



Spodne School  
*A Music and Science Academy*

# Key Stage Four **Options Guide** March 2017 Year 8 into Year 9



*Inspiring Achievement*





**TO: PARENTS/CARERS OF ALL YEAR 8 STUDENTS**

February 2017

Dear Parents / Carers

Over this term your son or daughter will be asked to decide which subjects he or she would prefer to study in Years 9, 10 and 11, where choices are offered.

This booklet sets out exactly where choices have to be made, and the options which are available. It also contains details of all the subjects that students will be following in accordance with the demands of the National Curriculum and the school's own curriculum policies. Personal, Social and Health Education lessons have already been used to focus students' minds on the issues to consider when selecting courses.

All students are asked to select their choices on their individual Student Pathway Preference Form and to return it to their Form Tutor by **Wednesday 22nd March 2017**. The school will do its utmost to meet all requests, subject to staffing and resources as well as the choices being appropriate for long term career aspirations.

Following your **Parents' Evening** on **Thursday 2nd and 9th February**, there will be an **Options Evening** on **Thursday 9th March 2017** from 7:00pm, to which Year 8 students and their parents are invited. There, you will be given further details about the process of making these choices and an opportunity to meet subject teachers and to discuss their subjects at Key Stage 4.

You will find it helpful to bring this Options Booklet with you to the evening.

With your support, we hope to ensure that your son or daughter will make appropriate and positive choices, whilst establishing high expectations for the future. If you require any further details or assistance, please feel free to contact either Ms Bhakta or Mrs Warner.

Yours faithfully

**Ms L Bhakta**  
Assistant Headteacher

**Mrs A Warner**  
Progress Learning Leader for Year 8

---

# CONTENTS PAGE

---

<b>Introduction</b>	<b>1</b>
<b>The Choices to be made</b> .....	<b>2</b>
<b>Making the choice and telling the school</b> .....	<b>3</b>
<b>COMPULSORY SUBJECTS</b>	<b>4</b>
English Language .....	<b>5</b>
English Literature .....	<b>6</b>
Mathematics .....	<b>7</b>
Science (Combined Science and Separate Sciences) .....	<b>8/9</b>
Certificate in Information Technology Skills .....	<b>10</b>
Physical Education .....	<b>11</b>
Religious Education.....	<b>12</b>
PSHE and Citizenship .....	<b>13</b>
<b>OPTIONS</b>	
<b><i>GCSE Options</i></b>	
Art .....	<b>16</b>
Drama .....	<b>17</b>
Music .....	<b>18</b>
Computing .....	<b>19</b>
Media Studies .....	<b>20</b>
French .....	<b>21</b>
German .....	<b>22</b>
History .....	<b>23</b>
Geography .....	<b>24</b>
Business Studies .....	<b>25</b>
Economics .....	<b>26</b>
Food Technology - Preparation and nutrition .....	<b>27</b>
Design and Technology .....	<b>28</b>
Physical Education .....	<b>29/30</b>
Religious Studies .....	<b>31</b>
<b><i>Vocational Options</i></b>	
BTEC in Business Studies .....	<b>33</b>
BTEC in Children’s Play, Learning and Development .....	<b>34</b>
BTEC in Sport .....	<b>35</b>
Cambridge Nationals in Creative iMedia .....	<b>36</b>
<b>Notes to make to Help with Choices</b> .....	<b>37</b>
<b>Example (for Student Preference Form)</b> .....	<b>38</b>

---

# INTRODUCTION

---

## National Curriculum and Key Stage 4

Under the framework of the National Curriculum, students pass through a series of four 'Key Stages'. Your son or daughter will be starting Key Stage 4 in **September 2017**. During this Key Stage, they will be assessed for Level Two qualifications in General Certificates in Secondary Education (GCSE) and BTECS. These certifications involve combinations of controlled assessment and final examination.

Due to Government led curriculum change, new specifications were introduced for most of the GCSEs within this booklet for examinations in the summer of 2019. The main thrust of these changes was to remove coursework and move towards terminal exams i.e. taken at the end of the course.

## Sponne School's Key Stage 4 Curriculum

Our Key Stage 4 curriculum sets out to provide a broad and balanced learning programme for students of all abilities, through a combination of compulsory subjects and choices. It meets all current legislation with regard to the National Curriculum.

Most students will study subjects which can lead to ten full GCSE awards made up as follows. Those students who take Separate Sciences will be able to gain eleven full GCSE awards.

<b>Compulsory Subjects:</b>	<b>GCSE</b>
English Language	1
English Literature	1
Mathematics	1
Science - Combined Science and Separate Sciences	2 / 3
Certificate of IT skills	1

In addition all students will take non-examined courses in Physical Education, Personal, Social and Health Education (PSHE), RE and Citizenship.

<b>Four further subject choices: One from each Option Block</b>	<b>4</b>
---	----------

All students will need to take one of the following subjects: Computing, History, Geography and / or a Language.

<b>Total GCSEs</b>	<b>10/11</b>
--------------------	--------------

The most academic students aiming for A\* at GCSE should aim to choose four GCSE options, including separate sciences, one from Humanities and a Modern Foreign Language.

**Alternative Curriculum Pathways** - Some students may be directed towards a more vocational, alternative or reduced curriculum, in order to support their needs and maximise their potential. **(In such cases, parents and students will be invited to attend a meeting at school, prior to making their final choices).**

# THE CHOICES TO BE MADE— example

Details of all subjects appear on the following pages.

**All students will take courses in the following core subjects at Key Stage 4**

- English Language
- Certificate of IT skills
- English Literature
- Physical Education
- Mathematics
- PSHE and RE

<b>Science Preference (To be guided by the Science Staff)</b>
Combined Science
Separate Sciences in Biology Chemistry and Physics

Select 4 Options – one from each Option Block below

All students must choose at least one of the subjects **INDICATED IN BOLD** as **one of their four options**.

OPTION BLOCK 1		OPTION BLOCK 2	
BTEC Sport		BTEC Business Studies	
GCSE Physical Education		Business Studies	
Design and Technology		Economics	
<b>German</b>		<b>French</b>	
<b>History</b>		<b>Geography</b>	
Music		Media Studies	

OPTION BLOCK 3		OPTION BLOCK 4	
Art		BTEC Children’s Play, Learning and Development	
<b>Computing</b>		Art	
Design and Technology		Creative iMedia	
Drama		Food	
<b>German</b>		<b>French</b>	
<b>Geography</b>		<b>History</b>	
		GCSE Religious Studies	

**NB:** Students should try to ensure they choose options that will give them a balanced choice of subjects.

---

# MAKING THE CHOICE and TELLING THE SCHOOL

---

## PROCESS

### Tick list

1. Tutors and students go through the booklet in registration time.
2. Students take a booklet home and an individual Pathway Preference Form to discuss with parents.
3. Students to talk to tutors and subject teachers where further information is required.
4. Students can see Mrs Warner or Ms Bhakta
5. Parents, students and teachers discuss performance at Parents' Evening on Thursday 2nd and 9th February 2017.
6. Parents and students attend Options Evening on Thursday 9th March 2017.
7. Completed forms handed to tutors by Wednesday 22nd March 2017.

### Some Advice to Students

#### DO

- Choose a subject because you like it, not because it is the "least worst"
- Choose a subject you have an interest in
- Choose a subject which might help you with a particular career
- Choose a balanced range of subjects
- Be aware of any coursework involved
- Remember IT IS YOUR CHOICE so take your time and find out

#### DO NOT

- Choose a subject because your friends are doing it
- Choose a subject because you like the teacher (there may be a different one next year)
- Choose a subject because it looks easy
- Rush into anything - REMEMBER TO FIND OUT AND SEEK ADVICE

---

## **COMPULSORY SUBJECTS**

The following pages outline the courses in the subjects all students will take.

English Language

English Literature

Mathematics

Science - Combined and Separate Sciences)

Certificate of IT skills

Religious Education (non-examined)

Physical Education (Core) (non-examined)

PSHE and Citizenship (non-examined)

**Examination Board:** AQA**Syllabus Number:** 8700

This course will enable students to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

In addition students will develop their spoken language through presenting, responding to questions and using standard English.

Students will gain one GCSE qualification from this course.

**Course Content:**

Students will sit two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper.

Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers.

Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time.

**English Language Assessment Pattern:****Paper 1: Explorations in Creative Reading and Writing**

Section A - responding to one unseen literature fiction text **50%**  
Section B - either a descriptive or narrative piece of writing

**Paper 2: Writers' Viewpoints and Perspectives**

Section A - responding to one non-fiction text and one literary non-fiction text **50%**  
Section B - writing to present a viewpoint

**Non-examination****Assessment:****Spoken Language**

Students deliver a presentation to their peers and answer questions **N/A**

**Higher Education and Career Links:**

A qualification in English Language is desirable for any student thinking about study beyond 16 and a factor in securing employment in virtually all careers.

**Examination Board:** AQA

**Syllabus Number:** 8702

This course develops students' knowledge and understanding of literature through the reading of a range of texts, both classic and contemporary.

Students will gain one GCSE qualification from this course.

### **Course Content:**

GCSE English Literature develops students' knowledge and affection for English literature. Students will consider some of the historical, social and literary influences upon texts including poetry, classic prose, modern prose or drama and, of course, Shakespeare.

### **English Literature Assessment Pattern:**

**Paper 1: Shakespeare and the 19th-century novel** **40%**

**Section A - Shakespeare:**

students will answer one question on their set play.

**Section B - The 19th-century novel:**

students will answer one question on the novel they have been taught. In both sections, they will be required to write in detail about an extract from the set text and then write about the work as a whole.

**Paper 2: Modern texts and poetry** **60%**

**Section A - Modern texts:**

students will answer one essay question from a choice of two on their set modern novel or drama.

**Section B - Poetry:**

students study poems from an AQA anthology. They will then answer one comparative question on a named poem printed on the paper and one other poem of their choice not printed on the paper.

**Section C - Unseen poetry:**

students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

### **Higher Education and Career Links:**

A qualification in English Literature is useful for those students thinking of pursuing a career involving communications, the understanding of people or the analysis of human problems. It supports the development of language skills and life-long access to a wealth of ideas and inspiration.

**Examination Board:** EDEXCEL & OCR currently**Syllabus Number:** 9 – 1 GCSE**Course Content:**

Candidates will be entered for Key Stage 4 Edexcel Examination at Higher or Foundation level. All students will be vertically set at the start of Year 10 and the setting will be based on their performance during years 7,8 and 9 as well as their KS2 result and CATs data. Their performance in Spodne that we will take in to account will include test results, Independent Learning and class work.

Examples of topics covered:-

- Plotting Graphs
- Trigonometry
- Quadratic Equations
- Simultaneous Equations
- Standard Form
- Percentages
- Circle Theorems
- Speed Distance Time
- Averages
- Probability

The main skill areas developed through the course are:-

	Foundation	Higher
Use and apply mathematical techniques	50%	40%
Reason, interpret and communicate mathematically	25%	30%
Solve problems within mathematical and other context	25%	30%

Homework is compulsory and will be set at least once a week.

**Assessment Pattern:**

All Key Stage 4 tiers consist of 3 examination papers, each counting 33.3% of their overall GCSE grade. Two of the three papers will be using a calculator and one will be a non-calculator paper. Each paper will last one and a half hours.

The examination marks will be divided as follows:

	Foundation	Higher
Number	25%	15%
Algebra	20%	30%
Ratio, proportion, rates of change	25%	20%
Geometry	15%	20%
Probability & Statistics	15%	15%

Candidates can only be entered at one tier and with one Examination Board so 'double entries' are not permitted. There will also only be one opportunity for the pupil to take the three exams and the first and final mark will count.

Students are placed in a Higher or Foundation group at the start of Year 10 but the final decision as to which level they will be entered for is not made until after the mock examinations in Year 11.

**Higher Education and Career Links:**

At the end of Year 11, candidates who wish to be considered for the A level and AS level courses should have achieved a good grade at GCSE. For A Level the minimum is grade 7.

A grade C or above has been a basic requirement for many careers and a reasonable grade is a requirement in most areas. A grade C will now be equivalent to a grade 4/5.

Mathematics is essential for courses/careers in Physics, Chemistry and Engineering. It is useful in Economics, Social Sciences and Computer Science. Careers in banking, commerce and accountancy require a good level of numeracy.

---

# **GCSE (9-1) COMBINED SCIENCE**

## **GCSE BIOLOGY, CHEMISTRY, PHYSICS**

**Subject Contact:**

Ms S Thompson

---

**Examination Board:**

**Edexcel**

**Specification:**

Pearson Edexcel Level1/Level2 GCSE (9-1) in Combined Science (1SC0)

Biology (1BI0); Chemistry (1CH0); Physics (1PH0)

**Course Content:**

From the start of Year 9 all students will study Edexcel courses leading towards either Combined Science or separate science qualifications.

**Biology Paper 1**

Topic 1 – Overarching concepts in biology,

Topic 2 – Cells and control

Topic 3 – Genetics

Topic 4 – Natural selection and genetic modification

Topic 5 – Ecosystems and material cycles

**Chemistry Paper 1**

Topic 0 – Formulae, equations and hazards,

Topic 1 – Overarching concepts in chemistry: atomic structure, the periodic table, ionic bonding, covalent bonding, types of substance, calculations involving masses

Topic 2 – States of matter

Topic 3 – Separating and purifying substances

Topic 4 – Acids

Topic 5 – Obtaining and using metals

Topic 6 – Electrolytic processes

Topic 7 – Reversible reactions and equilibria

**Physics Paper 1**

Topic 1 – Overarching concepts in physics: motion, forces and conservation of energy,

Topic 2 – Waves,

Topic 3 – Light and the electromagnetic spectrum, Topic 4 – Particle model – 1

Topic 5 – Radioactivity

Topic 6 – Astronomy

**Biology Paper 2**

Topic 1 – Overarching concepts in biology

Topic 6 – Plant structures and their functions

Topic 7 – Animal coordination, control and homeostasis

Topic 8 – Exchange and transport in animals

Topic 9 – Health, disease and the development of medicines

**Chemistry Paper 2**

Topic 0 – Formulae, equations and hazards,

Topic 1 – Overarching concepts in chemistry

Topic 12 – Groups 1, 7 and 0

Topic 13 – Rates of reaction

Topic 14 – Fuels

Topic 15 – Heat energy changes in chemical reactions

Topic 16 – Earth and atmospheric science

---

# **GCSE (9-1) COMBINED SCIENCE**

## **GCSE BIOLOGY, CHEMISTRY, PHYSICS**

---

**Subject Contact:**

Ms S Thompson

**Examination Board:  
Specification:**

**Edexcel**  
Pearson Edexcel Level1/Level2 GCSE (9-1) in Combined Science  
(1SC0)  
Biology (1BI0); Chemistry (1CH0); Physics (1PH0)

### **Physics Paper 2**

Topic 1 – Overarching concepts in physics:  
Topic 7 – Energy - Forces doing work,  
Topic 8 – Forces and their effects,  
Topic 9 – Electricity and circuits,  
Topic 11 – Magnetism and the motor effect,  
Topic 13 – Particle model – 2  
Topic 14 – Forces and matter

### **Assessment Pattern:**

Each paper will be assessed at the end of the course via an external examination of 1 hour and 10 minutes duration and worth 60 marks. Each with a weighting of 16.67%.

There is no longer any controlled assessment within the science qualification but students will cover core practical tasks. 15% of exam marks will be for demonstrating knowledge, understanding and application of practical skills.

The grading system is 9 to 1 replacing A\* to G. Foundation tier will cover grades 1-5 and higher tier grades 4-9.

### **Separate Sciences**

Biology, chemistry and physics separate sciences again have 2 exams per subject. These assess the paper 1 and paper 2 content from combined science and the additional material for the separate sciences. Each exam is 1 hour and 45 minutes and worth 100 marks.

Separate sciences are not within options blocks and the courses are delivered within the same time allocation as combined science. **The Science Faculty will make the final decisions as to who follows the course but students may express a preference on the options form.**

### **Higher Education and Career Links**

A higher attainment level in GCSE Science leads naturally into Advanced level physics, chemistry or biology. Many employers seek Science qualification at GCSE, Advanced and Degree level. Possible careers include electronic firms, chemical, production and engineering. The Armed Forces pharmaceuticals, telecommunications, agriculture, estate management, nursing, scientific and veterinary work.

---

# CERTIFICATE of INFORMATION TECHNOLOGY SKILLS (CORE)

---

**Subject Contact:** Mr A McGrory and  
Mr S Cornelius

**Examination Board:** ingot TLM  
**Specification:** IT User Skills

## Course Content

At Sponne School, all students follow the Level 2 ITQ course as part of their Core study (two lessons a fortnight). This qualification will assess the application of ICT skills through practical use. The subject will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

For those students who wish to challenge themselves further, across all aspects of ICT, we offer further units within the qualification suite. These qualifications can be followed independently or combined to provide learners with additional awards up to diploma level.

## Course Content:

The Department offers the following units for students to select from:

- Creating an interactive product using multimedia components
- Creating digital images
- Creating dynamic products using sound and vision
- Introduction to computer programming
- Exploring computer hardware and networks
- Developing control systems
- Understanding technology

Additional units are also considered

## Assessment Pattern:

Following the completion of **five coursework units** students will sit a **one hour written paper**. The question paper is based on a range of pre taught computing and ICT theory, and is comprised of short answer and extended response questions.

Each unit of coursework be internally assessed, then externally moderated. An overall mark is taken from the examination and the five units of coursework.

Units of coursework are graded pass/ fail. Successful completion of units to achieve 17 points, will reward students with **30 marks**.

An additional 70 marks are available through completion of a one hour written exam paper. Marks are awarded as follows;

- 20/70 = C
- 30/70 = B
- 40/70 = A
- 50/70 = A\*

## Higher Education and Career Links:

The modular structure of this course allows students to explore digital applications in a number of different fields. The skills learned can be applied to courses ranging from computing or network management to animation or graphic design.

95% of jobs now require ICT literacy and ICT competence is a recognised skills gap in the UK economy. Many and varied employment opportunities exist for well qualified candidates.

## Course Notes

The above information is subject to league table accreditation for 2019-2020.

---

# PHYSICAL EDUCATION (CORE)

---

**Subject Contact:** Mr J Maybury and  
Mrs S Appleby

## Non-examined

### Course Content:

Four practical lessons per fortnight.

Single sex groups set according to performance in Key Stage 3.

During Key Stage 4, students tackle complex and demanding activities applying their knowledge of skills, techniques and effective performance. They decide whether to get involved in physical activity that is mainly focused on competing or performing, promoting health and wellbeing, or developing personal fitness. They also decide on roles that suit them best including performer, coach, choreographer, leader and official. The view they have of their skilfulness and physical competence gives them the confidence to get involved in exercise and activity out of school and in later life.

Activities covered:-

### Assessment pattern:

Students are assessed in all activities studied according to the National Curriculum attainment targets. Most students will enter Key Stage 4 at level 5 and progress towards level 8.

<b>BOYS</b>	<b>GIRLS</b>
Football	Netball
Rugby	Hockey
Basketball	Basketball
Hockey	Badminton
Athletics	Athletics
Cricket	Rounders
Rounders	Tennis
Tennis	Health & Fitness
Health & Fitness	Rugby
Badminton	Football
Gymnastics	Dance
Softball	Gymnastics

---

# **RELIGIOUS EDUCATION (CORE)**

---

**Subject Contact:**

Mr M Readman

Religious Education is a core non-examined subject.

Religious Education provides students with a variety of useful skills such as critical analysis, reasoning and debating. In addition, students will learn about and evaluate ideas which are different from their own, with the aim of developing carefully reasoned responses.

Pupils will cover a range of topics including:

- World Religions
- Religion and Animal Rights
- Religious Pilgrimage
- The Concept of God
- Religion in the Media
- Problem of Evil
- Religion and Medical Ethics
- Religion and Prejudice

---

# PERSONAL, SOCIAL and HEALTH EDUCATION and CITIZENSHIP

---

**Subject Contact:** Mrs A Warner

## Non-examined

### Course Content:

The aim of the Personal, Social and Health Education programme is as follows:-

- help develop confidence and responsibility
- make the most of abilities
- develop a healthy, safer lifestyle
- develop good relationships
- respect differences between people

To promote these qualities the programme of study covers the following areas:-

- Personal finance
- Careers education and work experience
- Sex education including contraception, STIs, delay message and risky behaviour
- Drugs education, including alcohol, risky behaviour and legal highs
- Personal safety including anti-social behaviour and e-safety
- Mental health awareness and reduction of stigma
- Challenging offensive behaviour (e.g. prejudice, racism, bullying)
- Political issues, including aspect of the EU and Youth Parliament as well as social action

The teaching of this programme is through a variety of methodology including the use of ICT, outside agencies, audio-visual and teacher and student centred tasks. Students have one curriculum hour per fortnight and focused sessions during tutor time. There are also extended learning experiences focusing on current issues such as gang culture, knife crime and drugs.

In all aspects of teaching this course, students are encouraged to share their opinions and listen to the opinions of others. During the politics unit all students are given the opportunity to write to a member of either local, national or EU government about an issue that they feel particularly passionate about.

### Assessment Pattern:

This course does not have a formal assessment. The skills and confidence developed are life skills.



# GCSE and VOCATIONAL OPTIONS

*Select ONE choice from each Option Block*

## Subjects

### OPTION 1

BTEC Sport  
GCSE Physical Education  
Design and Technology  
**German**  
**History**  
Music

### OPTION 2

BTEC Business Studies  
Business Studies  
Economics  
**French**  
**Geography**  
Media Studies

### OPTION 3

Art  
**Computing**  
Design and Technology  
Drama  
**German**  
**Geography**

### OPTION 4

BTEC Childrens's Play, Learning and Development  
Art  
Creative iMedia  
Food  
**French**  
**History**  
GCSE Religious Studies

# **GCSE OPTIONS**

**Examination Board:** AQA

Syllabus Number: 8202

**Course Content:**

All students will follow a broad based course in Art which can include the following areas:

- ◇ Drawing and Painting
- ◇ Digital Photography – only to support the above
- ◇ Three Dimensional Studies (Sculpture and Ceramics - depending on group the student is allocated to)

**A large amount of the course is drawing and painting.**

- **Sketch book work is essential**
- **Independent Learning is essential**

This is a three year course, we will spend the first year on building and expanding the students' skills and develop their understanding of Art.

**Students must have a genuine interest in Art and art processes, be willing and able to work independently, enabling them to:**

- i. Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding
- ii. Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- iii. Record ideas, observations and insights relevant to their intentions in visual and or other forms
- iv. Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements

Students are required to work on more than one coursework project and a final exam. All the projects are of a variety of themes that students use as their stimulus.

**Assessment Pattern:**

Students need to present five units of work over the three year course, which will be marked as a whole. All units of work need to reflect the assessment criteria. Coursework accounts for 60% of the overall mark.

A ten hour final examination accounts for the remaining 40%. Students will have time to prepare and develop a sketchbook ready for their two day examination.

Students are expected to provide their own folders to ensure the safe keeping of their work (available from the school shop - price approximately £5.00) and to provide **A3 sketchbooks** to record the development of their ideas, their research and specific Independent Learning tasks, one sketchbook for each project. Some paints and drawing materials at home would also be an advantage. It is also important for students that looking at the work of artists and researching their work, is an important aspect of this GCSE.

**Higher Education and Career Links:**

We live in a very visual society and jobs in a wide variety of media are out there. The Department offers the chance to develop a career for the creative individual GCSE in Art could be your first step in that direction and A-Levels in Fine Art / Sculpture / Ceramics / Textiles / Photography can lead to Foundation, H.N.D. or Degree courses.

Some of the possible career areas:

Architecture	Graphics
Animation	Advertising
Ceramics	Design
Glass	Industrial and Product
Jewellery	Digital Media
Fashion	Three Dimensional Design
Textiles	Landscape Design
Fine Art	Photography
Museum/Gallery	Theatre/TV Set Design
Conservator	Product Design
Sculptor Valuer/	Graphic Designer
Auctioneer	Film, Video, TV ,Radio
Fine Art	Furniture Design

---

## GCSE DRAMA

**Subject Contact:** Mrs L Auchterlonie and  
Mrs N Munro

---

**Examination Board:** Edexcel

Syllabus Number: 1DRO

### Course Content:

The assessment framework requires students to be assessed in :

- A devised piece of theatre from a stimulus which includes a portfolio of work to support the performance and process of devising
- Perform in two extracts from two different plays which is externally assessed
- A written exam which involves analysing a live piece of theatre and questions on a play that will be studied and analysed.

### Key Features

This is a practical course that culminates in a written exam. Although emphasis is put on practical work, an interest in analysing theatre and being able to write about key extracts is vital. The course will allow performers to explore a variety of roles and develop their understanding of performance to an audience, whilst directing themselves and others during the rehearsal period.

Students will have opportunities to act, direct, consider theatre design elements and record their findings. Options are available in devised performance, scripted performance or performance support.

### Assessment Pattern

40% teacher assessed coursework which includes practical work and a portfolio of evidence.

20% externally assessed practical work .

40% written exam externally assessed 1 hour and 30 minutes.

### Higher Education and Career Links:

Drama GCSE will be useful to students going on to study A Level Drama and Theatre Studies, Performing Arts or English Literature.

This is an excellent preparation for those considering a future in Drama, Media or the Communication Industries and also for roles where personal contact, decision making and self confidence are required.



**Examination Board:** EDEXCEL

Syllabus Number: 2MU01

## Course Content:

GCSE Music contains three main components of performing, composing and appraising. The Syllabus aims to foster the enjoyment of music through these components enabling the student to appreciate a wide range of music from different times and places.

### Performance 30%

Students perform both as a soloist and a member of an ensemble. These are recorded and assessed internally and moderated externally. Performances can be on voice, keyboard or any instrument the student has regular tuition in. Ensemble experience is supported by our wide range of lunchtime and after school activities.

### Composition 30%

Students learn to compose in a variety of styles and techniques. Compositions are initially planned on the keyboard (or optionally on guitar). Students learn to fully notate the compositions making use of Sibelius software on our PC's. One of the 2 final assessed pieces are composed to a set brief.

### Appraising (40%)

Appraising is assessed through an exam at the end of the course. During the course students will study a diverse range of set works within the following areas of study :

- **Instrumental Music 1700-1820** (including Bach and Beethoven)
- **Vocal Music** (including Purcell and Queen)
- **Music for Stage and Screen** (including Wicked and Star Wars Episode IV : A New Hope)
- **Fusions** (including Afro Celt Sound Systems and Esperanza Spalding)

## Assessment Pattern:

Performing music:	30%
Composing music:	30%
Listening and Appraising:	40%

The three aspects of musical knowledge (performing, composing and listening) are related to each other through the Areas of Study.

## Higher Education and Career Links:

The subject is acceptable at GCSE for most routes into Higher Education. As an A level subject, music is recognised as a good supporting qualification. Former students have entered business studies, nursing, science and arts courses. A music qualification can be regarded as evidence of a well-rounded education and participation in school life. A few students continue to study music to degree level. Music graduates can pursue general graduate careers or careers related to music such as performance, music production, administration or teaching.



---

# GCSE COMPUTER SCIENCE

---

**Subject Contact:** Mr A McGrory and  
Mr S Cornelius

**Examination Board:** OCR

**Syllabus Number:** J276

## Course Content:

### Qualification Award: GCSE (9-1)

This specification is relevant to the modern, changing world of computing, it's designed to boost computing skills essential for 21st century.

Its design gives learners a real, in-depth understanding of how computer technology works. It provides excellent preparation higher study and employment in the field of Computer Science. It also develops critical thinking, analysis and problem-solving skills through the study of computer programming.

### Key Subject Aims:

The GCSE Computing aims to enable students to create up-to-date, engaging content through programming.

It aims to provide students with an understanding of hardware and software within a range of computer systems.

There is a focus on cyber security – looking at phishing, malware, firewalls and people as the 'weak point' in secure systems, which students will study for the first time at this level.

It includes a greater emphasis on 'computational thinking' – OCR have partnered with a specialist education technology company, Codio, to provide you with a cloud based programming and course content platform where students can learn the theory and apply it in real life situations, in any computing language.

## Assessment Pattern:

- Component 01 40%  
1 hour 30 minute paper written exam
- Component 02 40%  
1 hour 30 minute paper written exam
- Component 03/04 20%  
20 hours programming project

## Higher Education and Career Links:

### Post Course Progression

The GCSE in Computing offers opportunities for progression such as:

- Related qualifications at Level 3, for example in GCE Applied ICT or Computing
- BTEC National Diplomas in ICT
- Employment within the ICT sector and related industries

---

# GCSE MEDIA STUDIES

---

**Subject Contact:** Miss K. Stevens

**Examination Board:** OCR

**Syllabus Number:** J200

**N.B. This specification is awaiting accreditation and therefore the content of the course could be changed.**

## Course Content:

Students will study media products from various forms (music video, video game, film, magazine, television and radio) using the theoretical framework.

OCR's GCSE (9–1) in Media Studies will enable learners to:

- Demonstrate skills of enquiry, critical thinking, decision-making and analysis.
- Acquire knowledge and understanding of a range of important media issues.
- Develop appreciation and critical understanding of the media and how media products reflect the social, cultural, historical and political contexts in which they are produced.
- Understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues.
- Appreciate how theoretical understanding supports practice and practice supports theoretical understanding.
- Develop practical skills by providing opportunities for creative media production.

## Assessment Overview:

### Textual Analysis

How media products follow generic conventions, use media language, represent events, issues, places, individuals and social groups, address audiences and reflect their industrial context.

**35%**

Written paper : 1 hour 45 minutes

### Exploring Media

Explore the range of media forms to exemplify media industry issues, demonstrating their knowledge and understanding of the theoretical framework , as it applies to each form.

**35%**

Learners will apply the theoretical framework and theoretical perspectives to three in-depth studies.

Written paper: 1 hour 15 minutes

### Creating Media

Create media products through applying knowledge and understanding of media language and representation from the theoretical framework to express and communicate meaning to an intended audience.

**30%**

Non-exam assessment (NEA)

## Higher Education and career Links:

The course is well suited to students of all abilities. As it develops both creative and analytical skills, it provides a good general qualification. The course offers an introduction to one of the fastest growing areas of study in Higher Education and can lead to prospective employment in media, advertising or public relations sectors.

**Examination Board:** EDEXCEL

Syllabus Number: 1FR0

**Course Content:**

This course is designed for students who have studied French at KS3.

The course allows students to develop their ability to communicate with French speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interest and will also develop a greater awareness of culture of French-speaking communities and countries.

Students will need to develop and use their knowledge and understanding of French grammar progressively through their course of study.

At GCSE listening, reading, writing & speaking will have equal weighting—each worth 25% of the exam.

The broad themes studied are :

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

**Assessment Pattern:**

The entire GCSE course is examined in the summer of year 11. Students must be entered for a single tier across all papers.

The listening exam involves students answering questions in English or giving non-verbal answers. The exam is 35 minutes long for foundation level & 45 minutes long for higher level.

For the speaking exam students take part in a brief role play, answer questions related to a picture and take part in a short conversation.

The reading exam involves students answering questions on a variety of texts including some from a literary source. There is also some short translation from French into English. The exam is 40 minutes long for Foundation and 1 hour for Higher.

For the writing exam, students are assessed on their ability to communicate effectively through writing in French for different purposes. Students are required to produce written texts of varying lengths to express facts, ideas and opinions. The paper also features a translation from English into French. The foundation paper is 1 hour and the higher paper 1 hour and 15 minutes.

**Higher Education and Career Links:**

The acquisition of a foreign language is highly regarded for entry into Higher Education and highly prized in the world of work - in industry, commerce or the Services. Students who have been successful at GCSE can study the subject at A or AS level and beyond, combining it with a variety of courses - business, accountancy, law, politics, journalism, computing, tourism, etc. - or with additional languages! A large number of careers benefit from competence in a foreign language and with the introduction of Modern Languages into primary education, the knowledge of a foreign language is an additional skill to offer in this field. With ever increasing European integration, it is difficult to envisage a worthwhile career in the future which will not require a foreign language.



**Examination Board:** EDEXCEL

Syllabus Number: 1GN0

**Course Content:**

This course is designed for students who have studied German at KS3.

The course allows students to develop their ability to communicate with German speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of German-speaking communities and countries.

Students will need to develop and use their knowledge and understanding of German grammar progressively through their course of study.

At GCSE listening, reading, writing & speaking will have equal weighting – each worth 25% of the exam.

The broad themes studied are:

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

**Assessment Pattern:**

The entire GCSE course is examined in the summer of year 11. Students must be entered for a single tier across all papers.

The listening exam involves students answering questions in English or giving non-verbal answers. The exam is 35 minutes long for foundation level & 45 minutes long for higher level.

For the speaking exam students take part in a brief role play, answer questions related to a picture and take part in a short conversation.

The reading exam involves students answering questions on a variety of texts including some from a literary source. There is also some short translation from German into English. The exam is 40 minutes long for Foundation and 1 hour for Higher.

For the writing exam, students are assessed on their ability to communicate effectively through writing in German for different purposes. Students are required to produce written texts of varying lengths to express facts, ideas and opinions. The paper also features a translation from English into German. The foundation paper is 1 hour & the higher paper 1 hour 15 minutes.

**Higher Education and Career Links:**

The acquisition of a foreign language is highly regarded for entry into Higher Education and highly prized in the world of work - in industry, commerce or the Services. Students who have been successful at GCSE can study the subject at A or AS level and beyond, combining it with a variety of courses - business, accountancy, finance, law, politics, journalism, computing, tourism, etc. - or with additional languages! A large number of careers benefit from competence in a foreign language and with the introduction of Modern Languages into primary education, the knowledge of a foreign language is an additional skill to offer in this field. With ever increasing European integration, it is difficult to envisage a worthwhile career in the future which will not require a foreign language.

**Examination Board:** Edexcel

Syllabus Number: 1HI0

The GCSE History qualification is linear with all work examined at the end of Y11 using the new 9-1 grading system.

**Course Content:****Paper 1: British Thematic Study with Historic Environment—30% of overall qualification**

Crime and punishment in Britain, c1000—present with Whitechapel, c1870—c1900: crime and policing.

**1 hour 15 minute exam****Paper 2: British Depth Study and Period Study—40% of overall qualification**

- Early Elizabethan England, 1558-88
- The American West, c1835—c1895

**1 hour 45 minute exam****Paper 3: Modern Depth Study—30% of overall qualification**

Weimar and Nazi Germany, 1918-1939

**1 hour 20 minute exam****British history will form a minimum of 40% of the assessed content over the full GCSE course.**

GCSE History will focus on a range of topics and skills. Students will develop an understanding of the key features and characteristics of the periods studied in relation to the historical concepts of continuity, change, cause, consequence and significance.

Students will study relationships between different aspects within the periods studied, make links and analyse trends. This might include comparing local, regional, national and international history or developing an understanding of the interrelationship between cultural, economic, social, political, religious and military history. Cause and consequence will be studied along with a range of historical interpretations. Students will develop the ability to critically evaluate source material and develop an understanding as to how to analyse historical evidence and consider different interpretations of the past.

**Higher Education and Career Links:**

History has many uses as a qualification. It is a good general qualification for most routes into Higher Education and Careers. At Sponne AS and A2 courses in History are available and most colleges and universities run History courses. History can also act as a supporting qualification for non-historical courses.

For those planning careers in the legal profession, library service or museum or archive work, GCSE History is obviously a vital qualification. As studying History focuses primarily on people, it is a useful qualification for any career in the service industries. Furthermore, History is important for any career involving the collection and evaluation of information, for example it would be very useful in journalism, the wider media, the armed forces and the civil service. Moreover, as a general qualification, History combines well with other subjects.

**Examination Board:** AQA  
**Syllabus Number:** 8035

The Geography GCSE has recently been redesigned and is now a linear course. The course is a split between Human and Physical topics, which are taught over the 3 year period.

**The GCSE specification includes:**

**Physical**

**Natural hazards (tectonic and climatic)**

**Climate change**

**Eco systems including deserts and rainforests**

**Rivers and Coasts**

**Human**

**Urban changes including two in depth city studies**

**Development— the Changing Economic World**

**Energy & future sources**

GCSE Geography will focus on a range of topics and skills. Students will develop an understanding of the key features and characteristics of the world from a global, national and local scale.

Students will develop knowledge of the world's continents, countries, regions and their physical, environmental and human features. There will also be a focus on the UK's geography, geomorphic processes and landscape, changing weather and climate and global economic development issues. There is an expectation within Geography to develop high level skills including using a range of maps, atlases, Ordnance Survey maps and satellite imagery. Additionally, there will be a focus on developing data analysis techniques using various statistical methods and in depth graphical analysis.

Fieldwork is an essential aspect to Geography with there being a number of opportunities to learn concepts in a real out-of-classroom context. The specification has an element of fieldwork and this will be assessed through examination only. It will comprise 15% of the total assessment weighting. This will include local field trips and also a 3 day residential trip.

**Higher Education and Career Links:**

Geography has many uses as a qualification. It is a very good general qualification for most routes into Higher Education and Careers. At Sponne A level courses in Geography are available and colleges and universities run higher level Geography courses. Geography can also act as a supporting qualification for non-geographical courses.

Geography's broad knowledge base about relevant issues and wide range of practical and analytical skills means the discipline is highly regarded for most career paths. These skills which are practiced and refined throughout GCSE and A-Level are an excellent basis for study at university and are easily transferred into the workplace. The comprehensive nature of written, data-driven and spatial work carried out provides insight for careers from Business and Finance to Engineering and Education.







---

# GCSE FOOD, PREPARATION AND NUTRITION

---

**Subject Contact:** Mrs E Livesey

**Examination Board:** AQA  
**Syllabus Number:** 8585

## Course Overview:

This is a GCSE course with a strong practical focus. You'll master a variety of technical skills and become proficient in the kitchen. In addition, you'll develop an in-depth knowledge of food science, food safety, food choice, nutrition and health.

Food preparation and nutrition also helps you to learn how to work independently and manage your time – skills valued by both higher education institutions and employers alike.

This course will comprise of 50% Non Exam Assessment (NEA– controlled assessment) and 50% examination and will include the following:

**Nutrition** - Healthy Foods, Nutrients, Food Groups, Food functions, Special diets and recipe planning.

**Food**- Food Provenance- where and how are foods grown, sensory properties, environmental issues. Food Choice- Factors that influence food choice, balanced diets, portion sizes, costs and food labelling and marketing.

**Cooking and food preparation**- The scientific principles underlying the preparation of cooking of food.

## Year 9:

Students will carry out as range of design and make tasks, focussing on improving practical skills in preparation for the year 10 and 11 course. Students will work on assignments called 'World Foods' and 'Bread' and 'Cake Celebrations' to learn a range of practical skills from around the world. The course will also include academic and scientific study of technical language and the functional and nutritional properties of food which will be incorporated into the assignments.

## Year 10:

Students will continue to develop their practical skills, focussing on the more difficult aspect of making such as learning how to make a range of pastries, jointing chickens and filleting fish. Students will carry out practical investigations to understand the science behind the foods that they eat.

## Year 11:

Controlled Assessment 1 (20% of the final GCSE grade) is a NEA consists of one food investigation. This will take place in the September and October of year 11. Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.

Controlled Assessment 2 (30% of the final GCSE grade) is a NEA task set in the November of year 11 requires students to plan, prepare, cook and present a three course menu.

## Higher Education and Career Links:

**A qualification in food can lead to a diverse variety of career opportunities. It can lead to many careers in food product development, sports nutritionist, teacher, dietician, consumer research analyst, chef, and many more...**

---

# GCSE

## DESIGN and TECHNOLOGY

---

**Subject Contact:** Mr P Lopes

**Examination Board:** AQA

**Syllabus Number:** 8552

### Course Content:

Design and Technology is a practical GCSE subject which requires the application of knowledge and understanding when developing ideas, planning, making products and evaluating them. This course will comprise of 50% Non Exam Assessment (NEA–coursework) and 50% examination. In addition to the universal Designing and Making skills covered in Design and Technology, there are key areas to be covered:

- **The properties and characteristics** of materials, to include: basic composition; construction and application; technological advances in materials; relationship between manufacturing processes and application.
- **Finishing processes** to include: decoration and surface enhancement, chemical and ‘Smart’ finishes.
- **Working knowledge of components.**
- **Product analysis** to include: product design, evaluation techniques, comparison to market alternatives.
- **Social, cultural, moral, health and safety, environment issues and sustainability.**
- **Processes and manufacture** to include: use of appropriate tools, machinery and equipment; industrial systems and production, planning the development and manufacture of a product; quality assurance.
- **ICT:** use of ICT for research and presentation; use of CAD/CAM to design, develop, modify, enhance, plan production, and assure aesthetic quality.

### Year 9:

Students will carry out a range of design and make tasks, further improving the practical skills learnt in years 7 and 8. The course will also include academic and scientific study of the material categories; Metals, Paper and boards, Polymers, Electronic and Mechanical Systems, Textiles and Timbers.

### Year 10:

Students will continue to develop their practical skills, focussing on the more difficult aspects of designing and making. Students will also study a specific material area in greater detail. Towards the end of Year 10 students start their Non Exam Assessment.

### Year 11:

Students continue with their Non Exam Assessment. This assessment is a Design and Make activity which is selected from a range of Exam Board set tasks. Students will submit a project which has been selected from a list provided by the exam board. The final product can be made from any of the materials that has been studied. The main areas of assessment criteria are as follows:

- Investigation of the design task
- Development of the designs
- Making the product
- Testing and evaluation the product

### Higher Education and Career Links:

In addition to gaining a GCSE in this subject, students will become more aware of our ever changing technological society. It is so important for our students to learn practical skills, develop problem solving strategies and become more resilient designers. By gaining a good understanding of the design process, students are more able to appreciate the physical world around them.

This subject also enables further study in a Product Design A level or can provide skills that could be transferred to help many other subjects. It is a subject that looks great on a job CV or a university application, as it shows you can work independently on longer projects. A large section of the jobs market involves some element of design so you will have a qualification that can lead to thousands of different jobs.

Design and Technology is a great subject to choose and provides a good contrast to many of the academic subjects you will already be studying.

The opportunities for you to work on projects based on your own ideas and create products that you have ‘designed’ is one of the reasons this subject is popular.

---

**Examination Board:** AQA

Syllabus Number: 1PE0

## Course Content:

This is a course based upon both practical and theory work.

The syllabus to be followed is the Edexcel Board. Candidates will study factors that affect participation and performance. The course will cover the following topics:

### Applied anatomy and physiology

Movement analysis

Physical training

Use of data

Sport psychology

Socio-cultural influences

## Assessment Pattern:

### Paper 1: Written paper (60%)

Factors affecting participation and performance.

This paper is in three parts:

Part I - multiple-choice questions

Part II— short answers

Part III – scenario based questions

Candidates will be expected to attempt all questions from all parts of the paper.

Each candidate is to be assessed as a performer and will be graded 1-9. Please be advised that if you participate in a sport outside of school it may be possible to be assessed on this.

### Paper 2: Practical Skills (40%)

Candidates will be assessed during the course and in the final practical assessment on their ability to perform **three** chosen activities. As part of the practical assessment candidates must analyse and evaluate a performance in a chosen activity and plan and undertake a personal exercise plan.

The final decision on practical choice will be made in year 11 after studying various sports throughout the three years of the course.

### Higher Education and Career Links:

This GCSE could help lead the way into courses such as AS and A2 Physical Education or BTEC Level 3 Sport. It can be used as a general qualification for most career routes, or a preparation towards a career in Teaching, Sports and Leisure management or sports and therapy related course.

**Practical assessment:**

The list of activities below is a full and complete list of all available activities. Students must be assessed in three different activities in the role of player/performer; one of these must be a team sport/activity and one must be an individual sport/activity. The third activity may come from either list. Candidates can only be assessed once in any sport or activity, e.g. they may not be assessed in doubles tennis and then singles tennis.

<b>Team activities</b>
Association football
Badminton
Basketball
Camogie
Cricket
Dance
Gaelic football
Handball
Hockey
Hurling
Lacrosse
Netball
Rowing
Rugby league
Rugby union
Table tennis
Tennis
Volleyball

<b>Individual activities</b>
Amateur boxing
Athletics
Badminton
Canoeing
Cycling Track or road cycling only
Dance
Diving Platform diving
Golf
Gymnastics (Floor/ apparatus only)
Equestrian
Kayaking
Rock climbing ( indoor or outdoor)
Rowing
Sculling
Skiing (Outdoor/indoor <b><u>on snow</u></b> )
Snowboarding ( not with skiing)
Squash
Swimming
Table tennis
Tennis
Trampolining

## **GCSE RELIGIOUS STUDIES**

---

**Examination Board:** AQA

**Syllabus Number:** 8062

### **Course Content:**

Lord Alton in November 2014 described Religious Studies as the most important subject to study for those who want to have an understanding of public and political life. Lord Alton argued that a study of the ideas that underpin Britain's Judeo-Christian tradition as well as knowledge of other faiths and secular humanism is essential in order to have a coherent understanding of the geo-political or of the profound ethical and moral issues that dominate public life.

A study of GCSE Religious Studies focuses on both the essential beliefs that shape the teachings and behaviour of religions and their followers, as well as a range of philosophical and ethical studies which may include:

The importance of family life including the roles played by different members and issues of discrimination that may be faced

A study of the relationship between religions and science, and how differences in interpretations can, if possible, be resolved

A philosophical study of the nature and existence of God

A study of the importance of war, justice, forgiveness and reconciliation

Different attitudes and assessments of crime and punishment

The role of human rights and social justice  
It is this combination that Lord Alton highlights as being necessary for an understanding of the issues that are shaping the world in which we live and that will develop continue to shape it in the coming years.

A GCSE in Religious Studies opens up a full range of subjects for A levels and for higher education, and is particularly helpful for those who wish to pursue careers in the public eye or deal with people who have a range of religious, moral or ethical views, and when an ability to engage with and evaluate a range of competing arguments is an important attribute.

The detail of the GCSE course will be confirmed once the specifications have been confirmed.



# **VOCATIONAL OPTIONS**



# **BTEC CHILDREN'S PLAY, LEARNING and DEVELOPMENT**

---

**Examination Board:** EDEXCEL

The BTEC in Child Care is specifically designed to give students the knowledge and skills necessary to be able to care for and supervise the learning and development of babies and toddlers.

It focuses on a variety of different areas ranging from children's development to the promotion of play and working in Child Care settings.

The course is equivalent to two GCSEs.

**Course Content:**

You will learn about children's growth and development, the use of play promote children's learning and development at different ages and stages, and the key principles that are reflected in best practice in early years. You will also explore how children are empowered to ensure that children learn to become independent and develop a strong self-image, in relation to child care settings.

**Mandatory Units:**

- 1 Patterns of Child Development - exam
- 2 Promoting Children's Development Through Play-coursework
- 3 The Principles of Early Years Practice-coursework



**Assessment Pattern:**

66.6% coursework, 33.3% exam based.

**Grades:**

Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction \*

**Skills Gained:**

These skills include: team-working; working from a prescribed brief; working to deadlines; presenting information effectively and accurately completing administrative tasks and processes.

**Higher Education and Career Links:**

- Nursery and Child Care Provision
- 'Nannying' and Child Minding
- Teaching and tutoring
- Managerial positions
- Nursing and midwifery
- Social worker
- Health and social care

**Examination Board:** AQA**Course Content:**

The BTEC Level 2 Award is equivalent to one grade A\* - C and is an excellent step towards more advanced studies or a career in the sports sector.

All students will study two mandatory units and two optional units.

<b>BTEC Level 2 Award</b>	
<b>Two mandatory units</b>	
•	Fitness for Sport and Exercise
•	Practical Sports Performance
<b>Optional units</b>	
•	Training for Personal Fitness
•	Leading Sports Activities

**Assessment Pattern:**

Students are assessed through a series of written assignments or presentations and one external examination.

**Higher Education and Career Links:**

- BTEC qualifications are recognised by employers and education institutions
- Provide a good progression route to more advanced qualifications e.g BTEC Nationals
- Develop esteem of working in a sector of choice

This course can successfully prepare young people for careers in the sports sector and lead into Degree and Diploma courses in: Leisure and Recreation, Physical Education, Outdoor Recreation, Sports Science, Physiotherapy, Health and Fitness, Sports Management, Sports coaching.

NB – Do not choose this qualification if you want to do more practical PE. This course focuses on the skills and knowledge necessary to work in the sport industry and to host and run sporting events.

**Examination Board:** OCR**Specification:** J817**Course Content:**

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. With an exciting choice of optional units for the Certificate and students have the freedom to explore the areas of creative media that interest them.

This vocationally-related qualification takes an engaging, practical and inspiring approach to learning and assessment. It will equip learners with a range of skills and provide opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

**Qualification Aims:**

These qualifications will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

**Assessment Pattern:**

Students will need to complete 4 Units including:

Units R081: Pre-production skills and R082: Creating digital graphics to gain the Certificate Award. Unit R081 contains a written paper which is set and assessed by OCR.

The remaining units will be moderated by OCR and we will provide model assignments for Units R082 to R092. Unit and qualification results are awarded on a 7 grade scale with: Pass, Merit and Distinction at both Levels 1 and 2, and with a new grading of Distinction\* at Level 2 to inspire students to achieve more. Students' performance on the units will determine their grade and level.

All units have an equal 25% weighting.

**Higher Education and Career Links:**

This can lead to vocational employment opportunities within IT and on to Level 3 GCE ICT courses such as Applied ICT and Cambridge Technicals Level 3.



# Key Stage Four Options 2017 - 2020 : Pathway Preference Form

## EXAMPLE OF HOW TO FILL YOUR FORM IN

**Name:** Alex Jones

**Tutor Group:** 8STT

**All students follow courses in the following subjects at Key Stage 4**

- English Language
- Mathematics
- Physical Education (Core)
- English Literature
- Certificate of IT skills
- PSHE and RE

<b>Science Preference (To be guided by the Science Staff)</b>
Combined Science
Separate Sciences in Biology, Chemistry and Physics

EXAMPLE

**Select ④ Options – One each from Option Blocks 1 – 4. Please tick your first choice from each Option Block**

Select at least ONE Subject, **INDICATED IN BOLD PRINT**, from the Option Blocks, as one of your four options, e.g. in this example, History has been selected from Option Block 1. You may choose more than one if you wish.

OPTION 1		OPTION 2	
BTEC Sport		BTEC Business Studies	
GCSE Physical Education		Business Studies	
Design and Technology		Economics	
<b>German</b>		<b>French</b>	
<b>History</b>	✓	<b>Geography</b>	
Music		Media Studies	✓

OPTION 3		OPTION 4	
Art		BTEC Children's Play, Learning and Development	
<b>Computing</b>		Art	
Design and Technology		Creative iMedia	
Drama	✓	Food	
<b>German</b>		<b>French</b>	
<b>Geography</b>		<b>History</b>	
		GCSE Religious Studies	✓