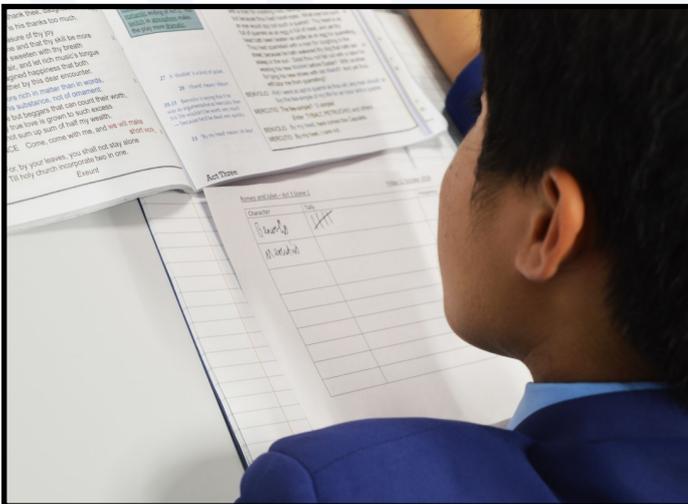




St John
Bosco
College

#BelieveAndAchieve



Key Stage 4 Options Booklet 2020

Your Choices

www.sjbc.wandsworth.sch.uk

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Dear Year 9 Student,

There are important decisions to be made by you and your parents before you start your KS4 learning in September 2020. This booklet is designed to help you to choose the courses you will study in Years 10 and 11.

Please read the booklet very carefully. The next two school years are a very important part of your education. This booklet is designed to help you make the right choices for you and to achieve the best possible results in all of your subjects by the end of Year 11.

There are many people you can ask to help you with this, including your parents, teachers, and students at the school including 6th Form.

By making the right decisions now, it will ensure that you enjoy your KS4 learning, and achieve the best results you can.

Your success in Year 11 will pave the way for the next steps in your education at the age of 16.

We want you to do well, and we hope that you will leave the school feeling proud of your achievements and move on to the courses, training and careers that will enable you to realise your dreams, whatever they may be.

The staff at SJBC are looking forward to working with you to help you achieve your potential.

Miss R Ahmad
Associate Senior Leader

Key dates

Thursday 16th January- Options event / 6th Form
Open Evening

Tuesday 21st January- KS3 Careers Fair

Thursday 23rd January- Year Parents' evening

Friday 24th January- Options deadline



St John
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Frequently asked questions

Q. How many subjects do I have to choose?

A. You should choose three subjects from the list of optional subjects.

Q. What is a BTEC qualification?

A. This qualification is partly assessed using coursework, and suits students who perform better in classwork than in examinations, providing they work to complete all the tasks set.

Q. What is a Cambridge National qualification?

A. This is a broad and engaging qualification that equips students with applied knowledge and associated practical skills. Like the BTEC qualification, this is partly assessed through coursework providing all set tasks are completed.

Q. Are BTEC and Cambridge National qualifications worth the same as a GCSE?

A. All qualifications are worth the same: one GCSE.

Q. If I do a Cambridge National qualification, can I still get into SJBC 6th Form?

A. Yes, as long as you have a minimum of five strong GCSEs at grade 4 or above, in four separate subjects. These must include English and Mathematics.

Q. Will I get all of my first choices?

A. Whilst most students do get their first choices, we do have to allocate some reserve choices, so it is important that you select reserve choices that you are willing and able to do. If you have a specific career direction or outside interest in mind, you should write it on the options form so that we can take this into account when we allocate subjects. It is important to remember that your results from the PPE tests will influence your choice allocation.

Q. Do I have to take a language?

A. No. However, if you choose a language option, your language teacher will be consulted about your suitability for a language course.

Q. What science option will I take?

A. Most students will achieve GCSE Science Trilogy after two years of study. This award covers all three sciences and is equivalent to two GCSEs. We offer triple science as individual GCSEs for students who show exceptional aptitude for science. At this stage if you are interested in this, please indicate in the box on the option form and we will discuss it with you. Students following Triple Science will achieve GCSE Biology, GCSE Chemistry and GCSE Physics.

Q. When do I find out which subjects I have been given from my choices?

A. You will find out which subjects you have been allocated towards the end of the Summer term 2020. If there are any concerns about the subjects you have chosen, we will discuss this with you.

Q. If I start a subject and later realise that I have made a mistake, what can I do?

A. This happens to some students every year. There are only three weeks at the start of term when we look at requests for changes and make them if we can. Sometimes subject groups are full and students are unable to move but we do our best to help. By the end of the first three weeks of the autumn term, we have to stop making any changes as you will have missed too much work to begin a new subject.

We hope that these FAQs help some of you. If your question isn't answered here, please speak to Miss Ahmad.

Dear Year 9 Parents,

The curriculum offer for students starting Year 10 at SJBC in September 2020 provides a broad and balanced programme of study and builds upon their prior learning in Years 7, 8 and 9. It will also provide them with a solid platform for further study, post-16, in our 6th Form.

All pupils will study the 'core subjects' of English Language and Literature, Mathematics, Science, Physical Education and, naturally in a Catholic School, Religious Education.

All pupils have the choice of three optional subjects. They should choose three subjects from the following list, at least one of which is from the subjects highlighted in **bold**: Modern Foreign Language (**French**, or **Spanish**), **Geography**, **History**, Art, Business Studies, Design and technology, Enterprise and Marketing, Food preparation and nutrition, Media, Music, Psychology, Sociology, and Travel and Tourism.

By ensuring that each child studies a Modern Foreign Language and/ or a Humanities subject all students can achieve the English Baccalaureate suite of qualifications.

The combination of courses that your child opts for will depend on a number of different factors. These include the suitability of the course, career aspirations and interest in an area of study as well as past performance in a subject. It is very important that you discuss all these factors with your child before the final choices are made.

The vast majority of students will take GCSE qualifications in the subjects that they choose. A small number of students may be directed to take a GCSE equivalent qualification where appropriate.

All students will study PE at either GCSE or the Duke of Edinburgh Award Scheme GCSE level; the appropriate course will be allocated based on academic and physical aptitude in this subject in order to give your child the best outcomes.

Computing and Citizenship will be covered through bespoke sessions and our tutor time study programme.

The following pages give more information about each of the subjects offered. These have been divided into the 'core' subjects: English, Mathematics, Science, Physical Education, and Religious Education, and the remaining 'optional' subjects.

Finally, I would like to stress that, although all subjects in this booklet are offered in good faith and are accurate at the time of printing, the school reserves the right to withdraw subjects in the event of unforeseen circumstances and in response to external factors in the best interests of our students.

Miss R Ahmad
Associate Senior Leader



Careers, education, information, advice and guidance

St John Bosco College (SJBC) is committed to providing all students with careers, education, information, advice and guidance (CEIAG) throughout their school lives, raising aspirations and tackling stereotypes. As a school we understand it is vital that we bridge the gap between academic and working life, and must equip all students with the skills, knowledge and understanding required to ensure their future success in their chosen field, which is why we include **career development** within our curriculum and enrichment programmes. The diagram below shows why career development is important to each student and how it enhances the quality of education within our school.



SJBC are committed in ensuring that our careers programme supports all students in acquiring an in-depth understanding of career options and develops a level of self-awareness to hone their decision-making skills, which will allow them to make effective transitions throughout every stage in education and careers.

Our careers programme encompasses the ethos of the school and promotes that all students must believe and achieve.

To prepare all students when choosing their GCSE options, SJBC continues to deliver the following Year 9 careers programme;

Year 9 Careers Programme

Autumn	Spring	Summer
<p>Fast Tomato (activity workshop for students to look at different jobs related to the subjects of preference)</p> <p>Duke of Edinburgh – Youth Achievement Award (develops students' transferable skills)</p> <p>Department of Work and Pensions: Options and Choices – How subjects link to careers</p> <p>Careers Week (Careers in the curriculum)</p> <p>Apprenticeship Week (The alternative to University)</p>	<p>Employer visits/ talks (External organisation assemblies and workshops)</p> <p>Careers Fair (Opportunities to speak to organisations about aspirations and gain further guidance)</p> <p>KS4 Options Event (including parent workshop - Department of Work and Pensions focused on subject choices)</p> <p>Department of Work and Pensions: Stepping Stones to getting a job</p>	<p>Employer visits/ talks (External organisation assemblies and workshops)</p> <p>Barclays Life Skills (Preparing young people to succeed in future careers)</p> <p>Richmond Upon Thames College – CV Writing and Transferable Skills workshop</p>

Careers Team:

Miss L Bennett, Futures Coordinator
Email: lbennett@@sjbc.wandsworth.sch.uk

Ms Rosemary Ennin, Independent Careers Advisor
Email: rennin@sjbc.wandsworth.sch.uk

Useful websites:

nationalcareersservice.direct.gov.uk
<https://www.careersbox.co.uk/>

English (GCSE)

“There is no greater agony than bearing an untold story inside of you.” (Maya Angelou)

Course Information

For English Language, students will have to read and analyse both fiction and non-fiction texts, from different time periods. They will also have to write their own creative writing piece and an opinion piece. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. You will be introduced to many key figures from Britain's literary heritage. You will learn more about the nature of humanity, social and historical contexts of work, and the power of the written word whilst studying some brilliant novels, plays and poems.



Year 10

Write effectively and coherently using Standard English appropriately.

Use grammar correctly, punctuate, and spell accurately.

Gain and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and language conventions for reading, writing and spoken language.

Listen to and understand spoken language and use spoken Standard English effectively.

Throughout the year students will also study: Power and Conflict Poetry, Romeo and Juliet, An Inspector Calls, and A Christmas Carol.

Year 11

Read fluently and with good understanding a wide range of texts from the 19th, 20th and 21st centuries.

Read and evaluate texts critically and make comparisons between texts.

Summarise and synthesise information or ideas from texts.

Use knowledge gained from wide reading to inform and improve their own writing.

Students will also study Unseen Poetry, and Comparative Poetry.

Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

English Language

Paper 1 - Explorations in creative writing and reading (50%)

Paper 2 - Writers' viewpoints and perspectives (50%)

English Literature

Paper 1 - Shakespeare and the 19th century novel (40%)

Paper 2 - Modern texts and Poetry (60%)

Course Title	Exam Board	Specification Code	Website
GCSE English Language	AQA	8700	https://www.aqa.org.uk/subjects/english/gcse/english-language-8700
GCSE English Literature	AQA	8702	https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702

Next Steps:

Achieving a passing grade in English is a prerequisite for gaining admission to many courses in schools and colleges around London. A good English grade demonstrates that you can write coherently and in an academic fashion. Courses in English Literature, law, media and many more require evidence of assured reading and writing skills. All students must continue with the study of English if they fail to attain a grade 4 at the end of Year 11

Head of Department: Mr S Kilcullen

Mathematics (GCSE)

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” (Shakuntala Devi)

Course Information

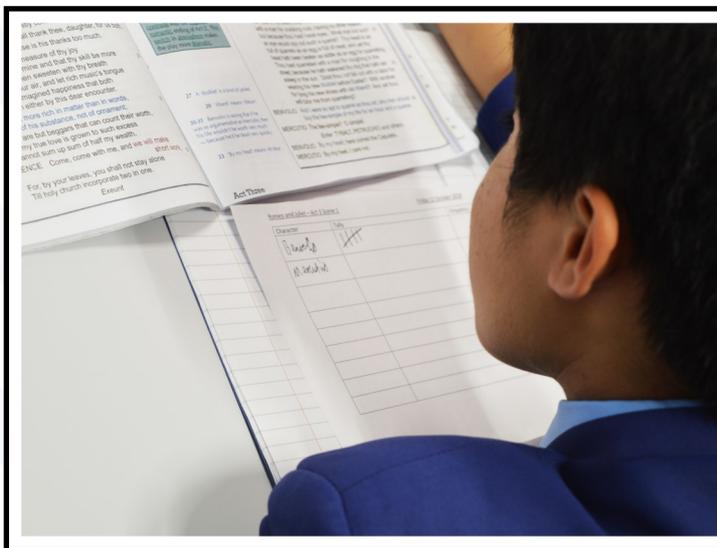
Mathematics is the engine of science and engineering. It is the set of ideas, insights and techniques that enable us to understand, analyse and solve problems.

We understand that future job prospects are heavily influenced by progress in mathematics at school and for this reason we have put in place curriculum that will prepare our students to gain the mathematical knowledge and skills needed for life in modern Britain, secure access into and success in further education and raise standards to compete in a global job market.

During GCSE Maths, pupils will explore the following areas; number, algebra, ratio, geometry, probability and statistics. All students complete one of two Mathematic courses. A pupil is assigned to a course based on their Key Stage 2 and Key Stage 3 outcomes.

FOUNDATION Possible grades 1 - 5

HIGHER Possible grades 4 – 9



Year 10

Numbers, algebra, ratio, geometry, probability and statistics.

Year 11

Numbers, algebra, ratio, geometry, probability and statistics. For both years, embedded into each of these strands are problem solving activities requiring pupils to apply their Mathematics to real life situations.

Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

3 exam papers. 1.5 hours each. 1 paper is non-calculator, 2 papers are calculator. Pupils must ensure they have a scientific calculator.

Course Title	Exam Board	Specification Code	Website
GCSE Mathematics	Edexcel	1MA1	https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf

Next Steps:

Students can go to on to study Core Maths, A level Maths and Further Maths.

Core Maths is helps to develop students' mathematical skills and thinking and supports courses such as A-level Psychology, Sciences and Geography.

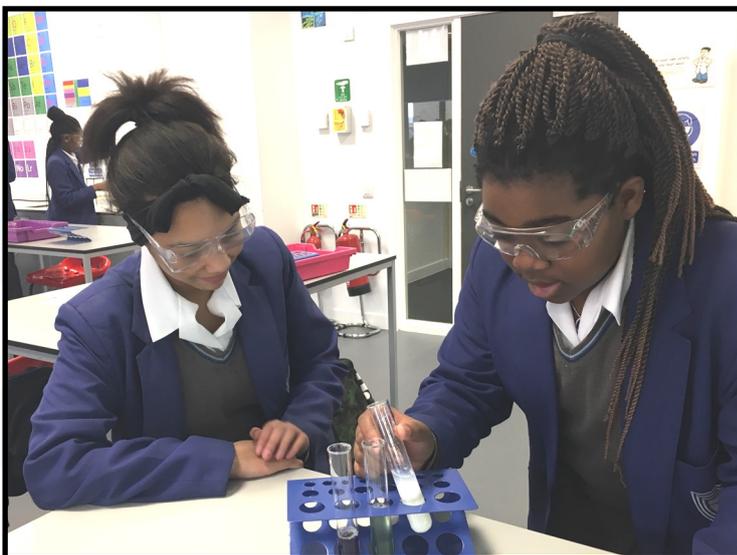
Joint Head of Department: Ms G Abdullah and Miss E Haigh

Combined Science (GCSE)

“The science of today is the technology of tomorrow.” (Edward Teller)

Course Information

Science is a core subject that all students across the United Kingdom are expected to continue. Science is a crucial subject to excel at GCSE in as it combines analytical, mathematical and critical thinking skills that is valued on most A-level courses and University. Most students in the year group will be entered for the double award. This would mean students have the opportunity to receive two GCSE awards for one subject.



Year 9 & 10

Year 9 Content: Cell Biology, Organisation, Atomic structure and the periodic table, bonding, Rates of reaction, Chemistry of the atmosphere, Energy changes, Using resources and Energy.

Year 10 content: Infection and response, Bioenergetics, Homeostasis and response, Quantitative chemistry, Chemical changes, Electricity, Particle model, atomic structure, waves.

Year 11 Focuses following topics as new content:

Forces, inheritance, variation, evolution and ecology. After this you will have finished the course by December! From here we look at the weakest topics of students and reteach content that needs to be supported and stretch in stronger areas. This will change from year to year and will be different in each class. This gives everyone guided revision time to best support your progress.

Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

Biology Paper 1: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Chemistry Paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Physics Paper 1: Energy; Electricity; Particle model of matter; and Atomic structure.

Biology Paper 2: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics Paper 2: Forces; Waves; and Magnetism and electromagnetism

(Each exam: 1hr 15 mins)

Higher or Foundation Tier

Course Title

GCSE Combined Science

Exam Board

AQA Combined: trilogy

Specification Code

8464

Website

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Next Steps: This science qualification provides opportunities for progression: A-level Biology, A-level Chemistry, A-level Physics, BTEC Applied Sciences, BTEC Human Biology

Head of Department: Miss L Foulsham

Triple Science (GCSE)

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.” (Marie Curie)

Course Information

Based on progress, in consultation with teachers, some students may choose triple science in which they can receive three GCSE awards, with grades received for each of the separate sciences. Students should speak to Miss Foulsham regarding this process.



Year 9 & 10

Year 9 Content: Cell Biology, Organisation, Atomic structure and the periodic table, bonding, Rates of reaction, Chemistry of the atmosphere, Energy changes, Using resources and Energy

Year 10 content: Infection and response, Bioenergetics, Homeostasis and response, Quantitative chemistry, Chemical changes, Electricity, Particle model, atomic structure, waves, space and light.

Year 11 Focuses following topics as new content:

Forces, inheritance, variation, evolution and ecology. After this you will have finished the course by December! From here we look at the weakest topics of students and reteach content that needs to be supported and stretch in stronger areas. This will change from year to year and will be different in each class. This gives everyone guided revision time to best support your progress.

Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

Biology Paper 1: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Chemistry Paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Physics Paper 1: Energy; Electricity; Particle model of matter; and Atomic structure.

Biology Paper 2: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics Paper 2: Forces; Waves; Magnetism and electromagnetism; and Space physics.

(Each exam: 1hr 15 mins)

Higher or Foundation Tier

Course Title

GCSE Triple Science

Exam Board

AQA Biology,
AQA Chemistry
AQA Physics

Specification Code

8461
8462
8463

Website

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463>
<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>
<https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Next Steps: This science qualification provides opportunities for progression: A-level Biology, A-level Chemistry, A-level Physics, BTEC Applied Sciences, BTEC Human Biology

Head of Department: Miss L Foulsham

Physical Education (GCSE)

“There may be people that have more talent than you, but there’s no excuse for anyone to work harder than you do.” (Serena Williams)

Course Information

Our GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.



Year 10

Year 10 content: Engagement patterns of different social groups in physical activity and sports, commercialisation of physical activity and sport, ethical and social-cultural issues in physical activity and sport, sports psychology, health fitness and well being.

Year 11

Recap: The structure and function of the skeletal system, the structure and function of the muscular system, movement analysis, the cardiovascular and respiratory systems, effects of exercise on body systems, physical training, components of fitness, applying the principles of training, preventing injury in physical activity and training.

Practical performance and mock moderation in 3 sports. AEP competition.

Revision: Year 10 content.

Internal Assessment

Practical Moderation/Analysing and Evaluating Performance (AEP)

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

Applied anatomy and physiology Physical training/Socio-cultural influences Sports psychology Health, fitness and well-being.

2x papers—60 mins for each paper

Paper 1: The structure and function of the skeletal system/ The structure and function of the muscular system/ Movement analysis/The cardiovascular and Respiratory systems/Effects of exercise on body systems/Physical Training/Components of fitness/Applying the principles of training/Preventing injury in physical activity and training.

Paper 2: Engagement patterns of different social groups in physical activity and sports/Commercialisation of physical activity and sport/Ethical and social-cultural issues in physical activity and sport/Sports Psychology/Health fitness and wellbeing.

Course Title

GCSE Physical Education

Exam Board

OCR

Specification Code

J587

Website

<https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

Next Steps:

GCSE PE provides students with the knowledge and skills to progress onto KS5, and gives students the necessary grounding to embark upon a career in the sports industry, for example teaching, physiotherapy, healthcare, sports analyst, coaching, sports leadership.

Head of Department: Ms K Blandford

Duke of Edinburgh Bronze Award

(Alternative to PE GCSE)

"Through my DofE volunteering I got the chance to help other refugees, introducing them to British culture and helping them with their English. I'm now studying medicine at university – something I credit to achieving my Award." (Sophie—Gold award achiever 2018)



Course Information

The Duke of Edinburgh Award (DofE) has long been a favourite with teenagers and young adults, DofE will increase confidence, develop outdoors skills and give them an edge in the race for university places. And today, the award is proving to be more important than ever.

Year 10

Practical section- Looking at a variety of sports (individual and team) and understanding the key rules and skills to be able to perform that sport. You will be required to complete this for at least 3 months. The sports consist from Football, Badminton, Netball and Table Tennis. Skills Section - You will be learning basic first aid and will be taught how to cook nutritional meals that could later be cooking these on the expedition. You will be required to complete this for 3 months. Volunteering Section- You will need to volunteer yourself at an extracurricular club of your choice. This range from Sports clubs to gaming to help at the homework club. You will be required to complete this for 3 months.

Year 11

Practical section- Looking at a variety of sports (individual and team) and understanding the key rules and skills to be able to perform that sport. You will be required to complete this for at least 3 months. Practice expedition - You will embark on an adventure - 2 days, 1 overnight stay in a tent and will walk the hills of Surrey. You will learn how to read maps and to use a compass, along with other lifesaving skills. You will be required to get from Position A to Position B within 10 hours.

Internal Assessment

Four sections consisting of volunteering, skills, practical (as detailed above) and the practice expedition.

In addition to this you will be tested through fortnightly knowledge tests.

External Assessment

Expedition: Plan, aim for and complete an unaccompanied, self-reliant expedition—including one practice expedition and a final presentation.

Course Title	Exam Board	Specification Code	Website
Duke of Edinburgh Award (DofE)	N/A	N/A	https://www.dofe.org/

Next Steps:

DofE (Silver) DofE (Gold). Having this qualification is very powerful when added onto your CV. This will help with getting into 6th form/colleges/universities and future employment. The skills learnt in DofE are transferable and will allow your son/daughter to gain experience/confidence and organisational skills to name a few.

Head of Department: Ms K Blandford

Religious Education (GCSE)

“Everyone is made in the image of God.”

Course Information

The RE course examines Catholic beliefs, both what Catholics believe and the reasons for their beliefs. The course looks at the ways in which Catholics are expected to live their lives and what impact this has on the world. It reminds students of the intrinsic value of life and the need to cherish and value their own life and those of others, and in this way, it emphasises the need for respect and dignity for all. In addition to Catholic Christianity, the course also examines Judaism in detail, thereby giving students a wider perspective when studying issues of faith.



Year 10

Students will study what exactly Catholics believe such as the belief in just one God, the Incarnation, Eschatology so that they are able to have a broad understanding of the Catholic faith. This will be developed by looking at how Catholics live out their faith both in liturgy and in the private practice of their faith.

A study of where Catholics draw their inspiration and beliefs from will form a separate section of study and this section will be completed by the study of Christian art and music.

The teaching and beliefs of Judaism will be the second faith to be studied. As with the study of Catholicism, students will be required to understand how Jews live out their faith in public and in private.

Year 11

Students will study Catholicism from a far more challenging aspect this year. They will be expected to engage with deep philosophical questions that examine arguments for and against the existence of God. They will be expected to tackle the thorny issue of the problem of evil and ask themselves whether or not this challenges the goodness of God.

The RE syllabus will conclude with a study of ethical issues ranging from topical issues such as marriage and divorce to prejudice and discrimination. Running through all our study will be the understanding that every human being is created in the image of God and is thereby loved and valued for who they are.

Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

Paper One: Catholic Christianity - 1 hour 45 minutes

Catholic beliefs and teachings; Catholic practices; Catholic wisdom and authority; Catholic way of life.

Paper Two: Judaism - 50 mins

Beliefs and teachings in Judaism; practices in Judaism.

Paper Three: Catholic Philosophy and Ethics - 50 mins

Catholic philosophy in respect of arguments for and against the existence of God; Catholic ethics.

Course Title

GCSE Religious Education

Exam Board

Edexcel

Specification Code

Edexcel 1RA0 ZS 60308904

Website

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious->

Next Steps:

GCSE RE provides an excellent route to study beyond the age of 16, both for philosophy and religious studies A level as well as other post-16 qualifications. A qualification in religious studies is valuable for a wide range of careers, such as, law, medicine, business, care and social work, journalism, the civil service, the police force and teaching.

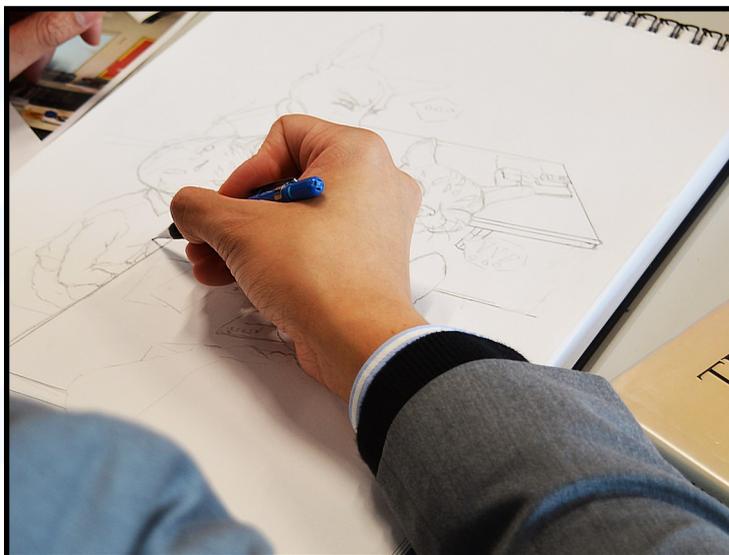
Head of Department: Fr. A Ebrahim

Art (GCSE)

“Creativity takes courage” (Henri Matisse)

Course Information

The GCSE in Art and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.



Year 10

Students will begin their GCSE course by building on observations skills. They will look at how we record through drawings and photography. They will work on basic techniques learnt in KS3 and begin to try more complex techniques with materials. They will use individual artists and start to analyse and critic the work and make connections between themes and their own work to develop their ideas from the beginning to the end.

Year 11

Students will continue to work on coursework, building up a strong portfolio of work based on the four assessment objectives, Develop, Refine, Record and Present. They will work on an exam project, picking a starting point and creating a project using a range of media before choosing their strongest material and idea to work on for their 10 hour exam which will see them create an individual outcome depending on starting points.

Internal Assessment

Personal Portfolio Students will develop a portfolio of work demonstrating a range of skills, techniques, processes and techniques. This should be a visual journey demonstrating the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials. This body of work is worth 60% of their overall grade.

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

Externally Set Assignment Students will produce a project in response to an externally set question paper. Following the preparatory period, students must complete 10 hours of unaided, supervised time to produce an outcome linked to their theme. This body of work is worth 40% of their overall grade.

Course Title	Exam Board	Specification Code	Website
GCSE in Art and Design	AQA	8202	https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art

Next Steps:

A Level Art and Design, Fine Art, Photography, Textiles, Graphics, 3D Design BTEC Art & Design. Careers Leading to a range of opportunities. It is particularly useful for employment in the Creative industries.

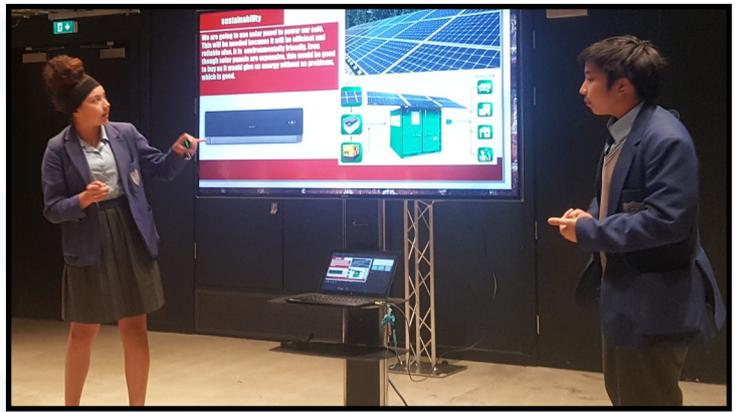
Subject Leader: Ms Sharp

Business Studies

"Success is not final; failure is not fatal: It is the courage to continue that counts." (Winston Churchill)

Course Information

GCSE Business is an engaging and inspiring course that looks at the modern and evolving business environment. This course is for enterprising individuals to help you to succeed in your chosen pathway. A course that is about developing enterprising minds.



Year 10

Topic 1.1 Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.

Topic 1.2 Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.

Topic 1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.

Topic 1.4 Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.

Topic 1.5 Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences

Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

Year 11

Topic 2.1 Growing the business – methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.

Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.

Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.

Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.

Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

External Assessment—2 papers

Theme 1 - 50 % of qualification 90 marks - 1.5 hrs

Theme 2 - 50 % of qualification 90 marks - 1.5 hrs

Paper 1 & 2 is divided into three sections: Section A: 35 marks, Section B: 30 marks, Section C: 25 marks.

Section A will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Sections B and C will be based on business contexts given in the paper.

Calculators may be used in the examination

Course Title

GCSE Business (9-1)

Exam Board

EdExcel

Specification Code

Website <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Next Steps: Business, Accounting, Marketing, Finance, Project Management, International Management, Economics

Subject Leader: Mrs F Harb

Design and Technology (GCSE)

“I made 5,127 prototypes of my vacuum before I got it right. There were 5,126 failures. But I learned from each one. So I don't mind failure.” (James Dyson)

Course Information

Course information: The new Design and Technology Curriculum has been designed to support and enhance the experience of designing, focusing on the use of new technologies and processes such as Laser Cutting, CNC Machines, 3D Printing and CAD/CAM processes.



Year 10

Substantial design and make task

Assessment criteria:

Identifying and investigating design possibilities

Producing a design brief and specification

Generating design ideas / Developing design ideas

Realising design ideas / Analysing & evaluating

In the spirit of the iterative design process, the above will be explored through contextual challenges set by AQA

Students will produce a prototype and a portfolio of evidence

Work will be marked by teachers and moderated by AQA

Year 11

Section A – Core technical principles - A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles - Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles - A mixture of short answer and extended response questions.

Internal Assessment

50% NEA – Non-Exam Assessment (Coursework)

Practical application of:

Core technical principles Specialist technical principles

Designing and making principles

Assessment criteria:

Identifying and investigating design possibilities

Producing a design brief and specification

Generating design ideas / Developing design ideas

Realising design ideas / Analysing & evaluating

External Assessment

50% Examination

Theoretical application of:

Core technical principles

Specialist technical principles

Designing and making principles

Examination broken down into following sections:

Section A – Core technical principles (20 marks)

Section B – Specialist technical principles (30 marks)

Section C – Designing and making principles (50 marks)

Course Title

GCSE Design and Technology

Exam Board

AQA

Specification Code

8552

Website

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Next Steps:

Post 16 you can explore apprenticeships such as engineering, plumbing, electricians etc. as well as A-level Design & Technology and following this you can explore a variation of degrees in many fields such as engineering, product design, fashion, architecture, graphic design, chef, teaching.

Head of Department: Mr H Singh

Enterprise and Marketing (Cambridge National)

"The road to success and the road to failure are almost exactly the same." (Colin R. Davis)

Course Information

This qualification is for someone who wishes to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare you to further study qualifications in enterprise, marketing or business.



Year 10

Unit 1 - Enterprise & Marketing Concepts

Exam based which will be sat in June of year 10 with option to resit exam in January of year 11

Students will understand the main activities that they will need to happen to support a start-up business and what the key factors are to consider when starting up a business. Students will understand how and why customer segmentation is used and how to target a customer market as well as develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.

LO1: Understand how to target a market

LO2: Understand what makes a product or service financially viable

LO3: Understand product development

LO4: Understand how to attract and retain customers

LO5: Understand factors for consideration when starting up a business

LO6: Understand different functional activities needed to support a business startup.

Year 10 cont:

Unit 2 - Design a business proposal

This unit will provide students with the skills and knowledge to design a product proposal to meet a business challenge scenario. Students will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product. Their research outcomes will help to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Students will complete financial calculations to select a pricing strategy and determine whether their proposal is viable

Year 11

Unit 3 - Market and pitch a business proposal

This unit will provide students with the skills and knowledge to create a brand identity and promotional plan for their product proposal, which was developed in Unit 2. They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal. Students will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will gain the crucial skills of professionally pitching to an unknown audience. This will help to prepare them both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

Internal Assessment Coursework – 60%

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

Exam: Enterprise and marketing concepts (40%) - 1 hr 30 mins.

Course Title

Cambridge National in Enterprise and Marketing

Exam Board

OCR

Specification Code

J819

Website <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/>

Next Steps: You can progress onto OCR's Level 3 Cambridge Technicals in Business, Introductory Certificates in Marketing or A Levels in related subjects.

Head of Department: Mrs F Harb

Food Preparation and Nutrition (GCSE)

"To eat is a necessity, but to eat intelligently is an art."

(François de la Rochefoucauld)

Course Information

Our fresh and exciting GCSE Food Preparation and Nutrition specification equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.



Year 10

Students will focus on upskilling during practical lessons. During theory lessons students will improve their knowledge and understanding of Food, Nutrition and Health, as well as the science behind food, the safety involved and needed and the importance of food choice and food provenance.

Year 11

Will start the Non-Examined assessment (NEA) and will consist of:

Task 1: Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food preparation assessment (70 marks)

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

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Following the NEA, students will be covering subject knowledge in preparation for their written exam - Theoretical Knowledge of Food Preparation and Nutrition.

Internal Assessment

Non-Examined assessment (NEA) – 50% GCSE

Task 1: Food investigation (30 marks)

Task 2: Food preparation assessment (70 marks)

External Assessment

Written Examination – 50% GCSE (1hr 45mins) 100 marks

Multiple choice questions (20 marks) & five questions each with a number of sub questions (80 marks)

Theoretical knowledge of food preparation and nutrition from:

Food, nutrition and health / Food science / Food safety

Food choice / Food provenance

Course Title

GCSE Food Preparation and Nutrition

Exam Board

AQA

Specification Code

8585

Website

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/>

Next Steps:

Students could pursue careers in the food industry such as restaurant manager, craft brewer, food lawyer, food stylist, holistic health coach, molecular gastronomist, mycologist, restaurant designer, urban farmer.

Head of Department: Mr H Singh

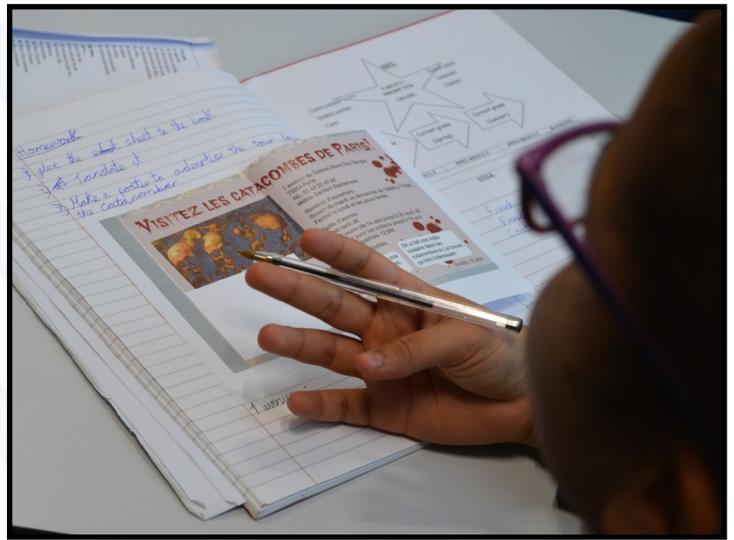
French (GCSE)

"With languages, you are at home anywhere"

(Edmund de Waal)

Course Information

The range of topics within the specification aims to inspire students who are interested in French culture and French-speaking countries. The students will be able to develop their French language skills to their full potential, equipped with the knowledge to communicate in a variety of contexts with confidence. Languages are a skill for life and studying French will bring a myriad of benefits to all students who will choose this subject.



Year 10

Theme 1: Identity and culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

Year 11

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Recap of Year 10 learning

Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

3 papers: 1. Listening (Foundation = 35 minutes, Higher = 45 minutes); Reading + Translation (Foundation = 45 minutes, Higher = 1 hour), Writing + Translation (Foundation = 1 hour, Higher = 1 hour 15) and one Speaking exam (Foundation = 7-9 minutes + preparation time, Higher = 10-12 minutes + preparation time)

Course Title

GCSE French

Exam Board

AQA

Specification Code

8658

Website

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

Next Steps:

A-Level French working hand-in-hand with Business/History/Geography studies, just to mention a few.

Head of Department: Miss M Tharsis

Geography (GCSE)

“The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents.” (Barack Obama)

Course Information

We build on the knowledge and skills introduced at KS3 around Physical topics such as Natural hazards and Physical landscapes (coasts + rivers); Human topics such as Urbanisation and Development while also building on basic skills like the use of OS maps and scale while also plotting data on scatter graphs to show more complex relationships. In year 10 you will go on an overnight fieldtrip where you will carry out investigations along a river while also exploring a local high street to see if it has been affected by regeneration in a positive or negative way.



Year 10

Living with the physical environment
Challenges in the human environment
Geographical skills
Field trip

Year 11

Geographical applications
Recap of Year 10 learning

Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

Paper 1 Living with the Physical Environment (35%)- 1hr 30mins
Paper 2 Challenges in the Human Environment (35%)- 1hr 30mins
Paper 3 Geographical Applications (30%)- 1 hr 15mins

Course Title	Exam Board	Specification Code	Website
GCSE Geography	AQA	8035	https://www.aqa.org.uk/subjects/geography/gcse

Next Steps:

Geography allows students to develop a wide range of skills including research, critical evaluation, developing reasoned arguments, the collection and analysis of data, teamwork, problem solving, IT skills and communication skills. All of these provide an excellent intellectual base for study at A level, degree level and future employment in a variety of fields.

Head of Department: Ms A Thomson

History (GCSE)

“Human history is a history not only of cruelty, but also of compassion, sacrifice, courage, kindness. What we choose to emphasise in this complex history will determine our lives.” Howard Zinn

Course Information

The History GCSE course will build on the skills and knowledge that you have learned in KS3; this includes the ability to analyse texts, formulate arguments and think critically. Although some topics will be familiar, you will study new areas such as the history of medicine and the Cold War which will broaden your knowledge of the past. GCSE History is an excellent choice for anyone wanting to take an academic option. It is a steppingstone for many essay-based A-level courses and university degrees.



Year 10

Autumn Term: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Spring Term: Superpower relations and the Cold War, 1941–91

Summer Term: Early Elizabethan England, 1558–88.

Year 11

Autumn Term: Early Elizabethan England, 1558–88 (continued)

Spring Term: Weimar and Nazi Germany, 1918–39

Summer Term: Revision

Internal Assessment

Y10: 3 PPE exams in November, March and June and fortnightly knowledge tests

Y11: 2 PPE exams in November and March and fortnightly knowledge tests

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

Paper 1: Medicine 1 hr 15 mins
(30 % Option 11)

Paper 2: Cold War and Elizabeth 1 hr 45 mins
(40% Option 2R/P4)

Paper 3: Weimar and Nazi Germany 1 hr 20 mins
(30% Option 31)

Course Title

GCSE History

Exam Board

Edexcel

Specification Code

1H10

Website

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

Next Steps:

If you want to study History A-level you must take it at GCSE. It is also a good subject to prepare you for any essay based A-level subject such as English and foreign languages. As a highly academic subject, it is respected by universities and employers; History trains you to comprehend complex texts, think critically and articulate yourself in a sophisticated way both verbally and in writing.

Subject Leader: Ms S Elm

Media Studies (GCSE)

“Today we are beginning to notice that the new media are not just mechanical gimmicks for creating worlds of illusion, but new languages with new and unique powers of expression.” (Marshall McLuhan)

Course Information

In a world dominated by ‘fake news’ GCSE Media Studies is the subject that helps you discover the truth. This is an interactive and engaging course which aims to widen students’ minds to the power of the media and how it affects their lives. Students will study a range of media forms and understand all aspects of the media providing them with in-depth understanding of how media represents the world.

Media Studies GCSE is an academic course with 70% based on two final written exams which involve analysing and responding to questions based on the key concepts. The remaining 30% of the qualification consists of non-examined, internally assessed, work (coursework). For this, students will use ICT programs such as Photoshop, providing them with a valuable new skill in an increasingly digital world.



Year 10

Exploring Media Language and Representation & Exploring Media Industries and Audiences

Analysis of texts set by the exam board. These texts include magazines, film marketing, advertising and radio.

Year 11

Component 3 – Creating Media Products

Students respond to a brief set by the exam board and produce their own original media text for a specific audience demographic. Students also analyse media forms such television and music.

Internal Assessment

Three termly formal assessments and fortnightly summative assessments

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

Component 1 – Exploring the Media

Written Exam - 1 hr 30 mins - 40%

Component 2 – Understanding Media Forms and Products

Written Exam – 1 hr 30 mins – 30%

Component 3 – Creating Media Products

Non-exam assessment – 30%

Course Title

GCSE Media Studies

Exam Board

Eduqas

Specification Code

WJEC Eduqas C680QS

Website

<https://www.eduqas.co.uk>

Next Steps:

During the GCSE Media course you'll develop and practice a range of skills which will equip you for progression to A Level study. They will also help you hugely in other areas such as Film, English, Humanities and Social Sciences. Looking further ahead, over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. There is a huge array of career opportunities in the media, such as, TV and film production, advertising, journalism, interactive media, and digital marketing, technical production, special effects, web design and post-production. If you are interested in the idea of a career in the above opportunities then studying Media at GCSE level is a great place to start.

Subject Leader: Ms C Greene

Music (GCSE)

“Without music, life would be a mistake”

(Friedrich Nietzsche)

Course Information

All employers and universities appreciate the level of commitment that is required for musical endeavours. Studying music gives you the transferable skills you need to succeed in the future. Music is an exciting, creative and versatile subject: one which all universities and employers regard highly. Studying music supports holistic cognitive development which drives academic achievement across the board. Music GCSE builds upon the skills and knowledge developed throughout KS3, both practically and in the written exam.



Year 10

Area of study 1: My music

Area of study 2: The concerto through time

Area of study 3: Rhythms of the world

Area of study 5: Conventions of pop

Year 11

Area of study 4: Film music

Recap of Year 10 learning

Completing of internal assessment

Internal Assessment

Performance on the learner's chosen instrument (15%)

Ensemble performance (in a group) (15%)

Composition to a brief set by the exam board (15%)

Free composition (directed by the student) (15%)

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

Listening appraising (40%), 1hr 30mins

Course Title

GCSE Music

Exam Board

OCR

Specification Code

Code: J536

Website

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

Next Steps:

Music GCSE leads to a number of different career paths, both in and outside of the music industry, and will also support study in all futures that require 'out of the box' thinking and creativity. Music is an exciting, creative and versatile subject: one which all universities and employers regard highly. Studying music supports holistic cognitive development which drives academic achievement across the board. It is an incredibly unique subject, in that is both creative and academic.

Subject Leader: Mr W Dallman

Psychology (GCSE)

“Like all science, psychology is knowledge; and like science again, it is knowledge of a definite thing, the mind.” (James Mark Baldwin)

Course Information

Psychology is an academic subject, which is deeply insightful and exciting. Psychology will help students to hone on their analytical and organisational skills and learn about scientific research methods, including collecting and working with data. Learning about human behaviour can also help to build communication skills and improve teamwork and leadership skills.



Year 10

Unit 1: Cognition and behaviour

Topics to be studied:

Memory

Perception

Development

Research methods

Year 11

Unit 2: Social Context and behaviour

Topics to be studied:

Social conformity

Language, thought and communication

Brain and neuropsychology

Psychological problems

Internal Assessment

Students will do biweekly mini tests. Many of these will be essay based.

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

Unit 1 — 1 hr 45 mins written exam 50%

Unit 2 — 1 hr 45 mins written exam 50%

Course Title

GCSE Psychology

Exam Board

AQA

Specification Code

8182

Website

<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182>

Next Steps:

Psychology at GCSE is useful for a range of careers, some of these include research, education, health care, legal work, business, counselling, law and careers requiring good communication skills. Psychology can be continued at A-level and degree. This GCSE will support students who choose to study GCSE or A level qualifications in Biology, Sociology, English Literature, History or Law.

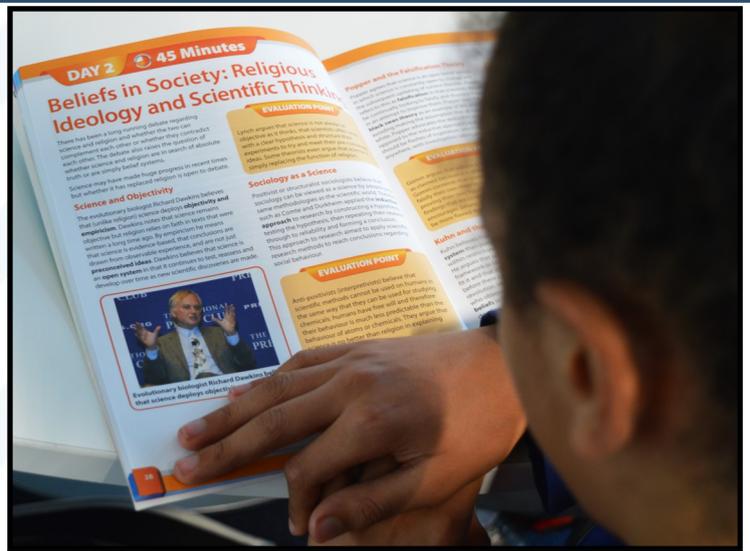
Subject Leader: Ms R Tezare

Sociology (GCSE)

“The difficulty, in sociology, is to manage to think in a completely astonished and disconcerted way about things you thought you had always understood.” (Pierre Bourdieu)

Course Information

Sociology is an academic subject, which is thought-provoking and relevant to today's society. Sociology is the study of human behaviour and society. It is a Social Science with its own set of guiding principles which are used to question, research and explain our social world. Students will learn how values, beliefs and/or your social background can influence behaviour in society.



Year 10

Year 10

Unit 1: The sociology of families and education

Topics to be studied:

The sociological approach

Social structures, social processes and social issues

Families and Households

Education

Year 11

Unit 2:

The sociology of crime and deviance and social stratification

Crime and deviance

Social stratification

Sociological research methods

Internal Assessment

Students will do biweekly mini tests. Many of these will be essay based.

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

Unit 1 — 1 hr 45 mins written exam 50%

Unit 2 — 1 hr 45 mins written exam 50%

Course Title

GCSE Sociology

Exam Board

AQA

Specification Code

8192

Website

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

Next Steps:

Sociology at GCSE is useful for a range of careers including Journalism, Health Care, Law, Teaching, Social Work, Politics, Social Research and careers requiring good communication skills. Sociology can be continued at A-level and degree. This GCSE will support students who choose to study GCSE or A level qualifications in Business, Economics, Government & Politics, History, Geography, Law, Media, or Psychology.

Subject Leader: Ms R Tezare

Spanish (GCSE)

“The limits of my language mean the limits of my world.” (Ludwig Wittgenstein)

Course Information

The range of topics within the specification aims to inspire students who are interested in Spanish culture and Spanish-speaking countries. The students will be able to develop their Spanish language skills to their full potential, equipped with the knowledge to communicate in a variety of contexts with confidence. Languages are a skill for life and studying Spanish will bring a myriad of benefits to all students who will choose this subject.

ST JOHN BOSCO COLLEGE
BATTERSEA
Lunes 13 de Enero de 2020
Mi tiempo libre
L.O: to talk about my hobbies and use present verbs for opinions and routines

Conecta las frases:

1. Navegar por Internet	A. To read
2. Salir con mis amigos	B. To rest at home
3. Bailar salsa	C. To dance salsa
4. Jugar a la videoconsola	D. To go out with my friends
5. Practicar deportes	E. To do sports
6. Ver la tele	F. To navigate the internet
7. Leer	G. To play videogames
8. Descansar en casa	H. To watch TV
9. Chatear con el móvil	I. To listen to music
10. Escuchar música	J. To chat on the phone

CHALLENGE
Can you write a short paragraph using the sentences on the left for describe your hobbies?

Callus - my learning
Spanish Dictionary
MIRA

Year 10

Theme 1: Identity and culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and festivals in Spanish-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

Year 11

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Revision of year 10 learning.

Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

External Assessment

3 papers: 1. Listening (Foundation = 35 minutes, Higher = 45 minutes); Reading + Translation (Foundation = 45 minutes, Higher = 1 hour), Writing + Translation (Foundation = 1 hour, Higher = 1 hour 15) and one Speaking exam (Foundation = 7-9 minutes + preparation time, Higher = 10-12 minutes + preparation time).

Course Title

GCSE Spanish

Exam Board

AQA

Specification Code

8698

Website

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

Next Steps:

A-Level Spanish working hand-in-hand with Business/History/Geography studies, just to mention a few.

Head of Department: Ms M Tharsis

Travel and Tourism (BTEC)

“Travel makes one modest. You see what a tiny place you occupy in the world.” (Gustave Flaubert)

Course Information

Are you interested in a career in travel and tourism? This course is for those students who want to be involved and want to engage in all aspects of tourism by reviewing and learning about geography, economics, business and globalisation. The planning and teaching will support all students' needs and there is strong teaching in place to observe, develop and monitor the challenges of this course throughout their GCSE period. There is a clear progression onto Level 3 study for students who want to explore travel and tourism further or move into Geography & Business. The course is made up of 3 components: 2 components are internally assessed (coursework) and 1 component is externally assessed (exam).



Year 10

The external component (exam) will be sat in May of year 10 with the possibility of resitting the exam in year 11 (January) to increase final marks.

Component 1 (coursework): Travel and Tourism Organisations and Destinations

Component aim: examine the types and aims of travel and tourism organisations and different travel destinations

During Component 1, you will learn about:

- the travel and tourism sector and tourist destinations
- the type and purpose of different travel and tourism organisations
- the importance of travel and tourism to the UK
- different types of holidays and reasons for travel

Component 2 (exam): Influences on Global Travel and Tourism

Component aim: to investigate global travel and tourism and its impact on global destinations

During Component 2, you will investigate:

- the influences on Global Travel and Tourism Develop
- factors influencing the travel and tourism industry
- sustainability and destination management
- the impact of global tourism on local communities, the economy and the environment
- tourism development

Internal Assessment

During the course of KS4, students will undertake assessments which mirror the final exams at the end of year 11 in order to prepare students and to monitor progression. Internally assessed assignment(s). Weighting for each component: 30% of total course Weighting for both components: 60% of total course.

Year 11

Component 3 (course work):

Customer Needs in Travel and Tourism During Component

Component aim: to understand how organisations use market research within the travel and tourism industry

During Component 3 your will investigate:

- how travel and tourism organisations use research to identify customer needs
- explore the range of products offered by travel and tourism organisations
- consider how organisations respond to market trends to meet customer needs
- plan a holiday to meet customer needs and preferences

External Assessment

Students will sit 1 exam in June of year 10. The externally assessed written paper requires students to apply their knowledge and understanding of the factors influencing tourism and the impact of tourism on destinations and destination management Weighting: 40% of total course.

Course Title

BTEC Tech Award in Travel and Tourism

Exam Board

Pearson

Specification Code

603/3038/7

Website

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/travel-and-tourism.html>

Next Steps: Travel and Tourism is one of the UK's fastest growing sectors, employing over 3 million people. After completing their BTEC Tech Award, you will be in a great position to continue in the travel and tourism sector. This qualification prepares students for both vocational and academic routes. KS5 opportunities are available both in BTEC / Cambridge Nationals in Business, IT or A levels in Business, Geography or Languages leading into a range of careers such as – Hotel Manager, Travel Consultant, Holiday Representative, Travel Agent, Air Cabin Crew, Sales Executive.

Subject Leader:

Making Your Option Choices

Step 1

Identify which options are the most suitable for you after researching your choices, and consulting with your parents

For some subjects it is essential that you have reached an appropriate level by the end of Key Stage Three if you are to follow a GCSE course successfully.

If you are in any doubt about this please speak to Miss Ahmad, your Form tutor or the subject leader who can give you further advice.

Step 2

Use the form on the next page to write down your choices.

Choose three subjects

You should choose three subjects from the list of optional subjects. At least one should be from the subjects highlighted in **bold** (GCSE **French / Spanish, Geography, History**).

You can choose two or three from these subjects if you wish.

Reserve Choice

It is necessary to choose two reserve options from the list of optional subjects in case the combination of first choice subjects cannot be accommodated on the timetable. Please indicate your reserve choices by writing these in the appropriate box.

Home language

If you wish to take an additional GCSE in your home language of Italian, Polish or Portuguese, please indicate this in the appropriate box.

Step 3

Please check the form and ensure that all the details are correct. It should then be handed in to the student office on or before **Friday 24th January 2020**. *

* Year 9 Parents Evening is on Thursday 23rd January. You can make final decisions after meeting staff on this day.



SJBC Options Form 2020 — 2022

Please choose three subjects from the list of options and two reserve choices

Choose **three** of the following—at least **one** of which should be from the **subjects highlighted in bold** (You can choose two, or all three of these if you wish).



Please indicate your choices in order of preference (1, 2, 3).

cut here

GCSE French or GCSE Spanish	
GCSE Geography	
GCSE History	
GCSE Art	
GCSE Business Studies	
GCSE Design and Technology	
Cambridge National Enterprise and Marketing	
GCSE Food Preparation and Nutrition	
GCSE Media Studies	
GCSE Music	
GCSE Psychology	
GCSE Sociology	
BTEC Travel and Tourism	

Please nominate two reserve choices below

Reserve Choice 1

Reserve Choice 2

If you want to take an additional GCSE in your home language of either **Italian, Polish**, or **Portuguese** please indicate below

Language

Pupil Name: (capitals please) _____ Form: _____

Parent / Carer signature: _____

Please return to the Student Office on or before **Friday 24th January 2020**