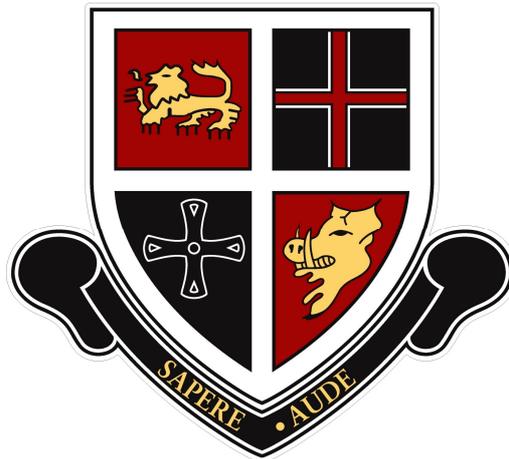


Durham Johnston



Options 2019

Subject Choices

Art, Craft & Design

Examination Board: A.Q.A.

We will provide you with a range of creative, exciting and stimulating opportunities to develop and explore your personal interests in art and design. You will be encouraged to be independent and creative in developing your ideas. Working alongside experienced teachers, we will bring out the best in you with guidance and support. Building confidence will be as important as building skills and knowledge. You will be asked to problem solve, organise and evaluate your creative process, resulting in the creation of art made using a wide range of materials and processes. There is no one approach to making art and you will be encouraged to find your own personal creative voice.

We tailor the course to suit your preferred method of working, at the same time, challenging and encouraging you to be ambitious and a risk taker.

Portfolio projects, assignments or briefs can be open-ended. There is no restriction on the choice of media, scale or format that you will use to reflect and evidence your portfolio.

There are six titles to choose from.

Art, Craft & Design- a very broad title where you will select at least two titles from the list below to investigate.

Or you can choose to specialise in one area.

- **Fine Art**
- **Graphic Communication**
- **Three-dimensional design**
- **Photography** (taught in a specialist photography class)

Two units of study:

Component 1: Portfolio

Two years to create a portfolio, with everything you make potentially going towards your final grade.

60% of final mark

Component 2: Externally set assignment

10 weeks to respond to the exam question, investigating and developing idea. Resulting in a 10 hour exam, where one or more outcomes will be made.

40% of final mark

This qualification is best for students who love making art.

Business

Examination Board: OCR

During the course students will work through 6 content areas:

Business Activity (planning, ownership, objectives, stakeholders)

Marketing (promotion, pricing, product, distribution)

Human Resources (managing people)

Finance (managing money)

Operations (making the product, running the business to provide a quality service, legislation)

Influences on Business (ethics, environment, economic climate)

Students will gain knowledge and understanding through practical activities set in realistic business contexts. Students are encouraged to research and make use of business resources in the community. Local firms will be used to explore the areas of human resources and production. Where appropriate, information communication technology will be used throughout the course.

Method of Assessment

One tier of entry: 9 - 1

Examination

Paper 1 (50%) Business Activity, Marketing and People

Paper 2 (50%) Operations, Finance and Influences on Business

To take this course you need to be prepared to:

- Take an interest in how businesses operate
- Carry out research to help you make decisions about a business situation
- Work as part of a team to arrive at solutions to a business problem
- Develop your written, verbal and ICT skills

Computer Science

Examination Board: OCR (J276)

Students will be taught how to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. We will expect them to be able to analyse problems in computational terms through practical experience, including designing, writing and debugging programs.

A good computer scientist will be able to:

- Think independently, creatively, innovatively, analytically, logically, critically and use self-study as a means to success.
- 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.

Computer Science is a challenging GCSE, a GCSE for self-motivated students with a real passion for computing and a desire to learn, experiment and succeed.

Content Overview	Assessment Overview	
<p>Computer systems</p> <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns 	<p>Computer systems (01) 80 marks</p> <p>1 hour and 30 minutes Written paper (no calculators allowed)</p>	<p>50% of total GCSE</p>
<p>Computational thinking, algorithms and programming</p> <ul style="list-style-type: none"> • Algorithms* • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation 	<p>Computational thinking, algorithms and programming (02) 80 marks</p> <p>1 hour and 30 minutes Written paper (no calculators allowed)</p>	<p>50% of total GCSE</p>

Constructing the Built Environment Level 2 Award

Examination Board: WJEC

This qualification is for learners aged 14-16 who wish to develop their knowledge and understanding of the construction industry and gain experience of planning and developing construction projects.

Students will study

Unit 1- Exam (25%)	Unit 2 Coursework (50%)	Unit 3 Coursework (25%)
Safety and security in construction Student will learn about the Construction industry, with particular focus on Health & Safety on Building sites.	Practical construction skills Practical unit with an introduction to the following trades: <ul style="list-style-type: none">• Carpentry/Joinery• Electrical• Plumbing	Planning construction projects Designing for the modern world. An introduction to the challenges encountered by architects and builders.

Coursework – selected making tasks/units of practical work.

Assessment – on-going throughout the course. All 3 units are internally or externally assessed and externally moderated.

Examinations – one unit is externally assessed – Safety and security in construction.

Post 16 Education – progression onto a Post 16 Level NVQ in trade based apprenticeship

Careers – Various construction and manufacturing apprenticeships (eg Electrician, Joiner and Plumber), full time courses and employment.

Skills and Attributes –

- Good practice skills
- The ability to meet coursework deadlines
- Awareness of Health and Safety issues
- Ability to use tools safely and with accuracy

Creative iMedia – Certificate L2

Examination Board: OCR

Topics Studied:

-  Exam: Pre production skills
-  Creating digital graphics
-  Creating multi-page websites
-  Creating digital animations/videos

What will learners study?

Digital media will feature heavily – Web design, animation, video and sound editing and image manipulation are all part of the syllabus requirements. Learners will study 4 digital literacy based units. They will also study the theory and skills required to produce and refine their creations in greater depth. Learning will take place through a mixture of case studies, practical tasks and a study of theoretical concepts, enabling learners to develop their digital literacy (& IT) knowledge, understanding and skills.

The topic areas have been chosen based around industry research showing current shortages of skilled people within the creative sector. This qualification aims to enhance our students' employability!

In the R081 Exam (Pre-production skills) students will look at the following:

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

In R082 (Creating digital graphics) students will look at the following:

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

In R085 (Creating digital multipage websites) students will look at the following:

Websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms. This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website.

In R086 (Creating digital animations) students will look at the following:

Digital animation is used in a wide range of applications in the creative and digital media sector. It can enhance applications, and be used to entertain and inform the viewer. This unit enables learners to understand the basics of digital animation for the creative and digital media sector.

Methods of assessment

Creating digital graphics	25% (60 UMS)
Creating digital animations/videos	25% (60 UMS)
Creating multi-page websites	25% (60 UMS)
Exam – Pre-production skills 1 ¼ hours (Level 1 / Level 2 Award)	25% (60 UMS)

Design Technology *(Working with Textiles)*

Examination Board: AQA 8552

GCSE Design & Technology allows students to design and make quality products that demonstrate their individual levels of creativity and originality whilst working in a variety of textiles and employing a wide range of manufacturing skills and techniques. This new qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices.

GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

The course is also designed to foster awareness amongst students of the need for designers to consider sustainability and environmental impact on their work.

Course Structure

Students are given credit for what they can do as well as what they know and will be enthused and challenged by the range of practical opportunities this specification offers.

Unit 1 Examination (50%) A single 2 hour exam taken at the end of Year 11 and focusing on student's knowledge of the subject content;

- Core technical principles
- Specialist technical principles
- Designing and making principles

Unit 2 Coursework (50%) A single substantial design and make task is produced in response to a Contextual Challenge set by the AQA Examination Board.

Students enjoy working on this 'extended project' in addition to a number of 'practice tasks' which run throughout the course giving plenty of opportunity to design and make their own products in a practical workshop environment. Assessment criteria:

- Investigation
- Designing
- Making
- Analysing and Evaluating

Progression

This GCSE helps to prepare students for the world and is a recognised part of the National Qualifications framework. It also provides an appropriate foundation for further study of A Level Design and Technology as well as progression into Fashion and Textiles qualifications.

Design Technology

(Working with Timber, Metals & Plastics)

Examination Board: AQA 8552

GCSE Design & Technology allows students to design and make quality products which demonstrate their individual levels of creativity and originality whilst working in a variety of woods, metals & plastics and employing a wide range of manufacturing skills and techniques. This new qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices.

Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. The course is also designed to foster awareness amongst students of the need for designers to consider sustainability and environmental impact on their work.

Course Structure

Students are given credit for what they can do as well as what they know and will be enthused and challenged by the range of practical opportunities this specification offers.

METHOD OF ASSESSMENT

Unit 1 Examination (50%) A single 2 hour exam taken at the end of Year 11 and focusing on student's knowledge of the subject content;

- Core technical principles
- Specialist technical principles
- Designing and making principles

Unit 2 Coursework (50%) A single substantial design and make task is produced in response to a Contextual Challenge set by the AQA Examination Board for example a 'Chess Box / Games Storage Unit'.

Students enjoy working on this 'extended project' in addition to a number of 'practice tasks' which run throughout the course giving plenty of opportunity to design and make their own products in a practical workshop environment.

Assessment criteria:

- Investigation
- Designing
- Making
- Analysing and Evaluating

Progression

This GCSE helps to prepare students for employment and provides an appropriate foundation for further study of A Level Design and Technology or other related subjects.

Drama

Exam Board: AQA

The aim of this GCSE is to engage and encourage students to become confident performers and designers.

Students can choose to develop as a:

- performer
- designer (lighting, sound, set, costume, puppets)
- performer and designer.

Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts.

Component 1

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

How it's assessed

- Written exam: 1 hour and 45 minutes
- 80 marks
- 40% of GCSE

Questions

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks). Students can choose a design or performance question.

Component 2

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

How it's assessed

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

This component is marked by teachers and moderated by AQA.

Component 3

- Performance of two extracts from one play (students may contribute as performer or designer)

Free choice of play but it must contrast with the set play chosen for Component 1

How it's assessed

- Performance of Extract 1 (20 marks) **and** Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

This component is marked by AQA by a visiting examiner.

Engineering (GCSE)

Examination Board: AQA (8852)

Description of the Course: GCSE Engineering is suitable for students who are interested in the 'World of Engineering' and also enjoy the opportunity to design and make Engineered Products which are mainly 'Metals & Electronics' based. Through the design and manufacture of engineered products they actively engage in the processes of engineering to develop as effective and independent learners who understand the contribution that engineering makes to society and the economy. Students also gain an appreciation of environmental, commercial and industrial issues whilst developing applied engineering skills providing a foundation for future learning and progression. As reflects today's engineering ICT, particularly CAD/CAM (Computer Aided Design/Manufacture) is used extensively throughout the course.

Course Structure

Students are given credit for what they can do as well as what they know and will be enthused and challenged by the range of practical opportunities this specification offers. Visits to local engineering companies and other such events are organised to enable students to relate their studies to the industrial situation.

Core content

- Engineering materials.
- Engineering manufacturing processes.
- Systems.
- Testing and investigation.
- The impact of modern technologies.
- Practical engineering skills.

METHOD OF ASSESSMENT

Unit 1: - Written Paper – 2 hour – 60% Overall

- Multiple choice questions assessing breadth of knowledge.
- Short answer questions assessing in depth knowledge, including calculations.
- Multiple choice questions related to the application of practical engineering skills.
- Extended response questions drawing together elements of the specification.

Unit 2: Coursework – NEA (Non-Examined Assessment) – 40% Overall

- A brief set by AQA released on 1 June in the first year of study.
- Knowledge and understanding of engineering principles.
- Application of skills, knowledge and understanding in a practical context.
- Analysis and evaluation of evidence

Students produce

- Engineering drawings or schematics to communicate a solution to the brief.
- An engineering product that solves a problem.

Progression

This course is intended as an introduction to Engineering and allows students to develop skills and understanding which will be of use generally and as part of a progressive career path leading to further technical or academic engineering qualifications.

GCSE Engineering also provides an appropriate foundation for further study of A Level Design and Technology and other related subjects.

BTEC First Award in **Engineering**

Examination Board: Edexcel

BTEC Level 1/Level 2 First Award in Engineering is designed as an introductory course for learners wanting to study in the context of a vocational sector.

The skills learnt in studying a BTEC First Award will aid progression to further study and prepare learners to enter the workplace in due course.

Typical entry-level employment opportunities in engineering include roles such as junior mechanical engineer or technician.

Students will study

Two Core Units	One Specialised Units
<ul style="list-style-type: none">• The Engineering World• Investigating an Engineered Product	<ul style="list-style-type: none">• Machining Techniques

Coursework – selected making tasks/units of practical work

Assessment – on-going throughout the course. All four units are internally or externally assessed and externally moderated

Examinations – one unit is externally assessed – The Engineered World

Post 16 Education – progression onto a BTEC level 3 Diploma

Careers – Various engineering apprenticeships, full time courses and employment opportunities

Skills and Attributes –

- Good practical skills
- The ability to meet coursework deadlines
- Awareness of health and safety issues

Food Preparation and Nutrition (GCSE)

Examination Board: Eduqas

Unit 1: Written Paper

As part of current GCSE reforms, there is now one food based qualification called GCSE Food Preparation and Nutrition. The course has been developed to include more scientific principles behind food preparation whilst maintaining a strong emphasis on nutrition and practical cookery skills. The new GCSE also looks into food provenance and helps pupils to be more aware of the impact of food choice on their diet and the environment.

The food preparation skills covered by the new specification are grouped into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Pupils will sit one exam at the end of Yr11 which will be worth 50% of the final GCSE grade.

The course will help pupils to apply scientific principles in a practical environment and will equip students to go on to further study in addition to option to enter an apprenticeship or begin a career in the catering industry, which as part of the hospitality industry, is one of the biggest employment sectors in the country.

Unit 2: Non-exam Assessment (NEA)

Students will undertake two pieces of internally assessed work in Yr11.

Task 1 is a food investigation worth 15% of the final GCSE grade. Students will investigate the working characteristics, functional and chemical properties of a specific commodity, chosen by the exam board. The report will be between 1,500-2,000 words in length and include photographic evidence.

Task 2 is a food preparation assessment and is worth 35% of the final GCSE grade. Students will apply their knowledge of planning, preparing, cooking and presenting food taught throughout Yr10 to prepare, cook and present three dishes in a context chosen by the exam board.

Because food cannot be kept for a long time, all students will provide photographic evidence of the finished outcome, this will be facilitated in the D&T Department.

This is the course for you if you have a passion for food, if you aren't afraid to try cooking with and tasting new ingredients and recipes and if you want to know about your food and how to cook for a range of events and dietary needs. The addition of food science to the curriculum makes this a very demanding course and will require a high degree of independent learning.

French/German/Spanish/Mandarin

Examination Board: AQA

GCSE courses in French/ German/ Spanish aim to develop the ability to understand and use the languages effectively as a means of practical communication and imaginative expression. Emphasis is placed on the development of an understanding of the grammar, structure and vocabulary of the language. Combined with study of the culture and civilisation of French/ German/ Spanish speaking countries.

Throughout the course, equal importance is given to the four language skills (listening, speaking, reading and writing) and students are exposed to a wide range of authentic language materials.

Students will be entered for the A.Q.A. GCSE. There are 4 components – Listening, Speaking, Reading and Writing. All papers are set and marked by A.Q.A. Each paper is equally weighted at 25%. There are 2 tiers of entry: Foundation and Higher. Students must sit either Foundation or Higher in all 4 skills. There is a new grading system of 1 (the lowest) to 9 (the highest). Foundation level is grades 1 – 5 and Higher level is grades 4 – 9.

The course requires enthusiasm and a readiness to participate actively in the four skill areas. It offers a good basis for future language learning and teaches a wide range of study skills.

Method of assessment

Students will be assessed by final examination. There will be separate examinations in Listening, Speaking, Reading and Writing.

Geography

Exam Board: AQA

"You can travel the seas, poles, and deserts and see nothing. To really understand the world you need to get under the skin of the people and places. In other words, learn about geography. I can't imagine a subject more relevant in schools. We'd all be lost without it."
Michael Palin

Brief Description of the course

The main aim of this qualification is that learners should develop the ability to think 'like a geographer'. That is to say, learners will develop the skills necessary to conduct enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues. By following this specification, learners will achieve the following objectives. They will develop the ability to think:

Creatively by posing questions that relate to geographical processes and concepts.

Scientifically by collecting, recording and assessing appropriate evidence from a range of sources, including fieldwork.

Independently by applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts.

Course Content

Component 1: Living with the Physical Environment (35%)

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes in the UK
- Geographical Skills

Component 2: Challenges in the Human Environment (35%)

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management
- Geographical Skills

Component 3: Geographical Applications (30%)

- Issue Evaluation
- Fieldwork
- Geographical Skills

Fieldwork

This is an essential aspect of geography and a compulsory component of all the new GCSE specifications. Students will carry out both physical and human fieldwork during Year 10 and 11.

Beyond GCSE

Many of our geographers go on to study the subject at A' Level and beyond and a *background* in geography is excellent preparation for a range of careers. For example, employers value the wide-ranging computer, research, and analytical skills that geography students bring to work as employees. There are also currently lots of opportunities that require specific skills and knowledge acquired in geography e.g. urban planning and regeneration, hazard management and sustainable development.

BTEC Level 1/2 Tech Award in **Health and Social Care**

Examination Board: EDEXCEL

Subject Content

This is a new specification for teaching from 2017 and the qualification is equivalent to a GCSE. All learners must complete all three components to achieve the qualification. The Components are as follows:

Component	%	Title	Assessed	Guided Learning Hours
1	30%	Human Lifespan Development	Internal	36
2	30%	Health and Social Care Services and Values	Internal	36
3	40%	Health and Wellbeing	External exam 2 hours	48

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification.

Internal assessment:

Components 1 and 2 are assessed through internal assessment and focuses on:

- Knowledge and understanding of human growth and development
- Knowledge and understanding of how people deal with major life event
- Knowledge and understanding of health and social care services; we have visiting health care professionals
- Practical demonstration of care values, either by visits or role play, together with the ability to reflect on own performance.

Synoptic external assessment:

Component 3 is an external 2 hour exam. Learners will assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan. The external assessment is a set task taken under supervised conditions that is then marked and graded by the examining board. The set task will be completed in two hours in the period timetabled by Pearson and contributes to 40% of total qualification.

Course progression:

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

If you are considering a career in social care, nursing, teaching or health care this is course for you. As part of the course you will learn about factors that affect your growth and development. You will learn about different areas of health and social care and can visit primary schools, nurseries or care homes to gain real life experience of these sectors. Throughout the course, you will gain experience to help you become a good communicator, a self-motivator amongst many other attributes to get the most out of this course.

Additional Information

To be successful within this course you will need to take part in discussions, make presentations and work collaboratively with others in the class as well as preparing your own portfolio of work.

History

Examination Board: AQA

GCSE students of History at Durham Johnston are exposed to a content-heavy course that requires them to be comfortable with reading and interpreting a range of source material, essay writing and active participation in the classroom. We only encourage students to consider History as a GCSE option choice if they enjoy the subject and the challenges associated with studying a knowledge-laden, traditional, literary subject.

The history department strives to teach the course in a pupil-centred and interactive manner. We are passionate historians and hope to transmit this enthusiasm to our students. Classroom debates, investigations and role-plays often form part of our approach. We also teach a significant proportion of our lessons through primary sources, in particular contemporary photographs and cartoons. The department wants its students to be adept at engaging with the range of historical interpretations that consistently arise from the study of the subject. More than anything, we aim to inform and engage. Our Western Front battlefields study visit at the end of year ten is designed with this purpose in mind: we aim to inspire the students with an interactive, rich and varied educational experience.

We propose to focus on AQA GCSE specification that will encompass study of four areas: Conflict and Tension, 1894-1918; Germany 1890-1945; Power and the People, c.1170 to the present day, and Elizabethan England, 1568-1603.

To conclude, we want enthusiastic and hard-working historians who love the subject and enjoy a challenge.

Students should take History because:

- We have a lot of classroom debate
- We encourage you to think for yourselves
- We want you to express your opinions on History
- We encourage you to find out more
- We support and develop your opportunities to work in group.

Level 1/2 Vocational Award in **Hospitality and Catering**

Examination Board: WJEC

This course is an alternative to GCSE Food Preparation and Nutrition. It is equivalent to a GCSE and is graded with Pass, Merit and Distinction instead of 9-1.

There are numerous similarities in the content taught to the students such as the practical skills that will be covered, health and safety, factors affecting food choice and food provenance. In this qualification, there is emphasis on the Hospitality Industry as opposed to Food Science to allow better transition into working in the Hospitality and Catering sector as a career.

The course will equip students to go on to further study, such as:

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery Level 3 Advanced
- Diploma in Food Preparation and Cookery Supervision

In addition, students can opt to enter an apprenticeship or begin a career in the hospitality and catering industry which is one of the biggest employment sectors in the country.

Unit 1: Written Paper

There is one exam for this qualification which is worth 40% of the final grade. It is 90mins long and covers the following topics that will be taught throughout the length of the course:

- Structure of the Hospitality and Catering industry
- Job roles
- Kitchen operations
- Front of house
- Personal safety in the workplace
- Food safety legislation

Unit 2: Non-exam Assessment (NEA)

Students will undertake one piece of internally assessed work in Yr11 where they will respond to a brief to research, plan and cook a two course meal. Students will apply their practical skills that they have covered in Yr10 as well as knowledge of the following to their controlled assessment:

- Food practical skills
- Nutrition
- Planning menus for different needs
- Cooking methods
- Environmental factors

Because food cannot be kept for a long time, all students will provide photographic evidence of the finished outcome, this will be facilitated in the D&T Department.

This is the course for you if you have a passion for food, if you aren't afraid to try cooking with and tasting new ingredients and recipes and if you want to know about your food and how to cook for a range of events and dietary needs. Students need to be motivated not only complete practical tasks but engage with theory work that covers aspects of the Hospitality and Catering Industry.

Latin

Examination Board: EDUQAS

Why study Latin?

This subject gives you the opportunity to study the language and literature of ancient Rome, discovering the works of authors who have been studied and admired for over two thousand years. You will experience at first hand elements of the culture, language and social and political life of the Roman civilisation which has inspired many later generations. As well as being exciting and inspiring, this course will help you develop analytical skills and intellectual flexibility which will be useful in a wide range of jobs or in further study.

You will study:

The Latin language: building your knowledge to the point where you can read unadapted Latin texts

Latin Literature: a selection of prose and verse texts by Virgil, Ovid, Martial, Juvenal, Suetonius and Pliny. For examination in 2020, these texts relate to the theme "A Day at the Races".

Roman Civilisation: you will cover a wide range of topics during the course, but the exam will focus on **Roman Religion** or **Roman Entertainment and Leisure**.

You will learn:

How to develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Latin and the languages of today;

How to approach different cultures;

How to read texts in Latin;

How to read and appreciate Latin literature in its cultural context and in its original language;

How to use primary sources from the ancient world to learn about Roman life;

How to communicate clearly and effectively.

Method of Assessment

Candidates sit 3 papers

Latin Language	1 hour 30 minutes	(50%)
Latin Literature	1 hour 15 minutes	(30%)
Roman Civilisation	1 hour	(20%)

Students will need to have studied Latin at KS3 in order to take this course.

Music

GCSE Music is available as an option within the main option choices, however it is also offered as an extra full GCSE in a pre-school option. In the pre-school option lessons are on a Tuesday and Wednesday morning, starting at 7.40, and if students select this option they will only receive two lessons per week, rather than the three offered in the main option block. This is therefore a sensible choice for the student who already has a secure grounding in music theory (to about grade 3) and is about grade 4 standard on their instrument/ voice at the start of the course. More information about the pre-school option will be available on options evening and from Mr Holmes at other times.

Examination Board: Edexcel

In GCSE music you will learn how to improve your performing skills and through work in composition you will gain an insight into how music is constructed from initial ideas to the finished product. You will also learn how to analyse music in a variety of styles, through both score analysis and listening, and discover the social context in which music has been composed over the last 400 years.

Component 1: Performing (30%)

Students produce at least one solo and at least one ensemble performance. Performances may be on any instrument and in any style, but both combined must be in excess of 4 minutes and the standard of performance needed to achieve a secure mark in this component is between grade 3 and 4. This part of the course is marked by the teacher and moderated by Edexcel.

Component 2: Composing (30%)

Students produce two compositions, one which responds to a brief set by the exam board and a second that is 'free' i.e. does not respond to an external brief. The combined length of the two pieces of music is a minimum of three minutes and each piece must be at least one minute long. In year 10, students will explore various approaches to composition and the composition briefs, which will be based on audience and/ or occasion, will be released at the start of year 11. This part of the course is marked by the teacher and moderated by Edexcel.

Component 3: Appraising (40%)

At the end of the course students will take a 1 hour 45 minutes examination which will assess their understanding of music from four areas of study, each of which has two set works, in a variety of ways. The examination will contain short listening questions, extended prose answers and students will also be expected to respond to unfamiliar music.

Area of study

Instrumental Music 1700–1820

Set works

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Vocal Music

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage and Screen

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

PE and Sports (GCSE)

Specification at a glance

<p>Component 1: The human body and movement in physical activity and sport</p> <p>Written Paper</p>	30%	<ul style="list-style-type: none"> • 1 hour 15 minutes written paper • 78 marks • Combination of multiple choice, short answer and extended writing questions • Applied anatomy and physiology, movement analysis, physical training and use of data
<p>Component 2: Socio-cultural influences and well-being in physical activity and sport</p> <p>Written Paper</p>	30%	<ul style="list-style-type: none"> • 1 hour 15 minutes written paper • 78 marks • Combination of multiple choice, short answer and extended writing questions • Sports psychology, socio-cultural influences, health. Fitness and well-being and use of data
<p>Component 3: Practical performance in physical activity and sport</p> <p>NEA</p>	40%	<ul style="list-style-type: none"> • 100 marks • Internal assessment, external moderation

Team activities			Individual activities		
Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

Photography

Examination Board: A.Q.A

Students opting for GCSE Photography will be introduced to a variety of experiences exploring a range of lens based and light based media, techniques and processes including both traditional and new technologies. They will learn how to produce images in a darkroom, use Digital SLR cameras and enhance, manipulate and create images using computer software such as Photoshop. Electronic and paper based sketchbooks are an integral element of the course and students will be expected to research and analyse the work of Photographers and designers and show connections with this work in their own practical outcomes.

Two units of study:

Component 1: Portfolio

The portfolio must include both:

1 A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

2 A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives.

60% of final mark

Component 2: Externally set assignment

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.

40% of final mark

NB It would be advisable for Photography GCSE students to have their own camera or the use of a camera for supporting work out of school.

BTEC Level 1 /Level 2 First Award in **Sport**

Examination Board: Edexcel

We are now following the next generation of BTEC firsts.

We now follow three core units totaling 90 GLH (guided learning hours) and select 1 optional specialist units (30 GLH) to cover over the 2 years. Pupils have 3 lessons a week for the 2 year period, complete assignments and sit a written exam which is externally assessed. The exam is 1 hour long and is completed on the computer.

The award is equivalent of 1 GCSE.

Our core units are

Unit 1 -fitness for sport and exercise

Unit 2-practical performance in sport

Unit 3 Applying the principles of personal training

The Unit 1 covers all of the information students need for the written exam. Unit 2 gives the pupils a chance to try out new sports and activities and get assessed on their performance. Unit 3 allows the pupils to build on their knowledge fitness by creating their personal fitness programme and following it.

This year our specialist unit is

Unit 6- Leading sports activities

Pupils can get grades from a U, a Level 1, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction *.