSE:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

*For further information, please see Mrs Smith*



## GCSE Media Studies

At present, we prepare candidates for the AQA examination in Media Studies. However, due to the changes to GCSE, the course will be altered for first examination in 2019. A new specification has been released in draft form and we are awaiting confirmation of its accreditation. The current Scheme of Work used by the Media Department already meets most of the requirements set out in this document. However, the most significant change is that Non-Examination Assessment (the new name for Controlled Assessment) will be reduced from 60% to 30%.

The current Scheme of Work is designed to develop a critical understanding of the role of the mass media in society, such as TV, the music industry, advertising, film, the press and to afford students the opportunity to develop relevant practical skills. We also study the theoretical framework which underpins the media in terms of how audiences are targeted, how media industries promote and market products and the impact of new technology.

Students are awarded a full GCSE qualification at the end of the course.

It helps to have Desktop Publishing skills, access to a computer and the internet at home, plus the ability to use a digital camera. Students must be able to organise themselves and work independently and in groups. Effective time management is an essential skill.

### ***Final Examination***

With effect from Summer 2019:

Two Written Examination which make up 70% of the final grade.

### ***Non-Examination Assessment***

With effect from Summer 2019:

One piece of individual work chosen from a brief set by the awarding body, which is worth 30% of the final grade.

### ***Where could a qualification in Media Studies lead?***

Many students continue on to do 'A' Level Media Studies at local colleges and degree courses at university, which may lead on to careers in journalism, TV, marketing and radio.

Web sites: AQA

<http://www.aqa.org.uk/subjects/media-studies/gcse>

*For further information, please see Mrs West or Mrs Whittaker.*



## French (Edexcel GCSE)

### ***What kind of course is it?***

The course aims to encourage students to develop their understanding of the spoken and written form of the language, their ability to communicate effectively in a range of situations and their knowledge of the countries and communities where the language is spoken.

It aims to prepare students to use the language for practical communication and to continue with further study of the language. It builds on the knowledge, skills and understanding acquired by students through their study of the language at KS3.

Students will be taught to develop their knowledge and understanding of grammar and their ability to apply it. Students will also have to learn a wider range of vocabulary and more complex grammatical structures.

Themes and topics for the external examinations in *listening, speaking, reading and writing* could include:

### **Themes:**

- **Identity and culture**
- **Local, national, international and global areas of interest**
- **Current and future study and employment**

### **Topics:**

- **Me, my family and friends**
- **Technology in everyday life**
- **Free-time activities**
- **Customs and festivals in French-speaking countries/communities**
- **Home town and region**
- **Social issues**
- **Global issues - The environment**
- **Travel and tourism - Holidays**
- **Life at school/college**
- **Jobs, career choices and ambitions**

Teaching and learning takes place through a range of activities such as role-play, listening tasks, extended reading, independent practice using specific language software, work with the foreign language assistants as well as producing written and spoken assignments on a range of set topics.

### ***Final Examinations***

The four skills of *listening, speaking, reading and writing* will all be assessed by terminal examinations. Each skill will be worth 25% of your final GCSE grade.

All skills will be assessed by exam papers either at foundation tier or higher tier. Your teacher will advise you on tiers of entry.

### ***What could this qualification lead to?***

Languages are great for a wide variety of careers especially those involving translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing and journalism. You can also work in education, fashion or law.

### ***Useful websites:***

<https://successatschool.org/advisedetails/371/Why-Study-Languages%3F>

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html>

*For further information, please see Ms Aughton.*

# Spanish (Edexcel GCSE)

## *What kind of course is it?*

The course aims to encourage students to develop their understanding of the spoken and written form of the language, their ability to communicate effectively in a range of situations and to be spontaneous in their language. Pupils are expected to advance their knowledge of the countries and communities where Spanish is spoken.

It aims to prepare students to use the language for practical communication and to continue with further study of the language. It builds on the knowledge, skills and understanding acquired by students through their study of the language at KS3.

Students will be taught to develop their knowledge and understanding of grammar and their ability to apply it. Students will also have to learn a wider range of vocabulary and more complex grammatical structures. Pupils will have the opportunity to use translation skills

Themes and topics for the external examinations in *listening, speaking, reading and writing* include:

### **Themes:**

- **Identity and culture**
- **Local area, holiday and travel**
- **School**
- **Future aspirations, study and work**
- **International and global dimension**

### **Topics include:**

- **Self and relationships**
- **Technology and social media**
- **Health and fitness**
- **Entertainment and leisure**
- **Food and drink**
- **Festivals and celebrations**
- **Local areas of interest, regional features and characteristics**
- **Holidays, transport and tourism**
- **Environment and social issues**
- **School life, skills and personal qualities**
- **Career plans, volunteering and applying for work/study**

Teaching and learning takes place through a range of activities such as role-play, listening tasks, extended reading, independent practice using specific language software, work with the foreign language assistants as well as producing written and spoken assignments on a range of set topics.

### **Final Examinations**

The four skills of *listening, speaking, reading and writing* will all be assessed by terminal examinations. Each skill will be worth 25% of your final GCSE grade.

All skills will be assessed by exam papers either at foundation tier or higher tier. Your teacher will advise you on tiers of entry.

### **What could this qualification lead to?**

*Interpreter, Teacher, Translator, Careers in International Business, Broadcast Journalist, Diplomatic Services, EFL Teacher, Distribution Manager, Marketing executive, Sales executive*

### **Useful websites:**

<https://www.theguardian.com/education/languageresources>

*For further information, please see Ms Delaney.*

## Latin (Eduqas GCSE)

### *What kind of course is it?*

This GCSE course is aimed at students who have a real interest in the Classical World and have a strong commitment to learning Latin. As the course is 'ab initio', pupils will need to be prepared to work hard and show dedication to the subject from the start.

The course aims to encourage students to develop their understanding of the written form of the language and their knowledge of Ancient Roman Civilisation.

Students will be taught to develop their knowledge and understanding of grammar and their ability to apply it. Students will learn a wide range of vocabulary and complex grammatical structures. Teaching and learning takes place through a range of activities such as translation, grammar exercises, independent practice using specific Latin software, historical research.

### *Final Examination Requirements*

Latin Language 50%

Latin Literature and Culture 50%

### *Why do Latin?*

- To improve and support knowledge of French and Spanish
- To enhance usage of English language by showing where words/phrases originate from.
- Many career paths involve Latin e.g. Medicine, Law, Science, Languages to name but a few.

Ms Aughton will advise students on an individual basis as this course demands a high level of commitment from students.

### *What could this qualification lead to?*

Studying Latin provides you with relevant skills which can be applied in a range of sectors, including museum and gallery work, legal, teaching and academia, media and broadcasting, film and television, banking, consultancy and marketing.

### *Useful websites:*

<https://www.theguardian.com/culture/charlottehigginsblog/2009/may/24/latin-in-schools>

<http://www.eduqas.co.uk/qualifications/latin/>

*For further information, please see Ms Aughton.*

## GCSE Music (OCR)

### Why choose music?

- to enable you to engage actively in the study of music and to inspire and enthuse you by following a broad, coherent, satisfying and worthwhile course of study
- to develop your musical skills and interests, including the ability to make music
- to encourage you to understand and appreciate a range of different kinds of cultures and their music and to develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation

### What will you do?

Unit 5	Listening to and appraising music	40%	1hr 30min Exam
Unit 2 & 4	Composing Music	30%	Coursework
Unit 1 & 3	Performing (Solo and Group)	30%	Coursework

### What will you study?

- **AoS1 My Music**
  - You study the capabilities and limitations of your **instrument or voice** including:
    - its range and characteristic timbre • the techniques required to play it and any techniques that are specific to it • how it might be used in different genres • what type of ensembles it might be used in • how its use is influenced by context and culture
- **AoS2 The Concerto Through Time**
  - You study what a concerto is and the way it has developed through time • the instruments that have been used for the solo part in the concerto and how they have developed through time • the growth and development of the orchestra through time • the role of the soloist(s) • the relationship between the soloist(s) and the orchestral accompaniment • how the concerto has developed through time in terms of length, complexity and virtuosity • the characteristics of **Baroque, Classical and Romantic music** as reflected in The Concerto
- **AoS3 Rhythms of the World**
  - You study the traditional rhythmic roots from four geographical regions of the world:
    - **India and Punjab • Eastern Mediterranean and Middle East • Africa • Central and South America**
- **AoS4 Film Music**
  - You study a range of music used for films including:
    - music that has been **composed specifically for a film** • **music from the Western Classical tradition** that has been used within a film • music that has been composed as a **soundtrack for a video game**
- **AoS5 Conventions of Pop**
  - You study a range of popular music from the 1950s to the present day, focussing on:
    - **Rock 'n' Roll** of the 1950s and 1960s • **Rock Anthems** of the 1970s and 1980s • **Pop Ballads** of the 1970s, 1980s and 1990s • **Solo Artists** from 1990 to the present day

### What could this qualification lead to?

GCSE Music is a solid foundation for any further study of Music or the Performing Arts and may lead to careers such as music therapist, recording engineer, composer, teacher or audio engineer. There are more jobs than ever in music business related areas, such as careers in social media, PR, technology, label services and merchandising. It is also common to find music graduates in consultancy, finance, banking and legal jobs, as the experience of organising, hosting and performing in events brings about discipline, composure under pressure, time management, communication, team and individual working abilities which give musicians the edge. You might learn technical skills through using computers, equipment and software to create and record music and the positive impact on your brain functions when playing a musical instrument is scientifically proven to enhance academic abilities.

### Useful websites:

<http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/>

<http://www.bbc.co.uk/education/subjects/zpf3cdm>

You will be expected to attend instrumental or vocal lessons of your choice (free of charge) and practise regularly. In addition you are required to take part in a Music Department Extra-Curricular Ensemble and perform at concerts.

For further information, please see **Mrs Palmer**.

## Music Technology (NCFE)

This qualification is designed for you if you wish to gain an understanding of the **Music Industry** and develop basic skills across a range of areas within the subject.

### **It aims to:**

- introduce the concepts of music technology that are needed to work within the industry
- introduce the concepts and skills of working with audio and MIDI to produce music
- introduce the theory and practice of working with typical music production tools
- develop a significant knowledge core which spans the music technology sector
- provide academic and study skills that will support progression within interactive media and more broadly

### **It will help you to:**

- understand how sequencing software systems operate
- be able to work with music technology software to produce original musical content
- apply mixing techniques and effects to produce and complete music projects
- work with a range of music production sound equipment and software
- create music and sound for different contextual applications

### **Throughout this Music Technology course you will develop the following core areas and transferable skills:**

- an understanding of electronic devices and computer software in relation to Music Technology
- music composition
- ICT skills
- health and safety awareness in relation to Music Technology
- planning and organisational skills

### **Assessment requirements:**

- internally assessed and externally moderated portfolio
- practical and listening external examination

### **Units of Work include:**

- Set up and operate a digital audio workstation
- Create music using a digital audio workstation
- Studio recording and mixing multi-track audio
- Sound creation: Working with digital audio and film

### **What could this qualification lead to?**

The study of Music Technology gives learners a good grounding for progression onto Music Technology A Level and may lead to employment within the music industry, radio, media and TV or performing arts sectors. Students of Music Technology can go on to become film, gaming and TV sound designers, audio or recording engineers, composers, promoters and event managers. They may find employment in music education, business and marketing.

### **Useful websites:**

<https://www.ncfe.org.uk/qualification-search/ncfe-level-2-technical-award-in-music-technology-2084.aspx>

<http://www.bbc.co.uk/education/topics/zbf42hv>

<https://www.audiotool.com/>

<https://soundation.com/>

<https://www.beepbox.co/>

You will be expected to attend instrumental or vocal lessons of your choice (free of charge) and practise regularly. In addition you are required to take part in a Music Department Extra-Curricular Ensemble and use your skills to support concerts.

*For further information, please see Mr Palmer.*

## Physical Education (Edexcel)

### **Why study GCSE Physical Education?**

If you love sport, then GCSE PE is definitely for you. You will have more PE lessons to help improve your practical performance improving your level of skill, tactical understanding and game play. You will learn how the mind and body works during performance and how to maximize potential through training, diet and lifestyle choices. You will also gain many valuable skills such as leadership, communication, team work and resilience which will help you in other GCSE and A-Level subjects as well as your future career.

### **How will I be graded?**

- **60% of the final grade - Theoretical knowledge, understanding and application.** Pupils will sit two written exams at the end of the course.

The following topics will be studied:

**Applied anatomy and physiology** (*skeletal; muscular; cardiovascular and respiratory systems*)

**Movement analysis** (*planes, axes and lever systems*)

**Physical training** (*components of fitness; principles of training and training methods*)

**Health, Fitness and Well-being** (*physical, social and emotional health; diet; lifestyle choices*)

**Sports Psychology** (*classification of skill; types of guidance and feedback; mental preparation*)

**Socio cultural Influences** (*participation rates; commercialization and media; sporting behaviours*)

- **30% of the final grade- Practical performance in three sports.** Participants will be assessed during a practical examination with an external moderator.
- **10% of the final grade - Written coursework.** Pupils will create their own PEP (Personal Exercise Programme).

### **What sports can you choose?**

Pupils will be assessed in three chosen sports. These sports must come from at least one individual activity and one team activity, plus one more from either category:

**Individual activities:** amateur boxing; athletics; badminton (singles); canoeing; cycling (track or road); dance; diving; golf; gymnastics; equestrian; kayaking; rock climbing; rowing; sculling; skiing; snowboarding; squash; swimming; table tennis (singles); tennis (singles); trampolining.

**Team activities:** Association football; badminton (doubles); basketball; camogie; cricket; dance; Gaelic football; handball; hockey; hurling; lacrosse; netball; rowing; rugby; squash; table tennis (doubles); tennis (doubles); volleyball.

**Some activities will be taught on site, but not all and you may only select each activity once e.g. you cannot do tennis singles and tennis doubles. Students can also be moderated off site by their club coaches.** You will be assessed on your performance, your understanding of the rules and tactics awareness.

### **Related Post 16 courses**

- KGV Sixth Form College - AS/A2 level Physical Education and BTEC National Diploma
- Southport College – Foundation Degree in Sports Coaching, National Diploma in Sport and National Certificate in Sport
- Runshaw College – AS/A2 level Physical Education

### **What could this qualification lead to?**

Professional sport, Sports coach/consultant, Teaching, Physiotherapy, Armed forces, Fitness instructor, Sports Scientist, Sports Medicine, Sports Therapy, Sports Psychology, Sports Management, Sports journalism, sports analyst, Personal Trainer; Sports Nutritionist, Sports Psychologist, Gym and Leisure Centre Manager.

For further information, please see **Mrs Stillwell or other members of the PE department.**

# Photography

## ***What kind of course is it?***

The Photography GCSE course introduces students to a range of lens based and digital media, encouraging them to develop their artistic and creative abilities through a range of photographic disciplines and techniques. Students will be required to explore a variety of themes and produce a range of personal responses to each.

The Art Department has achieved a high profile in the school and has established a reputation for excellence. This will be continued with photography. Staff seek to provide an ethos which enables each pupil to fully develop and flourish creating work that reflects their interests and aptitudes.

## ***Final Examination and Coursework Requirements***

Students will study the AQA Photography Endorsement. This course enables students to develop their artistic and creative abilities in a range of lens based and digital disciplines including: digital photography, Photoshop and photomontage. Students will be graded on both their Portfolio of Work and their Externally Set Task. The Portfolio of work consists of a minimum of two projects produced throughout Years 9, 10 and 11 and equates to 60% of student's final grades. The externally set task is released to students in the spring term. Following a preparation period students will produce a response to their selected theme in a 10 hour period under controlled conditions.

## ***Activities***

Study and gallery visits to support the program of study will be arranged at intervals during the course to extend the experience enjoyed by students and to provide a valuable contribution to controlled assessment. Study visits enable students to draw inspiration from working in a range of stimulating environments beyond Greenbank and to bring back sketches that will be developed in their Art lessons.

There will be opportunities to work with and utilize the facilities of local FE colleges and students work will regularly be entered into regional competitions and exhibitions allowing them to have their work on public display.

## ***What could this qualification lead to?***

FE colleges and Universities offer an extensive range of specialized art, design and craft based courses that will enable a student to pursue a career in the arts. Careers in the creative sectors can include: Advertising, Events Photography, Graphic Design, Publishing, Commercial Photography, Visual Merchandising, Events, Retail, Visual Merchandising, Teaching/Lecturing, Journalism

*For further information, please see **Mr Jackson**.*

## **Personalised Pathway**

For some students a full curriculum may prove to be unsuitable for a variety of reasons and we offer a personalised pathway, to ensure students can achieve their full potential. This would only be available following a discussion with the Head of Year, Mr Bentzen, our special educational needs coordinator Mrs Simmins and/or Mrs Robinson.

## **Core plus**

Additional support in Maths, English and Science to enable the pupils to develop their key skills, knowledge and understanding in the core curriculum.

## **Study Support**

Tailored support for pupils across all aspects of the curriculum.



## How can parents and carers support their child:

- Make sure your child gets adequate sleep; it is advised that secondary school students get at least 9 hours sleep with 11 and 12 year olds advised to get up to 11 hours sleep.
- Make sure you check the school website for updates. Please visit [www.greenbankhigh.co.uk](http://www.greenbankhigh.co.uk).
- Take an active interest in your child's progress at school, ask and support them with homework, get students to discuss what they are learning in particular subjects.
- Check planners and the school website for updates. If you are concerned use the planner as a means of dialogue between home and school.
- Ensure that deadlines for homework and assessments are known and help students meet deadlines.
- Make sure your child has a good attendance record. Only keep your child off ill if it absolutely necessary. To give you an example of the impact of attendance upon achievement, a student with attendance of 91% is known to drop by one whole GCSE grade based upon predicted performance.
- Encourage your child to read with you, and to you. Be a positive role model; it has been proven that parents who dedicate some quiet reading time for themselves exert a positive impact upon their children's attitude to learning and progress. This has been proven to improve mechanical literacy skills and comprehension which is particularly important at KS4. Acquiring literacy skills is a vital component that will impact upon progress in all areas.
- Ensure that if at all possible your child has a suitable learning space that is not crammed full of devices to distract them e.g.: Xbox's etc. If this is not possible, strike an agreement that when your child is revising or working, these devices are turned off.
- Ensure that students have the basic equipment at home to help them study, e.g. a calculator, dictionary and a French or Spanish dictionary. If you are unsure about what to provide contact the subject specialist teachers and they can advise you.
- If you have any concerns please contact us at school, whether these be concerned with discrete aspects of the curriculum or whether they are pastoral issues. It is important that you resolve these as soon as possible and do not become anxious. We would encourage you to contact the appropriate member of staff as soon as possible.