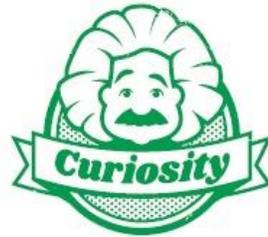




GCSE Options



September 2023 - June 2025

"Challenging all of our students supportively to become confident and curious, enhancing lives now and in the future"



Options: Introduction

Dear Parents/Guardians

As you know, for their first three years at King Richard School all pupils take essentially the same wide range of subjects. This is intended both to lay the foundations of a broad general education and to give pupils at least some experience on which to base their choice of courses in the upper school.

At this stage in their school career, pupils must now choose from a range of subjects, which together with English, Mathematics and Science will form their GCSE examination courses. The construction of a study programme is very much a matter for the individual and before final decisions are made a good deal of consultation has to take place. It is virtually impossible to put down on paper all the factors involved in making appropriate choices but it is hoped that this booklet will enable discussion to be concentrated on specific needs, interests and aspirations.

In weighing possibilities pupils and parents are advised to keep in mind the following points:

1. The needs of the pupil in the light of future career requirements. Please do consult the careers service based in the school on any matter related to entrance requirements for particular careers.
2. The importance of preserving a reasonable balance between the main subject areas. Our Option Scheme is constructed in such a way as to ensure that each pupil takes a course in the main areas recommended within the National Curriculum but it is still important to choose subjects that will keep as many career doors open for as long as possible.
3. The interest and enjoyment of the subject for the pupil. To choose a course because one likes the subject, all other things being equal, is a perfectly valid reason.
4. The ability and aptitude of the pupil in regard to a particular subject. Here care must be taken as some pupils underestimate their capabilities, whilst others take too casual a view of the difficulties inherent in some subjects.
5. All courses listed are scheduled to run for two years. This means that they cannot normally be completed before the end of June in Year 11. This can create problems in a service environment. If you know that you will be posted during the next two years you should bear the following in mind:
 - If you are to be posted to the UK remember that it is extremely unlikely that our option pattern will be exactly the same but because of the National Curriculum it is likely to be quite similar to the new School. However, it is important to keep subject choices to the most common subjects in order to ensure a reasonable chance of continuity. We will also contact the new school for you if you wish.
6. It will be appreciated that instances can arise where a “perfect” fit in terms of choice cannot be obtained. This is true irrespective of the size of a school but we are confident that the entry requirements for all of the normal range of careers can be gained through our scheme. Indeed, we feel we offer as wide a range of subjects as that offered in most UK Schools.



Options: Questions & Answers

As a Year 9 student, the time has come for you to take part in planning your programme of study for the next two years - you have been working on this in tutor time this term.

What should I think about?

- What your strengths and weaknesses are.
- Which subjects you enjoy.
- Which subjects you will need in the future without closing any doors.
- What you want to do when you are 16.

Who can help me choose?

- Your teachers in school
- Your Tutor
- The Careers Officer
- SLT Mr Sproson / Mr Burvill / Mr Thomas
- Ms Rattigan – Head of 6th Form

How do I find out what is available?

- Study this booklet carefully
- Talk to all those who can help
- Think carefully for yourself

What do I do then?

1) Receive a letter and basic information to make your Options straw poll for 2023-2025 choices to be returned to school via email or by hand by **Tuesday January 31st**. This is for us at school to decide which subjects will be available to be taken for this year group. Some subject may not run as no student has an interest to take them or in fact a subject could be run in 2 groups for example to allow more students to take it. What we ultimately aim to do at our small unique school is make 'option blocks' that allow the highest percentage of students each year to pick their preferred subjects when they are timetabled with each other in blocks. Any late entries may not be used in making our option blocks for 2023-25.

2) Having received your school report and options booklet, you can then attend the Options and Parents' Afternoon for Y9 on **Tuesday 28th February**. This will be a chance to meet all subject teachers to discuss their subjects and your child's possible / future study at KS4.

3) Hand your completed 'Options' form to your form tutor or by email to the school office by **Friday 10th March**.

It should be pointed out that just because a course is described here, **it does not mean that it will be offered**. If only a few students opt for a course or there are last minute changes to staffing, we may not be able to offer it. However, we will do our very best to ensure that the majority of options will be available.

The Careers Adviser

Please feel free to consult the Careers Adviser, based in the school on any matter related to the options process and career planning. Some students have a clear idea of what they would like to do in the future and how to achieve their goals but many do not and it is also likely that as students' knowledge and experience widens their plans and ideas may change. A discussion with the Careers Adviser about GCSE options and future pathways can be helpful in alleviating any fears students may have about how their current choices may affect their future careers. They will meet with students throughout their GCSE courses to discuss issues including further education, work with training and career planning. Parents are welcome to attend all careers interviews and will be advised in advance of scheduled appointments during years 10 and 11.

The Careers Adviser can be contacted on Tel: (00357) 24748340 should you or your child wish to speak to her during the options process.



The EBacc (or English Baccalaureate)

The Government has introduced a new measure for schools - the English Baccalaureate or 'EBacc'. In order to achieve the EBacc pupils must study English, Mathematics, 2 Sciences, a Modern Foreign Language and History or Geography (6 specific GCSE qualifications in total). There is **no certificate** available for students attaining this measure.

At King Richard School, our curriculum provision includes the EBacc subjects (a Modern Foreign Language, Double Science or Triple Science, History and Geography), all of which are very popular subjects. We are committed to the successful delivery of all of our courses and are rightly proud of the achievements of our students past, present and future.

Students may be able to use studying the EBACC in next steps of education and employment to demonstrate breadth or academic capability of their school years. University applications do not currently ask for this for entry however, but this may change in time.

EBACC subjects - having at least Dual Science and 1 EBACC subject is needed for many colleges to get enough points to apply and get on the majority of courses. Therefore 1 * subject must be chosen as 1 of the 4 options.

Changes to GCSE Grading

All GCSE subjects are now graded 9 - 1 with 9 being the highest grade. The table below shows a comparison between the previous grading system (A*-G) and the new grading system (9-1).



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ STRONG PASS	
④ STANDARD PASS	C
3	D
2	E
1	F
	G
U	U

Options: Calendar of Events

The following calendar of events is designed to help you stay on track during the options process. If, for some reason, you are likely to miss any of the dates below then please contact the school so that alternative arrangements can be made.

OPTIONS PROCEDURE 2022 - 2024

DATE / DEADLINE	DETAILS
Tuesday 14th January	Parents of Y9 pupils receive the subject Y9 Report, Straw Poll and options booklet.
Tuesday 31st January	Deadline for returning straw poll of option subjects to KRS.
Tuesday 28th February	Options Afternoon / Parents' Afternoon. 2023 – 2025 Option blocks released. A brief meeting at 14:00 to explain the options procedure and the GCSE curriculum structure at KRS, followed by the chance to discuss GCSE subjects with your child's teachers.
Friday 10th March	Final student option choices returned to school.
September 2023	GCSE courses start

Options:

The Curriculum in Years 10 & 11

The Curriculum for Years 10 and 11 aims to give pupils access to specific skills and bodies of knowledge necessary to prepare them for life as adults, able to pursue responsible and active participation in our society. This curriculum must provide an education related as closely as possible to our counterparts in the United Kingdom. These two years should be seen as an integral unit of study, leading to assessment and the subsequent awarding of GCSE certificates.

The curriculum for each pupil will contain the following elements:

a) Core Curriculum

- English - 8 periods
- Mathematics - 8 periods
- Science (Dual Certification) - 10 periods
- Physical Education - 3 periods
- Religious Citizenship & Personal and Social Education - 1 period



b) Optional GCSE Subjects

Optional Subjects are taught for 5 lessons per fortnight. Our option blocks allow all pupils to choose a broad, balanced curriculum of academic and creative subjects.

EBacc Pathway: We advise pupils on the Mastery Plus, Excelling or Excelling Plus Pathway at KS3 to include a modern language (French or Spanish) and either History or Geography in their option choices.

Progress 8 Pathway: Pupils on the Securing, Securing Plus or Mastery pathways at KS3 must select at least one starred subject from any of the option blocks. They can also opt to take the English Baccalaureate explained above.

TBC on basis of straw poll results – on 28th Feb & shared with all students / parents.

Block A	Block B	Block C	Block D



All Subjects

Areas	Page
Mathematics (Core)	9
English Language and Literature (Core).	10
Combined Science Trilogy (Core)	11
Physical Education (Core)	12
Spiritual, Moral Social, and Cultural Programme (Core)	13
Optional subjects: Choose 4 from the following (1 from each block from 2023-2025 options)	
GCSE Separate Sciences	14
Computer Science	15
History	16
Geography	17
MFL: French and Spanish	18
Drama	19
Music GCSE	20
Music RSL Creative Music Industry	21
Art and Design	22
GCSE Physical Education	23
BTEC First in Sport	24
Food Preparation and Nutrition	25
Design & Technology	26
Art and Design: Textile Design	27
Business Studies	28
Religious Studies	29
Law & Citizenship	30
BTEC Health and Social Care	31

Core: Maths

GCSE Mathematics Grades 9 - 1

Examination Board: EDEXCEL Linear Mathematics (1MA1)

EBacc - Yes

The GCSE follows the two tiers;

- Foundation tier, where grades 1 up to 5 may be achieved, and
- Higher tier, where grades 4 up to 9 are possible.

The pupils are taught in sets and the level of work is selected to suit their ability. Year 9 test results and teacher assessments give excellent guidance as to which set is best for each pupil.

The content of GCSE Mathematics is grouped into the topic areas of Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics.

The GCSE will be entirely assessed by three written examinations at the end of Year 11. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long. Each paper has 80 marks and has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

It is, therefore, essential that each student has their own calculator.

There is no coursework or controlled assessments in this GCSE. This means that “Using and Applying mathematics” is assessed through the examination.

The aims and objectives of this course in Mathematics are to enable students to:

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

If you wish to have more information about the GCSE Mathematics please visit the EDEXCEL website or contact a mathematics teacher at the school.

Contact: Mrs Ciaran Shannon

ciaran.shannon@modschoools.org



Core: English

GCSE English Grades 9-1

Examination Board: English Language AQA (8700) - English Literature AQA (8702)

EBacc - Yes

All students will be entered for AQA GCSE English Language and English Literature. This will lead to two separate GCSE qualifications. Both courses are assessed entirely by external examinations which take place at the end of Year 11. A separate grade will be awarded for Spoken Language. This element of the course will be assessed internally. This does not contribute to the award of the final GCSE grade.

Subject Name: English Language

Students will sit two examination papers at the end of Year 11.

Paper 1: Explorations in reading and writing (50%)

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

Subject Name: English Literature

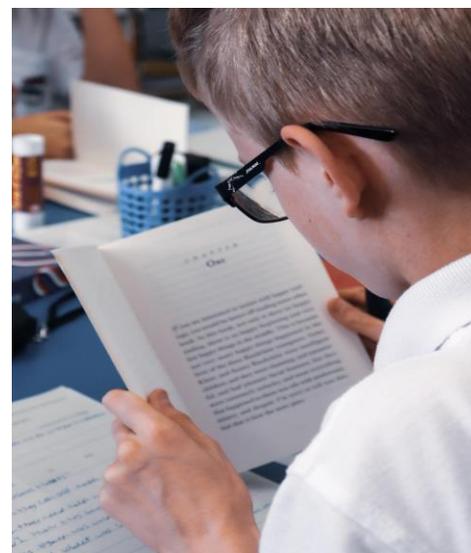
Students will sit two examination papers at the end of Year 11

Paper 1: Shakespeare and the 19th Century Novel (40%)

Paper 2: Modern Texts and Poetry (60%)

Spoken Language (for which a separate grade will be awarded)

- Presenting
- Responding to questions and feedback
- Use of Standard English



English Language	English Literature
<p>The course requires students to study:</p> <p>Literary fiction - extracts from novels and short stories from the 20th or 21st centuries focusing on how writers use narrative and descriptive techniques to capture the interest of readers.</p> <p>Narrative and Descriptive Writing - how to produce original narrative or descriptive writing.</p> <p>Non-fiction and literary non-fiction - articles, reports, essays, travel writing, accounts, letters, diaries, reports, autobiography and biographical passages.</p> <p>Writing to present a viewpoint - how to produce original writing which presents a point of view.</p>	<p>The course requires students to study:</p> <p>Shakespeare – Students study one play by Shakespeare from a prescribed list.</p> <p>The 19th Century Novel – students study one complete novel from a prescribed list.</p> <p>Modern Texts – students study either a modern prose or modern drama text</p> <p>Poetry – students study a cluster of poems from an AQA Anthology</p> <p>Unseen poetry – students will be required to develop the skills to answer questions on unseen poetry.</p>

Anyone interested in finding out more can download the draft specifications from the AQA website: [aqa.org.uk/english for everyone](http://aqa.org.uk/english-for-everyone)

Mr R Sproson

Richard.sproson@modschoools.org

Core: GCSE Combined Science(Trilogy)

GCSE Combined Science (Trilogy).

Grade Scale of 17 points (9 - 9, 9 - 8 through to 2 - 1, 1 - 1)

Examination Board: AQA (8464)

EBacc - Yes



This double award is equivalent to two GCSEs and covers much of the same content as previous GCSE Sciences offered. Summary of Content:

<p>Biology</p> <ul style="list-style-type: none"> ● Cell Biology ● Organisation ● Infection & Response ● Bioenergetics ● Homeostasis & Response ● Inheritance, Variation & Evolution ● Ecology 	<p>Chemistry</p> <ul style="list-style-type: none"> ● Atomic Structure & the Periodic Table ● Bonding, Structure & the Properties of Matter ● Quantitative Chemistry ● Chemical Changes ● Energy Changes ● The Rate & Extent of Chemical Change ● Organic Chemistry ● Chemical Analysis ● Chemistry of the Atmosphere ● Using Resources
<p>Physics</p> <ul style="list-style-type: none"> ● Forces ● Energy ● Waves ● Electricity ● Magnetism & Electromagnetism ● Particle Model of Matter ● Atomic Structure 	<p>Exams</p> <p>Six papers all 1 hour and 15 minutes, two on Biology, two on Chemistry and two on Physics. Each paper is worth 16.7% and out of 70 marks. No coursework.</p>

In Science we try to improve student skills so they can use their knowledge and understanding to pose scientific questions and define scientific problems, plan and carry out investigative activities, including appropriate risk management, in a range of contexts, collect, select, process, analyse and interpret both primary and secondary data to provide evidence and evaluate their methodology, evidence and data.

Contact: Mrs Ciaran Shannon

ciaran.shannon@modschoools.org

Core: Physical Education

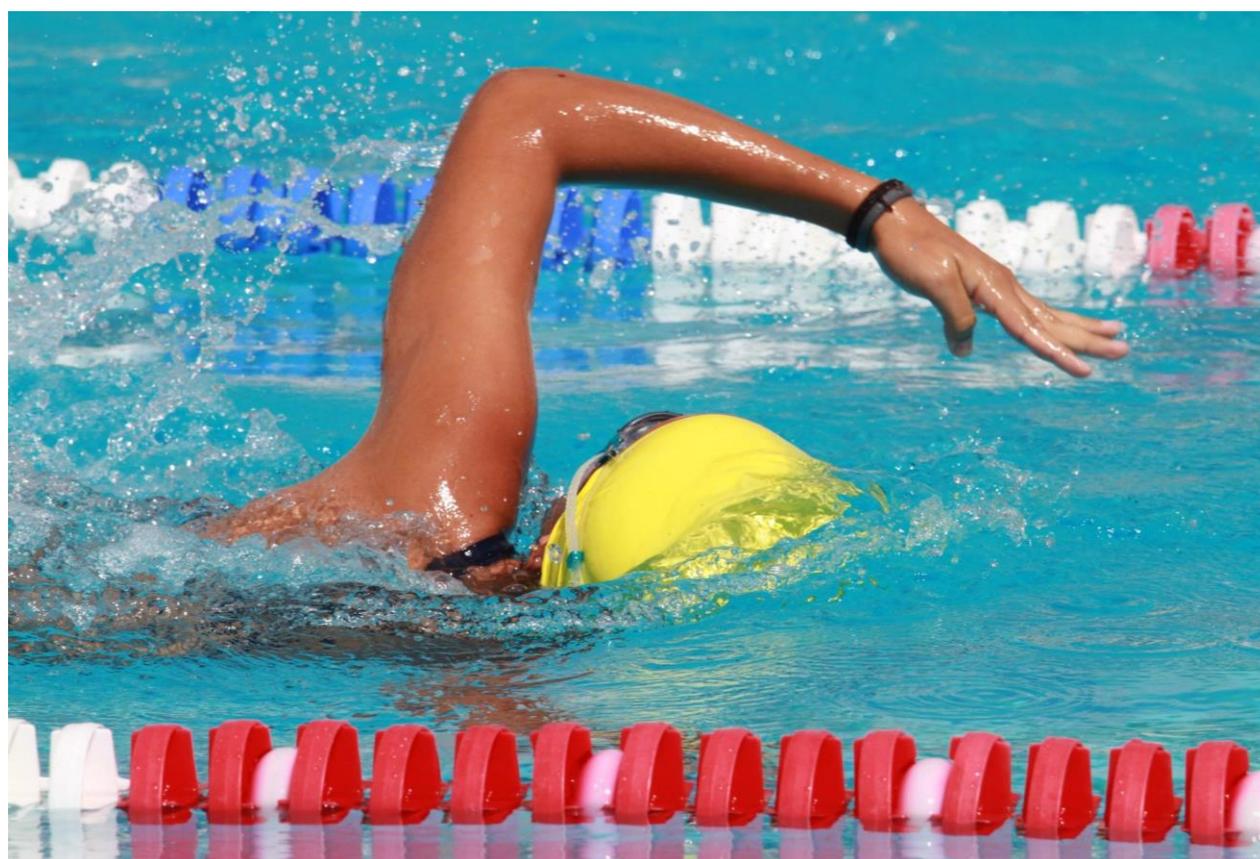
Not examined

Physical Education in Key Stage 4 develops students' competence and confidence to take part in a range of physical activities that will hopefully become a central part of their lives, both in and out of school.

Our PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. Students will work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, students will learn how to be effective in competitive, creative and challenging situations. Discovering what they like to do will help students make informed choices about lifelong physical activity.

Contact: Mr J Greenwell

jason.greenwell@modschoools.org



SMSC

Spiritual, Moral, Social and Cultural Programme

Not examined

We aim to enhance and enrich the lives of young people by enabling them to make the most of outstanding learning opportunities within and beyond the curriculum; instilling an appreciation that there are no limits to what they can achieve and developing the attributes needed to successfully shape and respond to the future. Core RE, PSHE and Citizenship education is delivered during a designated lesson SMSC each fortnight and is fully embedded in all aspects of school life.

A rolling programme has been devised to ensure that students do not experience the same content over and over again and that we are free to address issues as they arise. Revisions each year are informed by a thorough evaluation of previous practice, including feedback from students, parents, carers and staff. It is a dynamic programme that is continuously reviewed, improved and changed according to the current needs of the students.

The delivery model provides opportunities for a range of different approaches, including specialist teams of nurses, military police and career guidance professionals. This means that provision is sufficiently flexible to meet the individual needs of different students and year groups.

Selected themes and topics of the Key Stage 4 programme are outlined below:

- Relationships and Sex Education including visiting specialists e.g. school nurse
- Enterprise, Money Management & Economic Independence
- Study Skills & Stress Management, Setting Goals & achieving targets
- Careers Education—Specialist Information, Advice & Guidance opportunities
- Rights & Responsibilities, CEOP & E-safety, young people and the law, risk-taking behaviours.
- Personal Development including managing mental and emotional health developing a growth mindset, resilience, how to utilise services in the local community and beyond
- Identity & Diversity including FGM awareness
- Prejudice & discrimination including Islamophobia, Prevent strategy and LGBT support
- Contemporary ethical issues e.g. migration, euthanasia and controversial current affairs

Assessment:

The curriculum model aims to meet all individual, group and local needs via this multi-faceted approach. To enable this to work, teachers and students are regularly consulted on the content ensuring flexibility in the material covered and that it is up-to-date and relevant. This fluid, dynamic and evolving model is constantly reviewed and revised to ensure that provision is of the highest quality. A range of visiting speakers and representatives are invited to meet with students to broaden their experiences and pose questions directly.

Mr R Sproson

Richard.sproson@modschoools.org



Options: GCSE Separate Sciences

GCSE Biology, GCSE Chemistry & GCSE Physics

Grade points for each Separate Science 3 x 9 - 1

Examination Board: AQA (Biology 8461, Chemistry 8462, Physics 8463)

EBacc - Yes



For those students who have proven ability in Science and are considering a university course or career in the Sciences then the Separate Science GCSEs are recommended. This will mean that they will obtain three GCSE grades covering Biology, Chemistry and Physics, each of which might be a different grade. Separate Science is an option within the core group also comprising Computing and ICT.

As this is a demanding course, it is not a freely available option to all students. Performance in KS3 science and assessments during the start of the course in September will be crucial determinants as to whether this option is offered or whether a student will be allowed to remain on the course.

<p>Biology</p> <ul style="list-style-type: none"> • Cell Biology • Organisation • Infection & Response • Bioenergetics • Homeostasis & Response • Inheritance, Variation & Evolution • Ecology 	<p>Chemistry</p> <ul style="list-style-type: none"> • Atomic Structure & the Periodic Table • Bonding, Structure & the Properties of Matter • Quantitative Chemistry • Chemical Changes • Energy Changes • The Rate & Extent of Chemical Change • Organic Chemistry • Chemical Analysis • Chemistry of the Atmosphere • Using Resources
<p>Physics</p> <ul style="list-style-type: none"> • Forces • Energy • Waves • Electricity • Magnetism & Electromagnetism • Particle Model of Matter • Atomic Structure • Space Physics 	<p>Exams</p> <p>Six papers all 1 hour and 45 minutes, two on Biology, two on Chemistry and two on Physics. Each paper worth 16.7% and out of 50 marks. No coursework.</p>

The course prepares students for progression onto A/S Level science courses. The development of science in a modern society is essential for economic growth. It increasingly plays a part in our everyday lives. The list of career opportunities is almost endless. They range from the medical profession, i.e. doctor, nurse, pharmacist, virologist, public health and dentistry, to construction engineering, chemical engineering and mechanical engineering. Opportunities also occur in computing, electronics, telecommunications and electrical engineering. Scientists also form an important part of the aerospace industry, industrial chemical manufacturing, textiles and the car industry.

Contact: Mrs Ciaran Shannon ciaran.shannon@modschoools.org

Options: GCSE Computer Science

GCSE Computing Science Grades 1 - 9

Exam Board: OCR (J277)

EBacc - Yes

This new course counts as a science option in the EBacc measure in secondary school performance tables. This means that a student who sits any three of the four separate sciences (Biology, Physics, Chemistry and Computing Science) and achieves a grade 6 or higher in two of them will fulfil the science requirement of the EBacc.

Content overview

Component 01: Computer Systems

Introduces students to the central processing unit (CPU), computer memory and storage, 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.

Component 02: Computational Thinking, Algorithms and Programming

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, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the component 03 programming project.

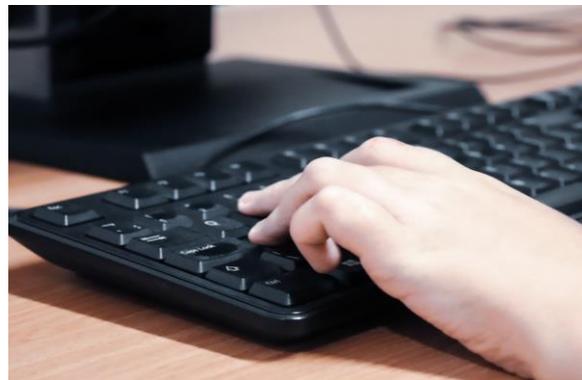
Programming Project

Students use programming tasks to develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria. Students then code their solutions in Python programming language, and check its functionality using a suitable and documented test plan. Finally they will evaluate the success of their solution and reflect on potential developments for the future.

Students are given 20 hours of timetabled time to complete their Programming Project. The Programming Project does not count towards a candidate's final grade, but is a requirement of the course.

Contact: Mr K Lau

kai.lau@modschoools.org



Options: GCSE History

GCSE History Grades 9 - 1
Examination Board: Edexcel (1HI0)
EBacc - Yes

Why study History at GCSE?

Studying history at GCSE allows you to develop your curiosity, imagination and love of the 'otherness' of the past. The GCSE course allows you to make connections across time periods and understand how ordinary people's lives have shaped the world.

What can the study of History lead to?

The study of History can open a number of doors. It can offer a career as a working historian, further study and a career in academia, journalism, law and a career in education. A wide range of other career options are available due to the transferable skills acquired during the study of History.

What will be studied?

The History GCSE we offer at King Richard School is from Edexcel. The following areas will be studied:

1. Medicine over time (1250 – present)
2. Anglo-Saxon/ Norman England (1066 - 1087)
3. Cold War (1945 – 1991)
4. Weimar Republic/Nazi Germany (1919 – 1939)

How will I be assessed?

Paper 1	Thematic study and study of the historical environment (Medicine) - 30% of total qualification – Source and knowledge based
Paper 2	Period study and British depth study (Cold War/Superpower relations) Knowledge based. Anglo-Saxon/ Norman England (1066 - 1087) - 40% of total qualification -
Paper 3	Modern Depth Study (Weimar Republic/ Nazi Germany) - 30% of total qualification - Source based



Mr R Sproson

Richard.sproson@modschoools.org

Options: Geography

GCSE Geography Grades 9-1
Examination Board: AQA (8035)
EBacc – Yes

Exam board website: <http://www.aqa.org.uk/subjects/geography>

Why Study Geography?

Geography is a subject that aims to help you to make sense of the world around you. Our GCSE course is a great mix of topics such as urban issues, world development, extreme environments, rivers and hazards. The course will give you the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

This popular course offers:

- engaging and topical content
- a stimulating blend of traditional and contemporary Geography to suit students of all abilities
- the study of physical and human Geography in discrete, self-contained topic areas
- a focus on physical processes and factors that produce diverse and dynamic landscapes over time.

How will I be assessed?

You will be assessed through three examinations. Question types include multiple choice, short response, data analysis and case study questions

- Paper 1: Physical Geography - 1 hour 30 minutes - worth 37.5%
- Paper 2: Human Geography - 1 hour 30 minutes - worth 37.5%
- Paper 3: Fieldwork and skills - 1 hour 15 minutes - worth 25%

What will I learn?

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes in the UK
- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

What skills will I need to be successful?

Throughout the course you will be able to develop a range of skills including:

- Communication skills
- Graphical and cartographic skills
- Technological skills including ICT and GIS
- Literacy, numerical and statistical skills
- Interpersonal skills through debate and discussion



Mr R Sproson

Richard.sproson@modschoools.org

Options: MFL

GCSE French and / or Spanish

Grades 1 - 5 (Foundation), Grades 4 - 9 (Higher)

Examination Board – Edexcel (French 1FR0, Spanish 1SP0)

EBacc - Yes

Why study a foreign language?

- It can make travel more interesting and exciting.
- It allows you to make friends with people from different countries.
- It's a great opportunity to learn about different cultures and different ways of life.
- The transferable skills you use when learning a foreign language can help you with lots of other subjects, especially English.
- In a post-Brexit world, language skills will be needed more than ever.
- Learning a language improves your employment potential in a world where more than 94% of people don't speak English as their first language.

Where will languages take you?

Translating and Interpreting

Teaching

The Armed Forces

Journalism and Publishing

Travel and Tourism

Retail and Wholesale

Health & Social Work

Engineering

Banking and Finance

GCSE topics include:

Theme: Identity and culture

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- Holidays: preferences; experiences; destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

Theme: School

- What school is like: school types; school day; subjects; rules and pressures; celebrating success
- School activities: school trips; events and exchanges

Theme: Future aspirations, study and work

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training
- Work: jobs; careers and professions

Theme: International and global dimension

- Bringing the world together: sports events; music events; campaigns and good causes
- Environmental issues: being 'green'; access to natural resources

Assessment:

Foundation and Higher tiers are available. At the end of Year 11, pupils sit the following exams:

Paper 1: Listening 25% of GCSE / Paper 2: Speaking 25% of GCSE / Paper 3: Reading 25% of GCSE / Paper 4: Writing 25% of GCSE

Contact: Mrs Sturgess

Elizabeth.sturgess@modschoools.org

Options: Drama

GCSE Drama Grades 9 - 1
Exam Board - Edexcel (1DR0)
EBacc - No

Why take this subject?

The smell of the greasepaint... The roar of the crowd... If practical performance or design work appeals to you, join the GCSE Drama class! But it's not just for would-be actors: GCSE Drama shows that you are a good team-worker; that you have discipline, commitment and reliability as well as critical insight, analytical skills and an ability to present yourself - all qualities which will stand you in good stead in further education, training or employment. This course also offers design routes that enable students to be assessed on their work with lighting, set, costume and sound.

What's the course like?

GCSE Drama is a mainly practical course, with three elements:

- Creating drama
- Performing drama
- Responding to drama

During the course, students can expect to:

- Take part in practical lessons in stagecraft and individual acting skills.
- Devise and perform your own plays.
- Perform or design for extracts of published scripts.
- Learn to analyse your own and others' performances and production designs.
- Watch a range of professional live theatre productions.



How is it assessed?

Practical Performance (60%):

- Devising and evaluating your own performance (40%)
- Performing or designing extracts from plays chosen by you in consultation with the teacher (20%)

External Assessment (exam) (40%):

- Analyse and evaluate a published play text, and how you would produce it if you were, for example, a director, performer, designer, sound or lighting technician.
- Analyse a piece of live theatre you have seen.

GCSE Drama is a demanding course with an emphasis on creativity and analysis. **It can only run if we have 3 or more students on the course due to the performance element of the specification.**

Contact:

Mr R Sproson

Richard.sproson@modschoools.org



Options: Music

GCSE Music AQA Grades 9 – 1 - Ebacc – No

Who is this course for?

GCSE Music is an exciting mix of practical, creative and academic skills. GCSE Music is about making, performing and listening to music. The course is for anyone who enjoys:

Composing and performing music

Learning an instrument or singing

Creating music on computers (Sibelius/Cubase)

Learning about all types of music, including classical, popular and world

GCSE Music develops the basic skills you have learnt in your music lessons:

You have created music of your own in class and this is developed on the GCSE course as you choose two topics for composition. For example, this could be a popular song and a dance track, a classical piece or some world music. It can be tailored to your own musical interests and strengths.

You have listened to a variety of music in class and these skills are developed as you study some set pieces taken from the classical, 20th century, popular and world music Areas of Study.

You enjoy making music, either as a soloist or in a group. The GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and also in a group. To take this course, you must be able to offer at least one instrument/or voice.

What will I learn on the course? You will learn how:

To improve your performing skills (solo and ensemble)

How music is constructed from initial ideas through to the finished product during composition tasks

To analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

How will I be assessed?

Performing (30%), Composing (30%), Listening & Appraising (40%)

You will need to play one solo piece and one ensemble (group) piece.

You will need to create two compositions. One of these will be a free choice composition and one will be a composition to a brief set by Edexcel.

You will sit a 90 minute written paper with questions on your prescribed 12 set works.

Questions such as these are asked:

'Name the instrument playing the solo'

'Give two musical reasons why you like or dislike this piece of music'

What opportunities does this course give me when I have finished?

If you enjoyed the GCSE Music course, then you can consider an AS and A2 in Music and/or Music Technology and AS and A2 in Performing Arts industry

SL Music Practitioner Level 2

Contact: Mr J Greenwell

Jason.greenwell@modschoools.org

** Either this course or RSL Rock School will run not both based on student numbers.*

Options: RSL Creative Music Industry Level.

Equivalent to 1 GCSE

Grades: Pass (4/5), Merit (6/7), Distinction (8/9)

Examination Board: RSL

Course Description

The course is designed for students who can either play a musical instrument or sing and would like to develop their performance skills, or students who prefer to work with music technology to produce or compose music. The flexibility of the course structure allows students to specialise in the area they are most interested in developing further. Students learn through practical activities which in turn lead to the completion of two core units and one optional unit. The course gives students hands-on experience of a range of careers in the music industry.

Progression

This level 2 qualification can lead directly onto a number of level 3 qualifications, such as BTEC National Diploma and Level 3 Music Practitioners. The qualification also provides a route to further academic study through AS/A Levels. Many students who complete vocational qualifications in music go on to study music at college and university, whilst others have gained employment in arts related careers.

Optional Units
Using a DAW (Garageband)
Live Music Performance
Music Sequencing and Production
Instrumental Study
Composing Music
Sound Recording
DJ Skills
Music Marketing and Promotion
Producing a Music Video

Is this course for you?

These fully accredited qualifications are a real alternative alongside GCSE. The RSL Music Practitioner qualifications are for learners who are passionate about music and want to develop their skills in the core elements of the Music Industry.

Contact: Mr J Greenwell Jason.greenwell@modschools.org

** Either this course or GCSE Music will run not both based on student numbers.*

Options: Art & Design

GCSE Art & Design Grades 9 - 1

Examination Board: AQA (8202 & 8204)

EBacc - No

Students must complete two years' full-time study at Key Stage 4.

Aims of the course:

Students will:

- Develop the skills to investigate, analyse and experiment using art, craft and design.
- Develop their imaginative powers and the skills to express their ideas, feelings and meanings.
- Develop an understanding of the language and conventions of art and design and an understanding of the place of art, craft and design in history and society.

What is the course like?

The Art and Design course has been designed to encourage an adventurous and enquiring approach to art and design. Students should demonstrate an understanding of past and contemporary art and design practice, and be able to produce artwork that embraces a range of ideas. This GCSE course sets out to reward positively the actual achievements of each student.

How will I be assessed?

Assessment consists of two main sections: coursework = 60% of marks and the externally set assignment = 40% of marks.

Students will be required to complete one unit of coursework, addressing all four assessment objectives. The externally set assignment will consist of a 10 hour timed test based on different themes. The paper will be given to students in advance of the examination date in order for preparatory work to be completed.

Assessment of all work is internally marked and externally moderated.

Both the coursework unit and the externally set assignment must include a work journal. Homework is regularly set and will form an integral part of the coursework.

It is expected that all students on this GCSE course will have a selection of drawing and painting materials at home.

A more detailed list can be obtained from the Art & Design department.

Contact: Mr J Greenwell

Jason.greenwell@modschools.org



Options: Physical Education

GCSE Physical Education Grades 9 - 1

Examination Board: EDEXCEL (1PE0)

EBacc - No

GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain an understanding of how physical activities benefit health, fitness and well-being.

How will I be assessed?

There are **4 main components** that together form the final assessment

Component 1: Fitness and Body Systems

Component 2: Health and Performance

Component 3: Practical Performance

Component 4: Personal Exercise Programme

Components 1 and 2 are theory based and account for **60%** of the total marks.

Component 3 involves performance in 3 chosen activities from the following (accounts for **30%** of the total marks):

- one team activity e.g. football, netball, doubles badminton etc.
- one individual activity e.g. trampolining, athletic event, swimming, rock climbing etc.
- one activity of their choice, either a team or individual activity.

Component 4 involves students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimise performance in a chosen physical activity (accounts for **10%** of the total marks).

What do I need to do to be successful?

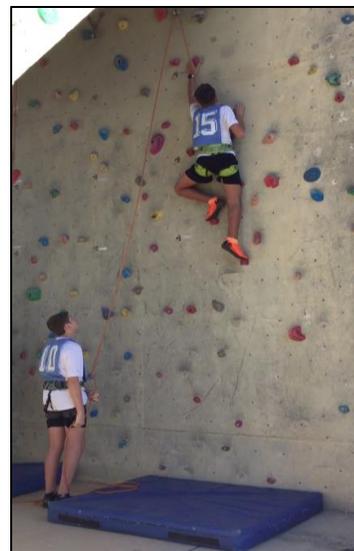
1. A sound knowledge of science and sporting activities.
2. Regular participation at a club (e.g.: football, netball, trampolining, golf, sailing, football).
3. Understand that the subject involves a **large quantity of written work**.
Pupils should expect regular homework and written examinations.
4. A positive growth mindset.

All pupils are also expected to act as role models for all other pupils by always having correct kit and equipment, helping at extra-curricular activities.

Participation in all school swimming events & sports days is **compulsory**.

Contact: Mr J Greenwell

Jason.greenwell@modschoools.org



** Either this course or BTEC Sport will run not both based on student numbers.*

Options: BTEC First in Sport

BTEC First in Sport: Grades Pass, Merit & Distinction
Examination Board: Pearson
EBacc - No

BTEC First in Sport provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, practical sports performance and sports leadership.

Mandatory Units

Unit 1: Fitness for Sport and Exercise

Unit 2: Practical Performance in Sport

Unit 3: Personal Training Programme

Unit 1 is assessed by a 75 mins online exam. The content covers methods of training and fitness testing for performance. This unit is delivered both in the sports hall and the classroom.

Unit 2 involves performance in 2 chosen activities and accounts for 25% of the total marks. Students study rules, officiating and also review their own performance by video analysis to further develop performance.

Unit 3 involves students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimise performance in a chosen physical activity.



Optional Units

Unit 4: Mind & Sports Performance

Unit 5: Sports Customer in Action

Unit 6: Leading Sports Activities

Student requirements

A sound knowledge of science and sporting activities.
Regular participation at a sports club on island or at school.
Understanding that the subject involves large quantities of

written/typed work (75% coursework). Expect regular homework and deadlines from the start of year 10.

All pupils are expected to act as a role model for all other pupils by always having correct kit and equipment and attending extra-curricular activities.

Contact: Mr J Greenwell

Jason.greenwell@modschoools.org

** Either this course or GCSE Physical Education will run not both based on student numbers.*

Options: Food Preparation & Nutrition

GCSE Food Preparation and Nutrition Grades 9 - 1
Examining Board: AQA (8585)
EBacc - No



How will I be assessed?

There are two main parts to the overall grade:

1. Written examination: 1 hour 45 minutes – 50% of the qualification.
2. Coursework - 50% of the qualification. The non-examination assessment is composed of two assessments. Learners will be able to select from a choice of two tasks for each assessment.

What skills will I learn?

The GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

By studying food preparation and nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Contact: Mr J Greenwell

Jason.greenwell@modschoools.org

Options: Design & Technology

GCSE Design and Technology Grades 9 - 1
Examining Board: Edexcel (1DT0)
EBacc - no

Why study Design and Technology?

Content overview

You will study the core content which applies to all areas of design and technology and any one from the following material categories:

Metals, Papers and boards, Polymers, Systems & Control, Textiles, Timbers

What projects will I be expected to complete?

In Year 10 you will work through several design and make assignments in order to explore the theory elements of the course, practice manufacturing techniques and prepare for the assessments, which you will sit throughout years 10 and 11.

Typical projects in Year 10 are:

- The use of technical drawings and CAD to present design ideas
- Designing for a range of consumers
- Evaluating existing products to determine their effectiveness
- Manufacturing techniques to create a range of products



Homework:

You will be set one theory homework each week and design-based tasks when appropriate.

Assessment:

You will be assessed on two units.

Component 1

Written examination - 1 hour and 45 minutes

100 marks

50% of the qualification

Component 2

NEA (non- examination assessment/coursework)

100 marks

50% of the qualification

You will produce a design portfolio and a prototype product developed from a brief suggested by the exam board.

Contact: Mr J Greenwell

Jason.greenwell@modschoools.org

** Only one specialist material area will be taught based upon majority student preference. I would suggest either timbers or textiles.*

Options: Art and Design - Textiles

Design



GCSE Art and Design - Textile Design Grades 9 - 1
Examining Board: AQA (8204)
EBacc - No

How will I be assessed?

There are two main parts to the overall grade:

1. Coursework personal portfolio 60%
2. Externally set task 40%

To take this creative course no previous experience is required, just an interest and enthusiasm for Art and Textiles and related design projects.

What will I be doing?

You will get the opportunity to explore and experiment with a variety of techniques including printing and painting on fabric, embroidery, tie dye and batik. You will develop your own ideas from a theme, using this as a starting point you will make links to other artists, designers and embrace both traditional and contemporary technologies while experimenting with techniques and materials.

This is an exciting Art and Design GCSE course specifically for those who have an interest in fabrics, embellishment and creative Textiles. Candidates should enjoy being creative and imaginative and have an interest in working with fabrics in an artistic way, looking at multicultural and historical textiles will be an integral part of the course.

General Information

The course is a creative course where you will explore and experiment, build practical skills based around all aspects of Textiles. The focus is on soft furnishings fashion and accessories, which encompass the innovative aspects of textiles, rather than concentrating on the functional. A variety of samples will be produced using a wide range of natural and manufactured materials and techniques before producing fully realised responses or a final piece.

This course consists of a body of coursework accounting for 60% of the marks and an externally set assignment worth 40%. All work produced over the two year course will be assessed and displayed. The emphasis is on recording and developing ideas, experimentation and manipulative skills through the use of colour, materials and construction techniques.

Contact: Mr J Greenwell

Jason.greenwell@modschools.org

Options: GCSE Business Studies

GCSE Business Studies

Examining Board: Edexcel (1BS0)

EBacc - No

Business and commerce forms such a large part of our lives that we sometimes take it for granted. This course looks at business in a consumer society, how they developed and how they work. It focuses on how businesses promote themselves and keep their customers happy, aiming to help students to develop as enterprising individuals with the ability to think commercially and creatively, and to draw evidence to be able to solve problems and make informed business decisions.



What will I be studying

The course consists of two themes:

Theme 1: Investigating small businesses

This concentrates on the key issues and skills involved in starting and running a small business. It explores key issues from the point of view of an entrepreneur setting up a business, such as spotting a business opportunity, understanding external influences on business and how to make a business effective.

Theme 2: Building a business

This theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, such as marketing, finance and human resources. Students are introduced to issues affecting national and global business and how to make a business effective.

How will I be assessed?

Assessment is through two written exams at the end of the course, focusing on each of the themes, each making 50% of the qualification.

Anything else I need to know?

This is a useful and enjoyable course if you enjoy communicating and explaining your ideas, thinking creatively and making decisions. If you are interested in the world of business, you will gain a great deal of insight into how businesses work and how to make effective commercial decisions. A lot of the course involves looking at case studies of existing business. If you are interested in going into the commercial world at any level, this course provides you with a great deal of background knowledge and skills.

Contact: Mrs Ciaran Shannon – cairan.shannon@modschoools.org

Options: Religious Studies

GCSE Religious Studies Grades 9 - 1
Examining Board: AQA Religious Studies A (8062)
EBacc - No

GCSE Religious Studies is divided into two papers.
The course covers a variety of topics about which all pupils have an opinion, whether or not they are religious. Emphasis is placed on encouraging pupils to question and clarify their own views and equipping them with the reasoning skills to clearly express their own responses to issues. The course is designed to foster personal growth and an awareness of one's responsibilities as a citizen.

How will I be assessed?

There are two written papers. Each paper has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each paper is marked out of 48. There is no coursework or practical element to this course.

Paper 1 - The study of religions: beliefs, teachings and practices

Written Paper 1 [1 hour 45 minutes] 50% of the GCSE.

We study the core beliefs, teachings and practices of:

- **Christianity**- In -depth Bible study
Diversity within theology and tradition
- **Islam** - In -depth Quran Study.
Diversity within theology and tradition

Paper 2 – Thematic studies [1 hour 45 minutes] 50% of the GCSE

Four of the following religious, philosophical and ethical studies themes:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

Why choose GCSE Religious Studies?

Religious Studies graduates move into a variety of careers: law, travel, advertising, human resources, diplomacy, publishing, journalism, the media and teaching. Many go on to do postgraduate study or professional training.

Mr R Sproson
Richard.sproson@modschools.org



** Either this course or Law & Citizenship will run not both based on student numbers.*

Options: Law & Citizenship

GCSE Law & Citizenship Grades 9 - 1

Examining Board: Edexcel (1CS0)

EBacc - No

GCSE Law and Citizenship is an increasingly popular and successful option across UK schools. Following the Edexcel exam board, we study 5 themes: there is no coursework or practical opportunity to undertake an active research project in the community. We will take two written exams at the end of Yr 11.

1. Living together in the UK
2. Democracy at work in the UK
3. Law and Justice
4. Power and Influence
5. Taking Citizenship action

What will I be studying?

Parliament, Law-making, UK Constitution, the role of Government, the importance of voting, voting systems, Justice system, criminal and civil law, the power of the media, identity, culture and immigration, human rights, consumer rights, political rights in the UK and abroad, employment rights, pressure groups, the UK's role in the world, the role of international organisations, UN/EU/Commonwealth/NATO/WTO, free and fair trade, peace-keeping and making, planning and taking action to address an issue.

Careers

Law and Citizenship broadens understanding in national and global political, economic and legal systems which are core skills for life. This subject knowledge provides an excellent foundation to assist the study of Geography, Business, Health and Social Care, English and History in our Sixth Form. We will undertake trips to sites of educational interest e.g. Embassies, UN agencies, Police stations, customs and law enforcement offices, centres for community groups and charities as well as engage with a host of specialist guest speakers.

Resources

- Citizenship Today (Jenny Wales, Collins Publisher)
- All students are encouraged to keep up to date with the local and national news through television news programmes like Newsround and the Six O'clock news in Key Stage 3, or the Channel 4 News and later BBC and ITV bulletins in Key Stage 4.
- Reading quality national newspapers (e.g. The Times, Telegraph, Independent, Guardian) is recommended. The School has a subscription to The Day which is highly recommended daily reading.
- Being aware of topical local, national and international news and issues improves general knowledge and can only boost pupils' ability to discuss issues in depth, ask critical questions, and examine different viewpoints on current local, national and international events.

All media agencies above have content online, and pupils are encouraged to research different websites to gain a range of viewpoints and ideas, join afterschool clubs, fundraising efforts, publish in the newsletter and engage with BFBS and media outlets, participate with school debates and meet school leaders and as well as engage with regular guest speakers from the wider community.

Mr R Sproson

Richard.sproson@modschoools.org



** Either this course or Religious Studies will run not both based on student numbers.*

Options: Health and Social Care

Examining Board: Pearson EDEXCEL (2BC01)
Grades: Pass, Merit and Distinction EBacc - No

Why choose BTEC?

Over the last 25 years, BTECs have helped millions of people develop the skills they need to get on in life. Engaging and inspiring, these work-related qualifications are suitable for a wide range of ages and abilities. BTECs give students the skills they need to either move on to further education, higher education or go straight into employment. In 2010, over 100,000 BTEC students successfully progressed to higher education.



Where will this course take me in the future?

The skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace within the health and social care sector. This includes nursing, social work and youth work, working in schools, hospitals, residential and care homes.

The Edexcel BTEC Level 1/Level 2 First Award:

- Is a 120 hour qualification (equivalent in teaching time to one GCSE)
- Has 40 percent of the qualification that is externally assessed. Edexcel sets and marks these assessments
- Presents knowledge in a work-related context

How will I be assessed?

Component 1: Human Lifespan Development

(30% of the course, undertaken through internally assessed Pearson Edexcel set tasks)

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

Learning aims:

- Understand human growth and development across the life stages and the factors that affect it
- Investigate how individuals deal with life events.

Component 2: Health and Social Care Services and Values

(30% of the course, undertaken through internally assessed Pearson Edexcel set tasks)

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values

Learning aims:

- Understand the different types of health and social care services and barriers to accessing them
- Demonstrate care values and review your own practice.

Component 3: Health and Wellbeing

(40% of the course, undertaken through a 2 hour task set by Pearson Edexcel at the end of Year 11)

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

Assessment Objectives:

AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing

AO2 Interpret health indicators

AO3 Design a person-centred health and wellbeing improvement plan

AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans

Contact: Mrs Ciaran Shannon

Ciaran.shannon@modschoools.org