



# Shelley College

Key Stage 4

Pathways Course Guide

2024-26



## A message from the Principal

Choosing your GCSE options can be an exciting time. Selecting the correct combination of subjects will allow you to spend more time studying the subjects you enjoy and find most interesting, as well as opening up opportunities of different careers and experiences. Although this process is a great opportunity to shape the subjects you'll study in Year 10 & 11, I understand it can also be a little daunting, which is why we will offer you all the help, support and guidance you need over the next few weeks.

Everybody has to take a core curriculum, which includes English, maths, science, PE and religious education, which will be taught in your Cornerstone lessons. We also encourage many of you to take a foreign language, a humanities subject (geography or history) or computer science. We do this because we know these subjects are often very important entry requirements for colleges or universities and they help keep your options open for the future. After that, we offer a very wide range of choices compared to most schools and you should pick subjects you enjoy and will do well in.

We offer a range of vocational options, with students and parents finding these subjects attractive as they can offer something different from the more traditional GCSE route. Overall, there should be something on offer for everybody, whatever your future plans.

The first step in making your decision is to read this booklet carefully. Think about which subjects will support your choice of further education &/or career. You should also think honestly about your own strengths and which style of studying and assessment suits you best. Please ensure that you choose a good balance of subjects and try not to specialise too early, unless you are absolutely certain about what you will do in the future. The truth is that the vast majority of students will change their minds many times before choosing their career, so please prepare for this when choosing your combination of GCSE options.

Please make sure that you find the time to talk to our pastoral staff, careers advisor and teachers. Ask them plenty of questions about the content of the course, how it is assessed and what it may lead to in the future. If you would like any specific careers advice please speak with your tutor or Student Manager to arrange a meeting. Many students make incorrect assumptions about the qualifications needed to move onto a particular course and it is important to know what you may need to study to achieve your long-term goals.

We have an outstanding sixth form at Shelley College and it would be worthwhile thinking about the courses you may want to take when you reach Year 12 and ensure your GCSE options will support this. Your teachers would be happy to discuss this with you.

It is essential you talk to your parents about what you want to do. They will help and support you, helping you to ask the right questions and will naturally want the very best for you.

Please take advantage of our **Pathways Evening on Thursday 1<sup>st</sup> February**, when you will get an opportunity to speak with students and teachers from each subject area. Careers advice and presentations from senior staff will also be available. The deadline for the return of options forms is **Monday 19th February 2024**

Good luck with your choices and I look forward to speaking with you at the Pathways Evening.

## Summary of subjects

### Core subjects taken by all students

#### English

English, in all schools, is a compulsory subject and this is for a very important reason; the skills learnt in English Language ensure that you can access every other subject, as all curriculum areas have some element of reading and writing. Similarly, after leaving school, these skills will allow you to communicate confidently with employers and colleagues, and write with accuracy in many forms, including application forms, reports, and letters. Furthermore, English also encourages creativity and provides you with an opportunity for self-expression, both desirable skills as you move onto the next stage of your life. English Literature also benefits your future. The texts covered at Shelley College explore time periods and cultures different to our own, encouraging tolerance, understanding and acceptance. The cultural and social context behind why a story, play or poem has been written can be fascinating and illuminating. English is a facilitating subject, allowing you to be ready for the next steps you choose to take.

#### Mathematics

Mathematics is a fundamental part of the school curriculum and an integral part of a broad and balanced education. It has very strong links to biology, chemistry, physics, geography, business studies, design technology, physical education and sociology to name just a few. A good understanding of maths enables student to access their other subjects with confidence and succeed at the best level.

After leaving school it is imperative that students are equipped with a good level of numeracy to be able to function effectively in the world. Jobs in the 21<sup>st</sup> century require us to be able to work with numbers confidently, be able to process and assimilate information quickly and think and work in a logical step by step manner. If nothing else, a good head with money is important to be able to budget effectively and find the best deals on loans, mortgages, shopping, etc.

#### Science

Science is a fundamental part of the core curriculum and provides students with an opportunity to learn about the theories and concepts that explain the workings of our natural world and the universe itself. Science lessons teach students how to solve problems and how to put theory into practise. A good set of GCSEs in science will allow students to move into careers in medicine, engineering, architecture, academia and the sciences themselves.

#### Core PE

3 periods per fortnight, where all students are engaged in a wide range of sporting activities across all categories of sporting activities. The curriculum is designed to reflect the ever changing sporting environment. The activities are taught in blocks of 4/5 weeks covering the basic skills developing into structured games play. Students follow a structured programme of activities but also get the opportunity to choose alternative sports activities, e.g. trampolining, indoor climbing, cycling and ultimate frisbee.

## GCSE Pathways

The remaining part of Key Stage 4 lesson time is made up of other subjects. Subject choice at Shelley College is based on guided pathways:

### Pathway – Triple Science

Triple science – This is where a small number of students have been selected, based on assessment data, to follow the triple science course. Students will then choose:

- French or Spanish
- Geography or History;
- **Students will then choose 3 subjects in preferential order and we will endeavour to allocate 1 of these as their final GCSE option.**

### Pathway - EBacc

Students that follow an EBacc pathway study:

- French or Spanish
- Geography or History;
- **Students will then choose 6 subjects in preferential order across 2 blocks and we will endeavour to allocate 2 of these as their final 2 GCSE options. (These may include an additional humanities and MFL option).**

### Pathway - Open

In the open pathway students will choose subjects from across 4 blocks of available subjects (**at least one of these should be a vocational subject**), placing them in preferential order and we will then allocate subjects accordingly.

### Pathway – Open Support

Some students will have a curriculum shaped to their individual needs. This may involve work experience, a college placement, GCSEs, vocational subjects and additional support through working in our student support centre. 'Open Support' students will discuss their options with their student manager in the first instance, who will involve parents in the discussions to decide on the best portfolio of qualifications and experiences for their child.

### Advice

Support during this process is available from the year 9 Student Manager Mrs Modeste who will be attending the pathways evening on 1<sup>st</sup> February.

## The English Baccalaureate

In the White Paper, *The Importance of Teaching*, published on 24 November 2010, the Secretary of State announced the introduction of the English Baccalaureate (EBacc).

1. The Government believes that schools should offer pupils a broad range of academic subjects to age 16, and the English Baccalaureate (EBacc) promotes that aspiration.
2. The EBacc is not a qualification in itself. It will recognise students' achievements across a core of selected academic subjects in getting good passes in rigorous GCSEs. The English Baccalaureate will cover achievement in English, mathematics, sciences, a language and a humanities subject. A student who achieves the English Baccalaureate will, therefore, gain GCSEs at grades C and above in:
  - English or English Language and Literature (Double Award)
  - Mathematics
  - Two sciences (here computer science can count as one science)
  - A humanities subject; history or geography
  - A modern foreign language (French or Spanish).
3. The Government's policy is that a very high proportion of students should study the EBacc subjects.

## Science Pathways

AQA GCSE physics, chemistry and biology – three GCSEs in science

This course of study is appropriate for a small number of high achieving students who perform well in examinations. The course is demanding and rigorous and suitable preparation for further study in A-Level science. Students will study biology, chemistry and physics and be taught and examined separately in each. As with all new GCSE qualifications, assessment will be terminal (i.e. at the end of year 11) and will include:

AQA Biology GCSE – examined in year 11 through two papers each of 1hr 45mins

AQA Chemistry GCSE - examined in year 11 through two papers each of 1hr 45mins

AQA Physics GCSE - examined in year 11 through two papers each of 1hr 45mins

Each GCSE will be graded on a 1-9 scale and students following this route will be expected to sit higher tier papers (giving them access to a grade range of 4-9).

AQA GCSE Trilogy – two GCSEs in Science

The course is suitable preparation for further study in pure A-Level science both at Shelley College and other sixth form institutions. Students will study biology, chemistry and physics and be taught and examined separately in these. The course title is AQA Combined Science (Trilogy). As with all new GCSE qualifications, assessment will be terminal (i.e. at the end of year 11) and will include:

Biology– examined in year 11 through two papers each of 1hr 15mins

Chemistry - examined in year 11 through two papers each of 1hr 15mins

Physics - examined in year 11 through two papers each of 1hr 15mins.

These individual paper scores will each contribute 16.7% to the final assessment grading. The qualification will be graded on a 17-point scale: 1–1 to 9–9. For foundation students the grade range will be 1-1 to 5-5 whereas for higher tier it will be 4-4 to 9-9

## **Modern Foreign Language at GCSE**

We believe it is essential that the majority of students as citizens of the 21<sup>st</sup> century should leave Shelley College able to speak a modern foreign language. Due to the rapid increase of globalisation, the world is becoming more efficiently interconnected and students have ever-increasing opportunities to travel and work abroad. Their employment prospects and opportunities will undoubtedly be enhanced if they can speak French or Spanish.

Moreover, certain higher education courses in arts, sciences and medicine often require at least a GCSE in MFL. Some examples of this are:

- Warwick University: GCSE MFL is highly regarded in many subject areas;
- Cambridge University: MFL is considered to be highly desirable;
- Oxford University: MFL is considered to be highly desirable;
- UCL London: GCSE MFL is required for all courses;
- For a degree in English, most universities often look for applicants who have a GCSE in a modern foreign language.

Finally, we believe that learning a modern foreign language can enhance tolerance and understanding of other cultures and people and foster the development of an integrated, harmonious world.

**Students may only opt for a language at GCSE which they have studied in Year 9.**

## Shelley College option subjects

Area	Subject	Certification
<b>Creative &amp; Performing Arts</b>	Art	GCSE
	Dance	GCSE
	Drama	GCSE
	Music	GCSE
	Creative Media Production	GCSE
	Photography	GCSE
<b>Humanities</b>	Geography	GCSE
	History	GCSE
	Religious Studies, Philosophy and Ethics	GCSE
<b>Computing &amp; IT</b>	Computing	GCSE
	IT	BTEC Technical
<b>Modern Languages</b>	French	GCSE
	Spanish	GCSE
<b>Physical Education</b>	PE	GCSE
	Cambridge Nationals in Sports Studies	OCR National
<b>Business Studies</b>	Business Studies	GCSE
<b>Design &amp; Technology</b>	Food Preparation and Nutrition	GCSE
	Design & Technology (students will need to specialise in Textile, Timber base materials or Graphics)	GCSE
	Cambridge Nationals in Engineering	OCR National

Consider the following points when choosing your subjects:

- listen to advice and guidance from subject teachers and your tutor. Also discuss with your parents or carers;
- think carefully about career possibilities. Talk to your teachers and careers staff about the subjects you may need to allow you to go on to further study in the sixth form and/or higher education;
- keep your options open by choosing a broad range of choices;
- choose subjects which you enjoy and which are important to you and which suit your style of learning;
- aim to choose a balanced programme of subjects from different areas.

Think carefully about your preferences, we will try our best with these but cannot guarantee to meet all requests.

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## ART AND DESIGN GCSE

Examination Board – AQA

5 periods per 2 weeks

### Course Content:

The primary aim of our GCSE art course is to ignite a passion for understanding the visual world around us; all things creative and expressive. GCSE Art can be a tool for communicating our thoughts, feelings and opinions as much as it is improving our artistic skills. Gaining an understanding of how you, an artist in training, can use your technical skills as well as visual messages and symbols is key to developing your own creativity. With the busy, and at times, stressful lives that we lead, the ability to creatively express ourselves, our thoughts and opinions is a rewarding and fulfilling experience. As well as the personal gains, Art also offers a multitude of transferable skills into a wide range of job roles, whether they are creatively centred or not. Analysis, problem solving, planning and completing, reviewing and refining, practical explorations, creative thought processing and effective communication of ideas are all skills that are required in a wide range of job roles.

The way in which we help you to be successful in your art study is by developing and refining your creative and technical skills when working with a wide range of 2D and 3D materials. You will be encouraged to work with a variety of different media and explore a range of approaches whilst developing your own ideas about your work and its direction. Your practical explorations could include:

- 2D explorations – drawing, painting, oil pastel, chalk pastel, ink and stick and many more;
- textiles – surface texture, pattern design, garment production (with an artistic focus, not for practical function);
- photography – digital imaging and Photoshop editing, studio lighting, composition;
- sculpture – clay, wire, mod-roc and many more.

You will start on a creative journey of exploration that will take you towards the creation of a final piece which culminates your project and showcases your skills and ideas.

### Assessment:

There is no written examination. The course is graded to the following weightings which is all assessed on practical production:

#### Component 1 - Portfolio of work:

The creation of work from the start of year 10 until January in year 11 (60%).

#### Component 2 - Externally Set Task:

This is a short project that runs from January in year 11 until April in year 11 (40%).

This project is created in response to an exam board set question (you will select on from a choice of 7 project themes) and create a final piece under exam condition (10 hours of time is allocated for this).

All of the work that you produce throughout year 10 and year 11 will be assessed so it is vital that you maintain a strong work ethic and complete homework to the very best of your ability. It does also mean that your GCSE in art will be complete before you commence your academic exams, giving you additional time during this busy period to focus on revision.

### Style of learning

Students are expected to keep a sketchbook for collecting visual information and the recording of ideas relevant to projects. This is seen as essential to the course and to your full development as a student of art and design. Developing your own ideas is encouraged and an independent approach often produces the best outcomes and enables students to achieve the higher grades. As well as the practical explorations, work will be supported by an investigation into the work of artists, designers and crafts people which will involve some written work in the form of notes and annotation.

### Progression

The GCSE qualification enables you to compile a portfolio of work that would allow entry into further education or a related industry. It is also necessary for progression to A-Level art and design and useful for A-Level photography (as well as numerous design technology courses) which in turn are required for entry onto higher education courses in art and design. The study of art and design prepares you for a large number of jobs and careers. It is recommended that many of these career routes are underpinned by a study of art at GCSE and beyond.

Some of these include:

- artist; painter, illustrator, sculptor, photographer.
- architecture.
- advertising and marketing; creative development & production.
- crafts; jeweller, ceramicist, print-maker, card designer and maker.
- design: product, graphic and fashion design.
- film, television and music industries, make-up, set design, cinematographer, animator.
- Games design; illustrator, concept design, character design, animator.
- museums, galleries and libraries; curator, educational outreach.

(<https://www.gov.uk/government/news/creative-industries-worth-8million-an-hour-to-uk-economy>).

Art is a highly enjoyable course and the department here at Shelley is incredibly successful at supporting our students gain fantastic outcomes. I would very much encourage you to consider art as a GCSE option and if you still are not sure if you 'can do it', please talk to your art teacher for some individual feedback. We very much look forward to working with you in the future.

## DANCE GCSE

Examination Board: AQA

5 periods per 2 weeks

This course focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the inter-related processes of performance, choreography and appreciation. Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

### Scheme of Assessment

<b>Component 1: Performance and Choreography</b> 60% of the GCSE		<b>Component 2: Dance Appreciation</b> 40% of the GCSE
<b>Performance</b> 30% = 40 marks Solo: 15 marks Duet/trio: 25 marks	<b>Choreography</b> 30% = 40 marks	<b>Written Exam</b> 40% = 80 marks 1 hour 30 minutes

### Course Content

#### **Practical work – Performing and Composing Dance**

There is a strong focus on practical work. Candidates learn physical, technical and expressive skills necessary for high quality performance. Dances are created and recorded throughout the two year course, with the exam work produced in year 11, and include the following:

- set phrases through a solo performance (approximately one minute in duration);
- duet/trio performance (minutes in a dance which is a maximum of five minutes in duration). This performance may be in any style, for example tap, ballet, jazz, street dance, contact improvisation or contemporary.
- a solo or group choreography presenting an imaginative response to an externally set stimulus, of approximately three minute's duration.

#### **Theoretical work – appreciating dance**

The written exam focuses on students' own work and the critical appreciation of six professional dance works, choreographed by established and emerging artists in a range of styles and style fusions. The written exam focuses on students' knowledge and understanding of:

- choreographic processes and performing skills;
- critical appreciation of own work;
- each choreographer's approach to the development of the work;
- the constituent features of the dance (e.g. style, stimulus, structure, and setting) and recognition of similarities and differences between the works.

### Progression

The GCSE dance course provides students with a solid foundation for the study of dance at a higher level, including A level and BTEC courses. It is perfect for students that have a passion for dance, and for those students who may wish to pursue a career in the field of performing arts in the future. Dance supports and encourages students to be independent thinkers as well as build on the confidence to attend an interview or further progression in any course they desire.

GCSE dance is a very enjoyable course, that is valuable for dancers with previous experience and those who are new to the subject. On the course you're fully supported with regular one-to-one verbal feedback in every lesson. The dance students have a variety of dance/performance opportunities throughout the two years. These opportunities enrich and give students high quality memorable experiences. Like drama, dance promotes the development and refinement of key skills that are invaluable to individuals in all career paths.

## DRAMA GCSE

Examination Board - EDUQAS

5 periods per 2 weeks

### Course Content

#### **Component 1: devising theatre**

Non-exam assessment: internally assessed, externally moderated - 40% of qualification.

Learners will be assessed on **either** acting **or** design. Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus set by WJEC. Learners must produce:

- a realisation of their piece of devised theatre;
- supporting evidence;
- an evaluation of the final performance or design.

#### **Component 2: performing from a text**

Non-exam assessment: externally assessed by a visiting examiner - 20% of qualification

Learners will be assessed on **either** acting **or** design. Learners study **two** extracts from the **same** performance text chosen by the centre. Learners participate in **one** performance using sections of text from **both** extracts.

#### **Component 3: Interpreting Theatre**

Written examination: 1 hour 30 minutes - 40% of qualification

##### **Section B: live theatre review**

**One** question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

### Progression

There are many things you can go on to do with a GCSE in drama. If you are unsure about what to do next, the best thing to do is to speak to your drama teacher who will know about the choices on offer.

You could go on to take a BTEC National Certificate or Diploma in Performing Arts or an Advanced GCE in Drama and Theatre Studies, or an Advanced Vocational Certificate of Education in Performing Arts.

You may wish to take a GCSE in drama for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Or you might wish to go into a job where it is useful to have had experience of drama, or where you will need to use some of the skills developed during this course. These might include careers in such fields as retail, travel and tourism, sales and marketing or any career that involves meeting people face to face. The study of drama can help you develop transferable skills you can take into any career or job.

## MUSIC GCSE

Examination Board – EDEXCEL

5 periods per 2 weeks

### Course Content

GCSE music offers an excellent opportunity to develop your musical skills and interests. You may already be an experienced musician or you may just be beginning to learn how to play.

We follow the Edexcel specification which is divided into three components:

1. **Performing music (30%)**

During the course, you will record two performances on your chosen instrument (or voice if you prefer). You can perform in any style of music. You will record one solo performance and one performance as part of an ensemble (band, duet etc.). These performances combined must total a minimum of four minutes.

2. **Composing music (30%)**

You will compose two pieces/songs which must be a combined duration of 3 minutes. These will largely be completed in lesson time during year 11. You can compose for any combination of instruments and use the department's Sibelius and Mixcraft software.

3. **Appraising (40%)**

You will complete a listening paper based on set pieces you have studied from the four areas of study:

- Instrumental music 1700–1820 – **Piano Sonata No. 8, movement I 'Pathétique' by Ludwig Van Beethoven** and **Brandenburg Concerto No.5 in D Major, movement III by Johann Sebastian Bach**.
- Vocal music – ***Music for a While* by Henry Purcell** and ***Killer Queen* by Queen**.
- Music for stage and screen – **'Main titles/Rebel Blockade Runner' from *Star Wars: Episode IV A New Hope* by John Williams** and **'Defying Gravity' from *Wicked* by Stephen Schwartz**.
- Fusions – ***Release* by Afro Celt Sound System** and ***Samba Em Preludio* by Esperanza Spalding**.

### Homework

Homework tasks will support the development of performance and composition skills. You will also be required to listen to the set pieces regularly and to complete work that helps you to understand their important musical features.

### Pre-requisite

Whilst there are no pre-requisites, due to the emphasis on performance and music theory, instrumental/singing lessons and a prior understanding of musical notation is beneficial. A commitment to developing musical knowledge is vital to strong student success, therefore a genuine enthusiasm for music is needed

### Progression

GCSE music leads naturally in to sixth form study of music as the three components of listening, composing and performance remain central to any music course.

Studying music can lead to careers in music performing, recording, composition, teaching, arts administration, music therapy and publishing, among many others. It is a highly valued subject when applying to a wide variety of university courses, inside and outside the arts.

## GCSE IN MEDIA STUDIES

Examination board – Eduqas

5 periods per 2 weeks

### Course content

The Eduqas media studies GCSE course offers learners the opportunity to develop knowledge and understanding of these key issues and the ability to debate important questions about the media. During the course you will be:

- Demonstrating skills of enquiry, critical thinking, decision-making and analysis;
- Acquiring knowledge and understanding of a range of important media issues;
- Developing appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics;
- Understanding and applying 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;
- Appreciating how theoretical understanding supports practice and practice supports theoretical understanding;
- Developing practical skills by providing opportunities for creative media production.

### Assessment

There are three components that are assessed during the course:

**Component one** – exploring the media (40% of final mark. Written examination: 1 hour 30 minutes)

Section A: exploring media language and representation - learners will analyse media language, considering how the selection and combination of elements of media language influence and communicate meanings in media products. Learners will also explore the concept of representation and relevant representations of gender, ethnicity, age, issues and events in the media.

Section B: exploring media industries and audiences - learners will develop knowledge and understanding of key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. In addition, learners will consider relevant aspects of media audiences, such as targeting and categorisation, consumption and use, and theoretical perspectives on audiences.

**Component two** – understanding media forms and products (30% of final mark. Written examination: 1 hour 30 minutes)

Learners will gain a deeper knowledge and understanding of media language and representation, as well as extending their appreciation of these areas through the study of media industries and audiences. Learners will also develop knowledge and understanding of how relevant social, cultural, political and historical contexts of media influence media products.

**Component three** – practical production component, responding to a brief (30% of final mark. NEA - Internally assessed and externally moderated)

Learners must apply their knowledge and understanding of media language and representation through practical production. This is through creation of an individual media production for an intended audience in response to a choice of brief.



### **Progression**

With a GCSE in Media Studies, you are able to explore, challenge and realise your potential. During the course, you can see whether the media industry is one that you want to be in, where you could go to gain the knowledge and skills you need to succeed in your next steps. After completing the course, you are able to build on content which is typically taught at key stage 3 and provides a suitable foundation for the study of Media Studies at either AS or A level. What's more, the transferable skills you master during your studies such as critical thinking, analytical skills, communication, teamwork and problem solving will also support your progress in the present and future.

## Photography GCSE

Examination Board – AQA

5 periods per 2 weeks

### Course Content:

The primary aim of our GCSE photography course is to ignite a passion for understanding the visual world around us; all things creative and expressive. GCSE Photography can be a tool for communicating our thoughts, feelings and opinions as much as it is improving our creative skills. However, these skills are developed by utilising the technology of the camera and editing tools, not more traditional methods such as drawing etc. Gaining an understanding of how you, a photographer in training, can use your technical skills as well as visual messages and symbols is key to developing your own creativity. As well as the personal gains, Art also offers a multitude of transferable skills into a wide range of job roles, whether they are creatively centred or not. Analysis, problem solving, planning and completing, reviewing and refining, practical explorations, creative thought processing and effective communication of ideas are all skills that are required in a wide range of job roles.

The way in which we help you to be successful in your photographic study is by developing and refining your creative and technical skills when working with a wide range of subject matter from which to create your own imagery. You will be encouraged to work with a variety of photographic techniques in order to explore a range of approaches that allow you to develop your own ideas about your work and its direction. Your practical explorations could include:

- Composition; rule of thirds, golden section, leading lines, frame within a frame, angling, forced perspective and many more.
- Lighting; natural lighting, golden hour, same place-different time, studio lighting, atmospheric lighting.
- Physical Image Manipulation; layering, paper-cutting, folding, joining, collage and many more.
- Digital editing; digital imaging, Photoshop editing, layering, montage, etc.
- Artistic development – taking your photographs into media such as textiles, sculpture and many more.

You will start on a creative journey of exploration that will take you towards the creation of a final piece which culminates your project and showcases your skills and ideas.

### Assessment:

There is no written examination. The course is graded to the following weightings which is all assessed on practical production:

#### Component 1 - Portfolio of work:

The creation of work from the start of year 10 until January in year 11 (60%).

#### Component 2 - Externally Set Task:

This is a short project that runs from January in year 11 until April in year 11 (40%).

This project is created in response to an exam board set question (you will select on from a choice of 7 project themes) and create a final piece under exam condition (10 hours of time is allocated for this).

All of the work that you produce throughout year 10 and year 11 will be assessed so it is vital that you maintain a strong work ethic and complete homework to the very best of your ability. It does also mean that your GCSE in art will be complete before you commence your academic exams, giving you additional time during this busy period to focus on revision.

### Style of learning

Students are expected to keep a digital sketchbook for collecting visual information and the recording of ideas relevant to projects. This is seen as essential to the course and to your full development as a student of Photography. Developing your own ideas is encouraged and an independent approach often produces the best outcomes and enables students to achieve the higher grades. As well as the practical explorations, work will be supported by an investigation into the work of photographers, artists, designers and crafts people which will involve some written work in the form of notes and annotation.

### Progression

The GCSE qualification enables you to compile a portfolio of work that would allow entry into further education or a related industry. It is also necessary for progression to A-Level Photography and useful for A-Level Art and Design (as well as numerous design technology courses) which in turn are required for entry onto higher education courses. The study of Photography prepares you for a large number of jobs and careers. It is recommended that many of these career routes are underpinned by a study of art at GCSE and beyond.

Some of these include:

- artist; illustrator, photographer, print-maker, card designer and maker.
- advertising and marketing; creative development & production.
- design: product, graphic and fashion design.
- film, television and music industries, make-up, set design, cinematographer, animator.
- games design; concept design, character design, animator.
- museums, galleries and libraries; curator, educational outreach.

(<https://www.gov.uk/government/news/creative-industries-worth-8million-an-hour-to-uk-economy>).

Photography is a highly enjoyable course and the department here at Shelley has previously been successful at supporting our A-Level Photography students gain fantastic outcomes. As we have taught on a 'higher' qualification, we have the knowledge and expertise to teach GCSE to achieve great results. I would very much encourage you to consider Photography as a GCSE option and if you still are not sure if you 'can do it', please talk to your art teacher for some individual feedback. We very much look forward to working with you in the future.

## PHYSICAL EDUCATION GCSE

Examination board - EDEXCEL

5 periods per 2 weeks

### Course Content

During this course candidates will have the opportunity to study the theoretical side of physical education as well as performing the practical aspects.

The main aims of the course are to:

- improve the students' ability to plan, perform and evaluate physical activity;
- increase the students' understanding of physical activity;
- promote the value of physical exercise as a part of healthy living.

### Assessment

The assessment consists of three components:

- |                          |     |
|--------------------------|-----|
| - a written examination  | 60% |
| - personal exercise plan | 10% |
| - practical performance  | 30% |

The examination will test the student's knowledge and understanding of:

Fitness and body systems

- applied anatomy and physiology;
- movement analysis;
- physical training;
- using and analysing data.

Health and performance

- health fitness and well-being;
- sports psychology;
- socio-cultural influences.

Theoretical homework will be set once a week and will relate to concepts covered in theory lessons.

Practical performances will be assessed in three activities selected from the following areas:

- individual sports;
- team sports;
- one from either individual or team sports.

Students will also be required to create a personal exercise plan. This will assess their ability to analyse what is required to develop specific fitness components and therefore improve their performance in a chosen sport.

Assessment of the practical performance will be completed by the teacher and endorsed by external moderation. Further information and details of the course are available from members of the PE department.

## LEVEL 1/2 CAMBRIDGE NATIONALS IN SPORT STUDIES

Examination board: OCR

5 periods per 2 weeks

Cambridge National in Sport Studies will encourage students to:

- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Students will be required to think creatively, innovatively, analytically, logically and critically.
- Students will be encouraged to develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector.

Students cover 3 units:

### **Unit R184: Contemporary issues in sport (40%)**

In this unit you will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

- Topic Area 1: Issues which affect participation in sport
- Topic Area 2: The role of sport in promoting values
- Topic Area 3: The implications of hosting a major sporting event for a city or country
- Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport
- Topic Area 5: The use of technology in sport

### **Unit R185: Performance and leadership in sports activities (40%)**

In this unit you will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself. You will also have the opportunity to develop a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions.

Topic Area 1: Key components of performance

Topic Area 2: Applying practice methods to support improvement in a sporting activity

Topic Area 3: Organising and planning a sports activity session

Topic Area 4: Leading a sports activity session

Topic Area 5: Reviewing your own performance in planning and leading a sports activity session

### **Unit R187: Increasing awareness of Outdoor and Adventurous Activities (20%)**

R187 is an optional unit that will allow students to be assessed through the following topic areas:

Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK

Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities

Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity

Topic Area 4: Evaluate participation in an outdoor and adventurous activity

### **Assessment**

**Unit R184 Contemporary issues in sport:** This is a 1 hour 30 minutes written paper that is OCR set and marked. There will be 70 marks available This question paper has three parts:

Section A – short answer questions

Section B - short and medium answer questions

Section C – short and medium answer questions, and the final question is an extended response question

**UNIT R185 Performance and leadership in sports activities:** A centre-assessed and OCR moderated set assignment that contains 5 tasks. There will be 80 marks available.

**UNIT R187 Increasing awareness of outdoor adventurous activities:** A centre-assessed and OCR moderated set assignment that contains 4 tasks. There will be 40 marks available.

## FOOD PREPARATION AND NUTRITION GCSE

The GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics:

- food, nutrition and health;
- food science;
- food safety;
- food choice;
- food provenance.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full-time career in the catering or food industries.

### Course content

The course is 50% coursework and 50% written examination (1H 45 minutes).

#### **Task 1: Food investigation**

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Students will explore how ingredients work together and complete three experiments during this assessment.

Practical investigations are a compulsory element.

#### **Task 2: Food preparation assessment**

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. This will showcase their practical skills giving students the opportunity to demonstrate high quality presentation through practical work.

### **How it's assessed**

**Task 1:** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

**Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

### Homework

Students are set homework each week based upon the topic being studied at that time. It should be noted that sometimes the homework may be: completion of a classroom task, research, investigation tasks, examination questions, and purchasing and weighing ingredients for a weekly



cooking session. Students are expected to cook at least once a week and the recipes will be a combination of skills tasks set by the teacher or a recipe selected by the student.

**Please contact Mrs Jones and Miss Bailey for further information about this course.**

## DESIGN & TECHNOLOGY GCSE

Examination board- AQA

5 periods per 2 weeks

### Course content

This GCSE course explores a wide range of materials including textiles, paper, board, timber, metal and polymers, providing students with an insight into the world of design, engineering and manufacturing industries. All GCSE students will explore how the work of past designers has been developed and evolved to create innovative products, and will consider the impact our designs can have on society and the environment.

Core technical principles include:

- new and emerging technologies including sustainable design;
- modern and smart materials;
- materials and their working properties.

Through theory and practical lessons students will experience how different materials work and can be modified using a range of manufacturing skills and equipment. These materials include timbers, metals, polymers, fabrics, paper and board. Students will also specialise in one material area and make prototypes and products using this chosen material as part of the non-exam assessment. During year 10 all students will explore common theory topics to fully prepare them for the examination and complete a number of short skills projects to develop their practical skills.

### Assessment

There are two assessments for this course valued at 50% each, one is an internal assessment completed at the beginning of year 11.

Assessment one: 2 hour written examination taken at the end of year 11 (100 marks/50% of the final grade).

This examination will cover core technical principles related to the design and development of a wide range of technology products. There are also short answer questions based on specialist technical principles. The final part of the exam will focus on designing and making principles and includes a designing question. Students will be able to answer longer questions focused on their chosen specialist material.

Assessment two: Non-exam assessment (100 marks/50% of the final grade).

The NEA allows students to demonstrate their knowledge and understanding of specialist technical principles through the designing and manufacture of the product of their choice. Students can choose to specialise in one specialist material area for this unit e.g. timber, polymers and textiles. At the beginning of year 11 AQA will publish a small selection of design contexts which students will be able to choose from e.g. designing for a high-profile event, environmental design or contemporary interiors. They will then be expected to write their own design brief based on the context provided by AQA.

The NEA consists of a 20 page portfolio including investigative work, design ideas including CAD, analysis and evaluation, and a final working prototype. Past design and technology students have developed fashion garments, costume, electronic devices, innovative lighting products, packaging and promotional products.

### Progression

Students who achieve grade 5 and above should consider further study with one of our A level courses- A level Product Design or A level Fashion and Textiles. This qualification could also lead to further study in a range of creative, manufacturing and design-based courses and a wide range of career opportunities. This subject is also a good stepping stone towards apprenticeships in engineering, retail and manufacturing.

Career opportunities include: teaching, photography, product design, advertising, buying, marketing, manufacturing, engineering, architecture, construction, pattern cutting, interior design, visual merchandising, joinery, construction, animation, web design, illustration and fashion to name but a few.

### Homework

Students are set homework each week based on the topic studied at the time. It should be noted that some tasks include completion of folder work, theory notes and questions, research and investigation tasks and sourcing materials for products.

### Next steps

Students who wish to choose this option should indicate on the pathway form which material area they wish to specialise in, as follows:

- textiles based materials (Fashion and fabrics);
- timber based materials;
- paper and board materials (Graphics and CAD).

**Please contact Ms Holt, Miss Bailey and Miss Morley for further information about this course.**

## LEVEL 1/2 CAMBRIDGE NATIONALS IN ENGINEERING DESIGN

Examination board - OCR  
per 2 weeks

5 periods

This designing course introduces students to the industry of Engineering. Everyday products like remote controls, electric drills, pumps and speakers are analysed fully, own ideas are developed and a prototype will be realised. Students are directed to the products they will explore as the assignments are set by the board.

### Course content

You will study the key aspects of Engineering design, and have the opportunity to apply what you learn through a number of designing experiences. This will involve you studying three mandatory units:

R038: Principles of engineering design (40% of the final grade, exam at the end of year 11)

This is assessed by written exam. You will learn about the design process, and all the stages that are involved. Topics include designing processes, product requirements, communicating design outcomes, and evaluating design ideas.

R039: Communicating designs (30% of the final grade completed during year 10).

This is assessed through a set assignment NEA task. In this unit you will learn how to use sketching and engineering drawings to communicate your ideas. Topics include manual production of freehand sketches, manual production of engineering drawings, and use of CAD.

R040: design, evaluation and modelling (30% of the final grade completed during year 11).

This is assessed through a set assignment NEA task. In this unit you will learn how to create and test models of your design. Topics include product evaluation and modelling design ideas.

**Why pick Engineering?** Students should pick Engineering if they have a passion for re-designing or improving existing products and are able to sketch and model new ideas. They should also have an interest in using computers to generate, develop and manufacture ideas. An eye for detail is essential and they must be able to show initiative when completing assignments independently.

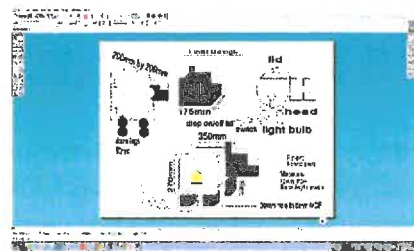
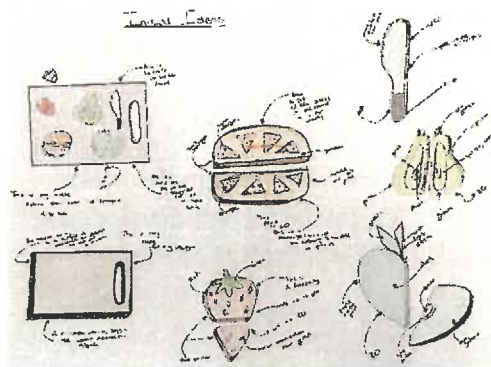
### Progression

This subject is a good stepping stone towards apprenticeships in engineering, design, mechanics and manufacturing. This course is also a stepping stone towards out A level in Product design.

Career opportunities include: engineering, manufacturing, product design, architecture, construction, joinery, design or manufacturing based apprenticeships.

### Homework

Students are set homework each week based on the topic studied at the time. It should be noted that some tasks include completion of folder work, theory notes and questions, research and investigation tasks and sourcing materials for products.



Further information about this course can be obtained from Miss Morley, Mrs McKenna and Ms Holt

## **GEOGRAPHY – GCSE**

**Examination Board – AQA**

**5 periods per 2 weeks**

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps us to prepare for these changes. This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the delicate links between the natural and human world, and approach and examine the battles between the man-made and natural worlds.

### **Course Content**

#### **Year 10**

- The challenge of natural hazards (tectonics, weather, climate change);
- Urban issues and challenges (Rio and Manchester);
- Physical landscapes in the UK (coastal landscapes, river landscapes);
- Coastal Fieldwork at Hornsea (1 day).

#### **Year 11**

- Urban fieldwork at Salford Quays (1 day);
- The challenge of resource management (food).
- The living world (tropical rainforests, cold environments);
- The changing economic world;

### **Assessment**

This is a linear qualification so all exams will be taken in the form of three exams at the end of year 11.

- Paper 1- living with the physical environment (35% of GCSE) (1h 30). In this paper, knowledge of hazards, the living world and physical landscapes in the UK will be assessed.
- Paper 2- challenges in the human environment (35% of GCSE) (1h 30). In this paper, knowledge of urban issues and challenges, the changing economic world and the challenge of resource management will be assessed.
- Paper 3- geographical applications (30% of GCSE) (1h 15). Within this paper knowledge of your fieldwork investigation and geographical skills (graph skills, map skills etc.) will be assessed.

### **Style of learning**

The course will involve the discovery of information, consideration of problems, an understanding of why things happen, problem-solving and an evaluation of solutions. A variety of teaching and learning approaches will be taken such as essay writing, decision making exercises, videos, presentations, fieldwork, computer work and discussions.

Teaching techniques will lay stress on the development of useful skills (observation, the collection, representation, interpretation and use of data) partly through practical work, including investigations in the field; consequently, some of the course will take place away from the school premises and will include group and individual work. Use of ICT will be integral to the study of the course.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

### **Homework**

At least 45 minutes per fortnight be set aside for students to complete a homework task or consolidate and review their learning.

### **Progression**

Geography is a very well respected discipline within higher education institutes and workplaces due to the variety of skills that it offers and the fact that geography offers the chance to learn about and combine both science and the arts.

Students can progress onto AS and A2 Geography, following the A Level syllabus that is the continuation of the GCSE syllabus. In 2015 The Guardian identified geography as the 'must-have A Level. It is recognised by the Russell Group of Universities as a very desirable A-Level.

In addition, geographers have been known to venture into the world of management and administration, medicine and veterinary medicine, finance and retail.

## HISTORY GCSE

Examination Board – EDEXCEL

5 periods per 2 weeks

History is a fascinating and varied subject. It is difficult to understand the world we live in today without a good grasp of what has come before and in a world of advertising and spin, the discipline of history is even more important to help students 'see beyond the headline' and question the information they are bombarded with on a daily basis. GCSE History seeks to excite and challenge pupils by taking them on a journey through our past whilst developing valuable skills such as logical thinking, analysis, and the construction of a persuasive argument. History allows students to come to their own conclusions and express their own opinions about the most important events that shaped where we find ourselves today. History is a highly regarded subject, valued by colleges, universities and employers for its academic rigour and for the transferable skills students develop whilst studying the discipline.

### Course content

GCSE History involves studying a wide variety of time periods and people. The course includes a thematic study looking at the theme of crime and punishment over a long period of time as well as depth studies which concentrate on different historical figures and specific shorter time periods. The GCSE consists of three exam papers.

#### Paper 1 – (30% of GCSE)

This paper has two topics:

Thematic study: Crime and Punishment in Britain, c1000-present

Historic environment: Whitechapel, c1870-c1900: crime, policing and the inner city

In this part of the course pupils will look at how crime and the punishment of criminals has evolved in Britain since the middle ages to the present day. Highlights include studying trial by ordeal, the gunpowder plot, highwaymen, the treatment of WW1 conscientious objectors and the abolition of capital punishment. This part of the course also involves a study of Whitechapel during the time of the Jack the Ripper murders.

#### Paper 2 – (40% of GCSE)

This paper has two topics:

Period study: Early Elizabethan England, 1558-88

Elizabeth I is one of Britain's most iconic and interesting monarchs and this part of the course takes pupils back to a period where England was beginning to establish herself as a global power. Highlights include how Elizabeth came to the throne and maintained her position in a world ruled by men, Elizabethan explorations to America and the New World, the conflict between Elizabeth and Mary Queen of Scots and the successful defeat of the Spanish Armada.

Depth study: Superpower relations and the Cold War, 1941-91



This part of the course focuses on the period after the Second World War where the US and USSR negotiated a dangerous path which could have resulted in the end of the world. The legacy of the Cold War can still be felt today, especially in how the most powerful countries of the world interact with each other. Highlights include the debate surrounding the use of nuclear weapons, the Cuban missile crisis and the building and eventual fall of the Berlin wall.

Paper 3 - (30% of GCSE)

This paper has one topic:

Weimar and Nazi Germany, 1918-1939

This topic examines how Germany emerged from the ashes of defeat in the First World War and set itself on a course which would cause the Second World War. We look at how Germany experimented with democracy only for it to fail and be replaced by a Nazi dictatorship under Adolf Hitler. We study how Hitler changed Germany so that every aspect of German society was used to brainwash its people and ultimately how that power was used to persecute minorities, leading to the horrors of the Holocaust. The rise of Hitler and the Nazis is a fascinating part of history, one which everyone should study and learn from.

#### Assessment

Assessment consists of three written examination papers at the end of year 11. The papers require pupils to submit information in a range of long and short written answers as well as analyse historical sources.

#### Homework

Department policy is for at least 45 minutes -1 hour per week to be set aside for students to complete a homework task or consolidate and review their learning.

#### Progression

In a rapidly changing world the following historical skills are highly sought after by employers:

- independent analytical thinking;
- problem solving;
- evaluation of information;
- measured judgement.

History is a well-respected subject by further education institutions and employers alike and the pursuit of history through A-Level can lead to the opportunity to study a wide variety of degree courses. History students often go on to pursue careers in law, journalism, teaching, management, the civil service and politics as well as many others.

## RELIGIOUS STUDIES, PHILOSOPHY & ETHICS GCSE

### Examination Board – Edexcel B

#### Course Content:

There has never been a more important and exciting time to be challenging and exploring beliefs and human behaviours! Leaders and citizens today are seen putting their religious, political and ethical beliefs into practice through the ideas they develop, the words they speak and actions they carry out. With wars, natural disasters and ideologies dominating news headlines, GCSE Religious Studies, Philosophy & Ethics has never been more relevant to the lives of young people. In GCSE Religious Studies, Philosophy & Ethics students will explore the ways religious and non-religious beliefs have influenced the actions of the past, dominate those of the present, and will shape those of the future.

Choose GCSE Religious Studies, Philosophy & Ethics if:

- You are curious about finding answers to the bigger questions in life
- You have a genuine interest in finding reasons for human beliefs and behaviours
- You enjoy expressing your point of view and responding to those of others
- You want to develop your debating and written analytical skills

Students will take an academic journey through history and dissect the origins of Christianity and Islam in order to apply and analyse the impact of these views in the modern world. The course will enable students to develop the key transferable skills of analysis and evaluation which are crucial to a range of other subject areas. Students will be empowered to speak up and develop confidence and clarity in debates and discussions, and will learn to respectfully challenge and scrutinise their own views, and those of others.

Students studying GCSE Religious Studies, Philosophy & Ethics enjoy the range of activities and topics covered in lessons and excel in their progress as a result of being taught by a team of experienced and dedicated teachers. It is an academic subject which complements a wide range of other option subjects including, but not restricted to; History, Physical Education, Art and Languages.

#### Assessment information

**This qualification will be awarded GCSE levels 9 to 1**

Students will complete two written papers which are assessed by examination at the end of Year 11. Each paper accounts for 50% of the overall examination grade.

**Paper 1 Religion and Ethics through Islam** – this paper will cover four topics each of which includes ethical and philosophical themes. They are: Muslim Beliefs, Matters of Life and Death, Living the Religious Life, Marriage and the Family.

**Paper 2 Religion, Peace and Conflict through Christianity** - This paper will cover four topics, each of which includes ethical and philosophical themes. They are: Crime and Punishment, Christian Beliefs, Peace and Conflict, Living the Religious Life.

#### Homework

Homework is completed through the online platform SENECA approximately once every two weeks.

Students are required to complete knowledge quizzes and tests to recap, recall and revisit content from across all elements of the specification.

#### **Progression routes**

Students can continue Religious Studies, Philosophy & Ethics at Key Stage 5 with our popular A Level course in Philosophy, Ethics and Religion. The course is highly valued by universities and employers, notably listed by Oxbridge and Russell Group universities as a desirable A Level for any course, due to the depth and skillset involved. Moreover, it offers excellent skills and competencies for a wide range of careers including journalism, business and law, medicine, armed forces, social care and community work, charity and diplomatic work.

#### **Compatibility with other GCSE courses**

Studying GCSE RS, Philosophy & Ethics provides students with the knowledge and skills which compliment a wide range of other courses, in particular English, Science, Geography, History and Business. The skill set developed in RS, Philosophy & Ethics further provides students with the ability to engage with current news and affairs in an analytical, critical and evaluative manner.

## FRENCH GCSE and SPANISH GCSE

Examination Board - AQA

5 periods per 2 weeks

Please note: Spanish can only be chosen by students who have studied Spanish in Year 9.

### Course Content

The topics studied at GCSE are organised into three categories. These are:

#### **Theme 1: People and lifestyle**

- Identity and relationships with others;
- Healthy living and lifestyle;
- Education and work.

#### **Theme 2: Popular culture**

- Free time activities;
- Customs, festivals and celebrations;
- Celebrity culture

#### **Theme 3: Communication and the world around us.**

- Travel and tourism, including places of interest;
- Media and technology;
- The environment and where people live.

Our aim is to promote a lively, communicative approach to learning languages. Students will have the opportunity to speak and write the language for a wide range of purposes and to understand the spoken and written language in a wide range of contexts. They will also develop their cultural awareness. It is important that students also take the opportunity to work both with others in groups as well as independently, using appropriate reference materials and computers.

### Examinations

In the GCSE examinations for French and Spanish each of the four skills involved in language learning – listening, reading, speaking and writing – is tested and the skills are equally weighted at 25% of the final GCSE grade.

GCSE French and Spanish have a foundation tier (grades 1–5) and a higher tier (grades 4–9). Students must take all four question papers at the **same** tier, either **foundation** or **higher**.

The listening, reading and writing skills are tested by three exams at the end of the course in year 11. Students will also attend a separate speaking exam, which will be conducted and recorded by the class teacher during April/May of year 11, and externally marked by the exam board.

### Paper 1 – listening

Foundation tier – 35 minutes      Higher tier – 45 minutes

Section A – questions and answers in English.

Section B – dictation where students transcribe short sentences.

### Paper 2 – speaking

Foundation tier	- 7 to 9 minutes plus preparation time
Higher tier	- 10 to 12 minutes plus preparation time
Role play	1 – 1.5 minutes both tiers.
Reading aloud task and short conversation	- 2 minutes at foundation, 3 minutes at higher
Photo card discussion	- 4 to 5 minutes at foundation, 6 to 7 minutes at higher.

### Paper 3 – reading

Foundation tier – 45 minutes      Higher tier – 1 hour  
Section A – questions in English, to be answered in English.  
Section B – translation from French/Spanish into English (35 words minimum at Foundation and 50 words minimum at Higher).

### Paper 4 - writing

Foundation Tier – 1 hour      Higher Tier – 1 hour 15 minutes

#### Foundation

Question 1 – five short sentences in response to a photo.  
Question 2 – short written passage in response to five brief bullet points. Approximately 50 words.  
Question 3 – student completes five short grammar tasks.  
Question 4 – translation from English to French/Spanish. Minimum of 35 words.  
Question 5 – structured writing task in response to three bullet points. Approximately 90 words.

#### Higher

Question 1 – translation from English to French/Spanish. Minimum of 50 words.  
Question 2 – structured writing task in response to three bullet points. Approximately 90 words.  
Question 3 – open-ended writing task in response to two bullet points. Approximately 150 words.

In the writing examination, students will be tested on their grammatical, as well as content knowledge and accuracy. Students will be required to use and manipulate language confidently and independently, and to apply the linguistic structures and grammar points learned during the course. These skills will equally be tested during the speaking exam.

### Homework

We aim to offer a wide range of homework activities including online listening, dictation and reinforcement of learning completed in lessons.

### Progression

Progression to AS/A2 and specialist languages occupations is only one of many routes forward from GCSE. There are also opportunities for vocational progression. Practically any job can involve using a language and GCSE provides an important foundation for work related language courses in further and adult education. It should be noted that skills in languages are the most prized by employers in the global economy.

## COMPUTER SCIENCE GCSE

Examination Board – OCR

5 periods per 2 weeks

### Course content

The course aims to give you a real, in-depth understanding of how computer technology works. You will no doubt be familiar with the use of computers and other related technology from your ICT lessons, other subjects and elsewhere. However, this course will give you an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. You will spend time looking at problems and trying to solve them using different computer programming languages and techniques.

In the two GCSE years 2 units of work will be undertaken.

### **Unit 1: computer systems**

This unit introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### **Unit 2: computational thinking, algorithms and programming**

In this unit, Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

### **Practical programming**

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language.

Students will be assessed on these skills during the written examinations, in particular component 02

### Assessment

Two exams that are one and a half hours long. Both are non-calculator papers and are worth 50% of the final grade.

### Progression

This course provides excellent preparation for any student wishing to study computing/computer science at A Level (offered at Shelley College), or under-graduate degree level study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computing and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

### Homework

Homework will be set regularly and will involve researching around topics covered in class, answering questions and practicing the programming skills and techniques developed in lessons.

## BTEC Tech Award in Digital Information Technologies

Examination Board – Pearson

5 periods per 2 weeks

### Course Content

In this qualification, you will develop important technical skills in data interpretation, data presentation and data protection. You will cover aspects of user interface (UI) design and development and learn how to develop a project plan for your own UI designs. You will develop an understanding of what cyber security is and the importance of legal and ethical considerations when using modern technologies. You will also develop an understanding of what a virtual work environment is and how cloud technologies allow remote teams to work together more effectively.

### Assessment

The qualification has three components. In components 1 and 2 you will carry out tasks or assignments that your teacher will mark. Component 3 is externally assessed by Pearson and assesses the knowledge and skills you have developed across all three components.

#### Component 01 - Exploring User Interface Design Principles and Project Planning Techniques

- **explore** user interface design and development principles
- **investigate** how to use project planning techniques to manage a digital project
- **discover** how to develop and review a digital user interface.

This is internally assessed and is 30% of the total course.

#### Component 02 - Collecting, Presenting and Interpreting Data

- **explore** how data impacts on individuals and organisations
- **draw** conclusions and make recommendations on data intelligence
- **develop** a dashboard using data manipulation tools

This is internally assessed and is 30% of the total course.

#### Component 03 - Effective Digital Working Practices

- **explore** how modern information technology is evolving
- **consider** legal and ethical issues in data and information sharing
- **understand** what cyber security is and how to safeguard against it

This is externally assessed with a scenario-based written exam and is 40% of the course

### Progression

This course provides excellent preparation for any student wishing to study IT at a higher level. The course is designed to fit in well with progression to business courses. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area, making these students skills valuable for any business.

### Homework

Homework will be set regularly and will focus on retention and application of knowledge gained.

## BUSINESS STUDIES GCSE

Examination Board – AQA

5 periods per 2 weeks

This course is an excellent introduction to the world of business, which is vital to society. The course is designed to reflect the ways in which business operates in today's modern world. The course covers a wide range of contemporary business topics such as:

- **Business in the real world** - The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. Students need to be aware of the impact business in the real world has on the four functional areas of business: business operations, human resources, marketing and finance;
- **Influences on business** - The importance of external influences on business and how businesses change in response to these influences. Students need to be aware of the impact influences on business have on the four functional areas of business. Influences will include technology, ethical, legal, economic, globalisation and the competitive environment;
- **Business operations** – The production process, role of procurement, concept of quality and good customer services;
- **Human resources** – The organisational structures, recruitment and selection of employees, training and motivating employees;
- **Marketing** – Identifying and understanding customers, segmentation, market research and the 4 P's of the marketing mix;
- **Finance** – Sources of finance, cash flow, financial terms, calculation of financial concepts and analysis of financial performance;

### Assessment

This is a linear course and there is no coursework. Students will achieve an overall grade based on their performance on 2 exam papers which they will sit at the end of year 11.

Paper 1: Influences of operations and HRM on business activity	+	Paper 2: Influences of marketing and finance on business activity
<b>What's assessed</b> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> </ul>		<b>What's assessed</b> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50 % of GCSE</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50 % of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li> </ul>		<b>Questions</b> <ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li> </ul>



### Style of learning

A variety of teaching methods are used throughout the course, to ensure that all students take an active part in the lessons. As well as formal teaching, we use video clips to look at real world businesses. Students will undertake their own research to complete projects. Homework is set fortnightly and will take many forms, such as research, answering exam style questions, producing business reports, reading activities, or producing posters or displays.

### Progression

Business studies is an ideal qualification for any career. Everyone works for some form of business! It is also an ideal foundation for progressing onto Advanced Level Business Studies in the sixth form. Business qualifications are particularly suitable for careers in management, law, accountancy, retailing, banking, the civil service or human resource management. Alternatively, students may go on to run their own successful business!

