

Introduction

In Years 7 and 8 you studied a broad curriculum. In Year 9 you will begin your GCSE courses in all subjects.

This GCSE Option Booklet is designed to help you through the process of deciding on your Key Stage 4 option subjects.

You may already have a specific university degree or career in mind and there might, therefore, be some subjects that you would be advised to choose. It is important that you speak with subject leaders and careers advisers and your Form Tutor in order to confirm if this is the case.

Universities and employers want to see students who have good qualifications in a range of subject areas. The government believes that schools and academies should offer students a broad range of academic subjects and promote aspiration. At The Priory Academy LSST all students start to study the EBacc (English Baccalaureate) combination of GCSEs in English, Mathematics, 2 GCSE Science qualifications, Modern Foreign Languages and a humanity: History and Geography. To complement this you will have two further option choices.

The most important advice you will be given is to choose the subjects that you are likely to enjoy, as this will make you more likely to be successful. When choosing your subjects, you should bear two things in mind. Firstly, you should aim for a balance of subjects to give you the widest possible choice of careers. Secondly, we ask you to choose four subjects in order of preference, including two alternative courses. This is because it is possible, indeed likely, that not all subject combinations will be possible within the academy timetable. Once you have selected your choices, we will attempt to accommodate these choices into the curriculum structure. We cannot guarantee that you will be given your first choices. We will, however, work with you to provide the most appropriate set of courses available.

Mrs Taylor will be available on the evening of 27th February to discuss career choices with you and Mr Milner will be on hand for students considering Oxbridge applications or careers in medicine, veterinary science or dentistry.

Timeline & Support

Below is a breakdown of subjects studied at GCSE.

GCSE Subject	Hours studied per week		
	Year 9	Year 10	Year 11
Mathematics	3	3	4
English Language	2	2	2
English Literature	2	2	2
Science (Combined/Separate)	5	4	4
RE (Core)	2	1	0
PE (Core)	2	1	1
Option 1 - Geography or History	2	3	3
Option 2 - French or German	3	3	3
Option 3 – free choice	2	3	3
Option 4 – free choice	2	3	3

Timeline

Options Evening – Tuesday 27th February 2018

An opportunity for you to talk to dedicated subject teachers about the GCSE options subjects on offer. An additional information session will be held at lunchtime on Monday 5th March for students who have been on the Czech exchange.

Lesson & Lunchtime Taster Sessions – Monday 5th March 2018 – Friday 16th March 2018

A further opportunity for you to find out more about GCSE options.

Form Tutor Consultations – Wednesday 28th February 2018 – Friday 16th March 2018

You will be able to talk with your Form Tutor about any option issues arising during this time.

Final Submission of Option Forms – no later than Monday 19th March 2018

Support

You will be thoroughly supported throughout this option process through regular contact with your Form Tutor and subject teachers. You can make an appointment to see your Head of Year or speak with members of the Senior Leadership Team, either within the Academy or during the course of GCSE Options Evening and Parents' Evening. Careers advice is available from Mrs Billett and Mrs Taylor.

Key Stage 4 Curriculum

The Key Stage 4 Curriculum at The Priory Academy LSST is divided into two parts:

The Common Core

These consist of GCSEs in English Language, English Literature, Mathematics, Combined Science, RE and Core PE. You will see the descriptions of these courses later in this booklet.

Options

In addition to the Common Core, you are able to select **four** other subjects.

To enable access to the English Baccalaureate you **MUST** choose -

Option 1

History or Geography.

Option 2

French or German.

Options 3 and 4

Then choose a further 2 options from the list below:

- Art, Craft & Design
- Business Studies
- Computer Science
- Dance
- Design & Technology
- Drama
- Economics
- Engineering
- Fashion and Textile Design
- Food Preparation and Nutrition
- French
- Geography
- German
- History
- ICT (Creative iMedia)
- Media Studies
- Music
- Physical Education
- Psychology
- Separate Sciences

Point to note: Separate Science

In addition to the Common Core Science subjects, GCSE Combined Science, if you have a particular aptitude for Science and are hoping to study science subjects at A Level and university, you should consider selecting 'Separate Science' as one of your option subjects. This will enable you to take Biology, Chemistry and Physics separately and gain three individual GCSE Science grades. However - some students will be selected to join an express group and will study the Separate Science course within normal Science time. Please see *Separate Science* page for further details.

Dual Linguism

All students are required to continue studying the language they have been learning since Year 7. However some students, who have consistently shown high levels of motivation, aptitude and talent in their MFL lessons to date, will be invited to join a dual linguist group where they will learn a second language (either French or German) *ab initio*. These accelerated learners will then be in a position to gain two separate GCSE grades for their language skills.

Art, Craft & Design

Course Description

The Art and Design GCSE is a three-year course. Students will produce a variety of work from a range of different study areas:

- Drawing and Painting;
- Graphics;
- Photography;
- Glass, Textiles and Mixed-media;
- Three-Dimensional design.

Students are encouraged to develop individual skills and personal interests. Those who wish to work in one particular specialist area will be catered for. The approaches to study will vary between projects, but will cover the following:

- Observational study; Work which is based on direct observation and analysis.
- Materials-based study; Exploration of the qualities and characteristics of materials; experimentation with processes and techniques to develop skills and understanding.
- Thematic study; Initiating, developing and modifying an idea to a conclusion, primarily directed by a personal response to a theme.
- Critical and Historical study; It is intended that students develop skills in critically appraising the work of other artists and applying these skills to their own work.
- Problem-solving study; Developing an idea, subject or theme in the fulfilment of a brief.

Assessment structure

Final assessment is through exhibition of all of the coursework projects and the examination project.

- | | | |
|---------------|--------------|-------------------|
| • Component 1 | Portfolio | 60% of total mark |
| • Component 2 | OCR Set Task | 40% of total mark |

Special Features

It is expected that students, throughout the duration of the course, will visit local galleries and those further afield as well as areas of interest to a particular project.

Why study Art & Design?

Art A level is offered in the Sixth Form which could lead to courses at university and careers in Art and Design, Ceramics, Jewellery, Environmental design, Illustration, Product design, Photography, Film, Textiles and Printing, Interior design, Computer graphics and animation, Marketing and Advertising, Theatre, Teaching, Galleries and Cultural organisations, Leisure Industries, etc.

Art and Design education not only develops an understanding and knowledge of a variety of skills and techniques, but also an aesthetic awareness of our cultural heritage. It develops initiative, creativity and individuality. These are all personal attributes which are vital for success in higher education and in the world of business and industry.

Business Studies

Course Description

In Business Studies we:

- Encourage the students to consider the practical application of business concepts;
- Provide the opportunity to explore the theories and concepts in the context of the business world;
- Allow students to experience actively the business environment through external examinations, a series of personal studies, visits and research projects.

The main aims of GCSE Business Studies are to:

- Provide students with an overview of the business world;
- Give students the technical skills, the knowledge and the understanding associated with a study of business at GCSE level;
- Equip students with some of the skills required in the workplace;
- Empower students to take charge of their own learning and development;
- Provide a range of teaching, learning and assessment styles to motivate students to achieve to their full potential.

Assessment Structure

Year 9 will serve as a foundation year where candidates will study key business concepts such as Finance and Marketing. They will then apply this knowledge to a practical situation where they will run and set up their own businesses.

The course is assessed by external examinations at the end of Year 11.

Why study Business?

Business Studies GCSE provides a foundation for those wishing to continue their studies to A Level Business Studies, Economics and Accounting. It gives an excellent grounding in understanding how businesses operate. Knowledge of this subject area can help with a wide range of career paths and further study and links well with a number of other subjects.

Computer Science

Course Description

The topics covered include:

- Algorithms;
- Programming;
- Data representation;
- Computer systems;
- Computer networks;
- Cyber security;
- Ethical, legal and environmental impacts of digital technology on society;
- Software development.

Learning to write computer programs in Python will be a large part of the course and these programming skills will be used for the practical programming project.

Assessment Structure

Two written examinations (40% each)

A practical programming project (20%)

Why study Computer Science?

The recent increase in programmable hand held devices, like mobile phones and tablets, has led to much greater interest in computer programming at all levels. This course provides both excellent preparation for higher study and employment in the field of Computer Science. The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming. It will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. The course will make an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

Dance

Course Description

The study of dance as an art form contributes to your social development. As a physical activity it promotes fitness and well-being. As a performer, you will develop confidence and self-esteem. You will develop self and body awareness as well as sensitivity to others and team-working skills. Effective performance requires physical effort and the determination to succeed and improve. As a choreographer, you will employ the skills of problem-solving and creativity. Effective choreography requires imagination and the ability to synthesise a number of elements. In directing others, you will develop your interpersonal and communication skills. As a critic, you will make informed decisions about the dances you see. You will articulate your knowledge, opinions and preferences. Viewing professional dances fulfils your cultural entitlement and broadens your artistic experience.

Assessment Structure

The course is assessed via practical and written examinations in the following way;

Component 1: Non examination assessment marked by the centre and moderated by AQA

Performance – set phrases through a solo performance (approximately 1 minute in duration) and a duet/trio performance (three and a half minutes in duration) – 40 marks, 30% of your final mark.

Choreography – solo or group choreography – solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) – 40 marks, 30% of your final mark.

Component 2: Written examination – 1 hour 30 minutes

Dance Appreciation – knowledge and understanding of choreographic processes and performing skills; critical appreciation of your own work; critical appreciation of six professional works – 80 marks, 40% of your final mark.

Why study Dance?

Do you dream of making a living from your passion for dance? It is really possible as a dancer yourself, as a choreographer, or maybe as a teacher. This course will be a constant pleasure... but it also has a vision to be the first step in a career for you that includes dance.

GCSE Dance is suitable for anyone wanting to pursue the arts or dance in Higher Education, or as support for any course requiring good communication and group work skills. In addition to performing, choreographing and teaching, this course might lead to such diverse careers as dance therapy or journalism.

Dance helps students to develop a number of skills:

- Visual appreciation of dance and choreography;
- Balanced judgement;
- Information gathering and assessment;
- Ability to work on your own or as part of a team;
- Communication.

Design & Technology

Course Description

The Design and Technology GCSE is a three-year course. You will be provided with the opportunity to:

- Think creatively;
- Solve problems;
- Research, design and make their own 3-Dimensional Product;
- Develop workshop /practical skills;
- Use CAD software to design products;
- Use CAM equipment to manufacture products;
- Test their ideas.

If you choose this option you will be involved in designing and making products. The main aim of the course is concerned with developing the skills of design and manufacture used by designers, architects, engineers and craftsmen, during “design and make” and problem solving activities. Students will be encouraged to gain experience of a range of practical skills by completing a series of design/manufacture tasks before beginning their final coursework project.

The final coursework project will involve the manufacture of products using a variety of materials. The theme will be set by AQA, the examination board. Typical examples of this kind of work would range from contemporary household products, small items of furniture, children’s toys, point of sales and exhibition stands for high profile events etc. This type of work can be produced using a broad range of skills that will include use of hand tools, workshop power tools and computer controlled machinery. There is an expectation that students will use a range of materials and processes during the manufacture of their products in order to access the higher marks.

Assessment structure

The course is assessed in two components:

- Non Examination Assessment (Coursework portfolio) 50% of total mark
- Examination 50% of total mark

One coursework based project on designing and making. Assessment for the coursework is based on practical realisation of a working prototype product and a portfolio of evidence (maximum of 20 pages).

One examination paper, 2 hours in length, testing candidates' knowledge and understanding of materials, manufacturing processes, technical aspects of designing and making and sustainable design. There will be a mixture of short answer and extended response questions including a 12 mark design question. 15% of the paper will test students’ mathematical ability.

Why study Design and Technology?

GCSE Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. You will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. You will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Design and Technology provides you with technical knowledge and understanding of a variety of design and manufacturing processes. The course will also develop skills and techniques that include Computer Aided Design and Computer Aided Manufacturing whilst developing creativity and problem solving skills which will prove beneficial for future study.

This GCSE provides an excellent foundation for both A Level Product Design and Level 3 Engineering which is offered in the Sixth Form. This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries such as; industrial design, product design, graphic design, engineering and architecture.

Drama

Course Description

You will develop the range of skills necessary to produce scripted and devised Drama of a high standard. Part of the course will involve you producing and performing original Drama pieces suitable for a range of different audiences. The course will also focus on the analysis and review of how theatre is created. You will have the opportunity to create your own work as well as look at plays written by other people, producing performances, portfolios and seeing live plays. Throughout the three year course you will use Drama to explore a range of issues. You will look at plays to see how a playwright expresses their ideas about a theme or topic and explore ways of making the play work on stage. Through this process you are encouraged to develop a personal level of thinking and theatrical understanding.

Assessment Structure

Component 1: Devising Theatre (40% of the qualification):

Internally assessed, externally moderated

- You will be assessed on either acting or design
- You will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.
- You must produce:
 - a realisation of your piece of devised theatre
 - supporting evidence
 - an evaluation of the final performance or design.

Component 2: Performance from text (20% of qualification):

- Externally assessed by a visiting examiner
- You will be assessed on either acting or design
- You study two extracts from the same performance text chosen by the centre

You will participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre (40% of qualification):

Written exam 1 hour 30 minutes.

Section A: A series of questions on one **set text**, involving practical exploration and study.

Section B: Live Theatre Review. One question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Special Features

You must attend at least 3 live shows during the course, but may need to attend more.

Why study Drama?

GCSE Drama is a useful introduction to A Level Theatre Studies. The study of Drama can help you to develop transferable skills that you can take into any career. You will develop inter-personal skills, communication skills, confidence, co-operation and creative thinking. Drama provides a unique environment for developing independent thinking. You might wish to go into a job where experience of Drama is useful, or where you can use some of the skills developed during this course. These might include careers in such fields as retail, travel and tourism, sales and marketing or any career that involves meeting people face to face.

Economics

Course Description

In GCSE Economics we encourage you to:

- consider the practical application of economic concepts;
- explore the theories and concepts of Economics in the context of events in the business and economic world.

The course will actively promote the economic environment through external examinations, a series of personal studies, visits and research-based projects. The main aims of GCSE Economics are to:

- Provide you with an overview of the economic world;
- Equip you with some of the skills required in the workplace, such as team work;
- Empower you to take charge of your own learning and development;
- Provide a range of teaching, learning and assessment styles to motivate you to achieve your full potential;
- Give you the opportunity to develop your quantitative and qualitative skills

Assessment Structure

Year 9 will serve as a foundation year where you will study key economics concepts such as Economic Groups and the Economic Problem. You will then apply this knowledge to a variety of activities and produce a series of reports to demonstrate your understanding.

The course is assessed by external examinations at the end of Year 11.

Why study Economics?

Economics GCSE provides a foundation for those wishing to continue their studies to A Level Economics and A Level Business. Past students have found this to be a natural link. It also gives an excellent grounding in understanding how markets and economies work and how this impacts upon them as individuals. Students are provided with a broad range of skills which are invaluable for further study of a variety of different subjects.

Engineering

Course Description

Engineering is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags.

OCR Cambridge Nationals Engineering introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It is aimed at students who wish to study the function and operation of electronic systems and microprocessor controlled applications and learn how they are used across a range of engineering environments such as product design, automated manufacturing, maintenance and stock control. The course is mostly taught in the new 'state of the art' Robotics Lab and is excellent preparation for the new Sixth Form course: Level 3 Diploma in Mechatronic Engineering.

Assessment Structure

Cambridge Nationals Engineering consists of four assessed parts of equal weighting:

R113: Electronic principles;	1 hour written exam
R114: Electronic Circuits;	Project. Assessed internally
R115: Engineering Applications;	Project. Assessed internally
R116: Process Control Systems.	Written report. Assessed internally

The final grades awarded for successful students are Distinction *, Distinction, Merit and Pass. All four assessed parts must be passed but all can be retaken once.

Why study Engineering?

Students will improve their knowledge and understanding of the subject content by being taught within a range of realistic contexts. Most of the theory is taught holistically. For example, electronics is taught in a practical environment and using circuit simulation software. There are four major themes covering the three year course. Each theme involves students working in groups or individually to investigate real design problems and solve them through the production of engineered outcomes. E.g. Bomb disposal robot.

English Language

Course Description

This course focusses on the acquisition of skills needed to access all areas of the academic and non-academic curriculum. The skills of reading with engagement and writing coherently are essential in a competitive academic and employment market.

Assessment Structure

Paper 1 Explorations in creative reading and writing - 50% - (Examination 1 hr 45)

Section A: Reading one literature fiction text

Section B: Producing descriptive or narrative writing

Paper 2 Writers' Viewpoints and Perspectives - 50% - (Examination 1 hr 45)

Section A: Reading one non-fiction text and one literary non-fiction text

Section B: Writing to present a viewpoint

Non Examination Assessment – Spoken Language

This unit is set and marked by the teacher, is separately endorsed and has a 0% value however, it is valued by employers

Presenting skills

Responding to questions and feedback

Use of Standard English

Special Features:

Success in English requires you to be active in your pursuit of improving your own use of spoken and written English. You must see their English skills as essential in any area of life where writing for communication or reading for information or pleasure is needed. There is an expectation that you will read widely outside the prescribed curriculum. There will be a focus on vocabulary extension accurate and written expression across the spectrum of subjects.

Why study English?

You will be able to read and evaluate texts critically and make comparisons between texts. You will learn and develop the skills of summary and synthesis.

The knowledge gained from wide reading will inform and improve your own writing. Perhaps most importantly you will be able to write effectively and coherently using Standard English appropriately. This includes the correct use of spelling, punctuation and grammar. You will acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. The non examined component will enable you to listen to and understand spoken language and use spoken Standard English effectively.

English Literature

Course Description

English Literature is a challenging and enriching course that focusses on response to texts and the academic study of the written, literary word.

Assessment Structure

Paper 1: Closed Book*Shakespeare and the 19th Century Novel. 1hr 45 Un-tiered; 40% GCSE

One whole Shakespeare play will be studied from a choice of six plays: Macbeth, Romeo and Juliet, The Tempest, The Merchant of Venice, Much Ado About Nothing or Julius Caesar.

You will answer a question on an extract of the play you have studied and then on the play as a whole.

One whole 19th Century Novel will be studied from a choice of seven:

Robert Louis Stevenson	<i>The Strange Case of Dr Jekyll and Mr Hyde</i>
Charles Dickens	<i>A Christmas Carol</i>
Charles Dickens	<i>Great Expectations</i>
Charlotte Brontë	<i>Jane Eyre</i>
Mary Shelley	<i>Frankenstein</i>
Jane Austen	<i>Pride and Prejudice</i>
Sir Arthur Conan Doyle	<i>The Sign of Four</i>

You will answer a question on an extract of the novel you have studied and then on the novel as a whole.

Paper 2 : Closed Book: Modern Texts, Poetry and Unseen Poetry. 2hr 15. Un-tiered 60% GCSE

Section A Modern texts: you will answer one essay question from a choice of two on your studied modern prose or drama text.

Section B Poetry: you will answer one comparative question on one named poem printed on the paper and one other poem from your chosen anthology cluster.

Section C Unseen poetry: you will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Special Features:

- The course may involve a trip to a live performance of a play
- You will be encouraged to respond creatively to the study of texts

Why study English Literature?

The study of English Literature encourages you to develop knowledge and skills in reading, writing and critical thinking. Through literature, you have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage you to read widely for pleasure, and as a preparation for studying literature at a higher level.

*Closed book means you will not be permitted to bring any materials in to the examination

Fashion and Textile Design

Course Description

This course will allow you to produce 2D and 3D work using a wide variety of Textile techniques. The course focuses on developing techniques and skills including both traditional and new technologies.

You will be introduced to the following areas:

- Costume/Fashion design;
- Dyed and printed textiles;
- Collage, appliqué and embroidery;
- Constructed textiles – felt making, weaving.

From this experience you can select one or more areas to develop as you produce the range of coursework needed to fulfil this subject's GCSE requirements

You will also study artists and designers to produce some work using other materials such as papers, cards and recycled materials, as well as recording ideas through mixed media and photography. You may use sketchbooks, workbooks and journals to support your work where appropriate.

You will be offered the opportunity to investigate fashion and textile work on location at selected galleries.

Assessment Structure

You will cover two components over this course:

Component 1 – Personal portfolio/controlled assessment (60%)

A portfolio of work is created exploring a range of media but mainly using textiles techniques and fabrics.

Component 2 – Externally set exam (40%)

An externally set exam in year 11, where you will produce work in response to a chosen brief, carried out in a preparatory period before producing a final piece in 10 hours in exam conditions.

Why study Fashion and Textile Design?

This GCSE could lead onto studying courses such as fashion, textiles, 3D Design, fine art, interior design, photography and media to name a few.

Food Preparation and Nutrition

Course Description

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

Assessment Structure

Component 1 Food Preparation and Nutrition Written Examination (01)

This task is worth 50% of the qualification. The examination is an externally set written examination; a duration of 1 hour 30 minutes.

Component 2 Controlled assessments worth 50% of qualification

Task A Food Investigation task (02, 03)

This task is worth 15%. You will research and plan the task, investigate working characteristics, analyse and evaluate. The task is set by OCR and will be communicated to centres on 1st September of the academic year in which the assessment is to be taken. These will be sent electronically directly to centres and will be available on the OCR website.

Task B Food Preparation Assessment 35%

This task is worth 35% of the qualification and assesses the planning, preparation, cooking and presentation of food. The task is set by OCR and should be taken from the OCR-set task titles. The set task will be communicated to centres on 1st November of the academic year in which the assessment is to be taken. These will be sent electronically directly to centres and will be available on the OCR website.

Special Features

The non-examination assessment will allow you to select from a choice of tasks for each assessment. Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal for completion of the assessment. These recommended hours need to be completed within the academy lesson time in compliance with the required regulatory conditions.

Why study Food Preparation and nutrition?

By studying food preparation and nutrition you will:

- Develop an interest in the creative aspect and enjoyment of food;
- Develop confidence in using the high-level skills necessary in food preparation and cooking;
- Make connections between theory and practice so that you are able to apply your understanding of food and nutrition and food science to practical cooking;
- Develop an informed approach that will help you to evaluate choices and decisions about your own diet and health;
- Make progress by using a simple assessment model with clear marking criteria.

French / German

Course Description

You will continue to work in topic-based sections, where words and structures are taught alongside grammatical concepts. The topics are arranged in themes as follows:

Theme 1: Identity and Culture

This includes: self, family and friends; social media and mobile technology; free-time activities; customs and festivals.

Theme 2: Local, national and international areas of interest

This includes: home, town and region; charity and voluntary work; healthy and unhealthy living; the environment.

Theme 3: Current and future study and employment

This includes: life at school; education post-16; jobs, career choices and ambitions.

Assessment Structure

This is a linear course which is assessed by final examinations. The four language skills assessed are: Listening, Speaking, Reading and Writing. Each skill is worth 25% of the total marks.

Special Features

In Years 8, 9 or 10 we aim to offer you an opportunity to visit France or Germany, where you can experience the language and culture at first hand.

All students study one Modern Foreign Language to GCSE level. The GCSE courses are designed to build upon the foundations laid down in Years 7 and 8. Students continue with the language they started in Year 7, either French or German.

For some particularly talented linguists, there may be the opportunity to begin the study of a second language (either French or German) in Year 9, to become a dual linguist.

Recommended Resources and Specialist Equipment

In Years 10 and 11, you will need a student vocabulary booklet for your chosen language, which is available through the Languages Department. The purchase of a GCSE revision guide and workbook is highly recommended and dictionaries in the target language are essential.

Geography

Course Description

GCSE Geography is an exciting course that focuses on the key themes and issues that face the world today. The course looks at the following units.

Living with the physical environment.

The climate of the world is in a state of change and governments have made this a key challenge for the world. You will study the changing patterns of extreme weather events such as Hurricanes and their management. The course will look at how our climate is changing and the evidence to explain the changes which will affect the entire world.

The landscapes of the world are created by many processes such as the work of sea and ice. You will study how these dramatic landscapes are created and how human activity tries to manage the changes in coastal environments and how we develop and manage our activities in these areas.

Natural hazards are posing challenges to humanity such as the Haiti earthquake of 2010 and you will explore why these events occur and the measures put in place to reduce their impact.

As geographers you will study the living world and look at the distribution of major ecosystems/environments such as Tropical Rainforests and cold environments such as the Arctic. The plants and animals in these areas will be studied and exploitation and sustainable use of these magnificent areas will be looked at. Areas such as the rainforests of South America and Asia will be studied and the cold environments of North America and the Polar Regions will provide a fascinating focus.

Challenges in the human environment.

Cities in the world are dynamically changing and providing a challenge and exciting opportunity for both residents and decision makers alike. You will study the changes occurring in global cities such as Shanghai and London looking at how they have evolved over time and the impact that migration has had on these cities and the role they play in the global economy.

Economic development is at the heart of the world in which we live today and this has resulted in a divided planet. You will study how we can reduce these inequalities and explore the rise and rapid economic development of nations and the issues that this creates.

In the United Kingdom we are facing a challenging time and you will explore the changing economy of our country and debate topical issues such as HS2 and the expansion of Heathrow both of which will help shape the economy of our post Brexit country.

The world has over 7 billion inhabitants and this poses a massive challenge for the provision of food, water and energy. How to meet the needs of the population is a key challenge and to do this sustainability is an important consideration, you will study and discuss many exciting projects linked to this.

Assessment structure

The course will be assessed by three papers.

- Living with the physical environment;
- Challenges in the human environment;
- Geographical applications.

Papers will feature a range of structured questions and resources.

Special Features.

The course will involve visits to physical and human landscapes to develop fieldwork skills to complete coursework. The use of ICT and GIS systems is a key feature. There will be an optional residential visit to Italy to study key themes related to the course.

Why study Geography?

Geography is an extremely valuable subject which is an excellent foundation for A level Geography and opens up a range of opportunities at University. Geographers' wide range of skills are respected by employers and the topicality of the course places students in an excellent position to enter future professions. Geographers enter a wide range of careers such as management, the armed forces and media careers. Michael Palin said that Geography holds the key to the world's problems and choosing Geography is the key to opening many future careers.

History

Course Description

In Years 9 to 11, you can look forward to a diverse exploration of the past, which will include:

- **Britain: Health and the People** - a thematic study of the development of medicine and health from the prehistoric era through to the 21st century. The unit focuses on causation, exploring why and how change occurred.
- **Norman England: 1066-1100** - explains the reasons behind the Norman invasion of 1066, and why the army of William the Conqueror triumphed at the Battle of Hastings. The unit then focuses on how the Normans consolidated their control of England and the far reaching changes wrought by the fusion of two very distinct cultures.
- **Germany: 1890-1945** - begins by considering the rule and eventual abdication of Kaiser Wilhelm II following defeat in World War I. Thereafter, you will explore the rise of the democratic Weimar Republic and how by 1934 Adolf Hitler had once more placed Germany firmly under the control of a single dictatorial leader. You will then examine life in Nazi Germany both before and during World War II, including the Holocaust.
- **The Cold War: 1945-1972** - explores the post-war tension between communist East and capitalist West, including the origins of the Cold War, the Korean and Vietnam conflicts, the Space Race and Cuban Missile Crisis.

The units cover a diverse range of new and familiar topics, and will deepen the knowledge you have already gained about particular periods as well as introduce new and exciting material!

Assessment Structure

GCSE History will be assessed entirely through examination, with all examinations being sat in the summer of Year 11. There will be two examinations, both of which are 1 hour 45 minutes long. There are no 'tiered' papers - all students will sit the same examinations.

Why study History?

As well as being an inherently fascinating subject, History is a very well regarded and traditional academic discipline that will provide an excellent foundation for many A Level subjects. Those thinking of studying History at a higher level should obviously seriously consider it, but in addition it provides a useful grounding for other related disciplines taught at A Level and beyond, including Government and Politics, Sociology, Religious Education and Philosophy. As the study of History requires students to analyse and evaluate complex issues before effectively and convincingly communicating their views, it is a facilitating subject that teaches transferable skills prized by universities and employers. Therefore possession of a qualification in History is beneficial to a wide variety of higher education courses and careers, including law, business, politics or journalism to name but a few, as well as the more obvious connections to teaching, archivist, archaeologist, museum curator and librarian! In Year 11, all students will have the opportunity to participate in a visit to Berlin, Nuremberg and Munich to support their understanding of the German and Cold War elements of the course.

Cambridge National Certificate in Creative iMedia

Course Description

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

Students will complete the **OCR Level 2 Cambridge National Certificate in Creative iMedia**. The course comprises four units of work. The course carries a weighting of one GCSE at either A*, A, B or C depending on the final award of Distinction*, Distinction, Merit or Pass.

- Unit 1 – Pre-production skills (Mandatory Unit)
- Unit 2 – Creating digital graphics (Mandatory Unit)
- Unit 5 – Creating a multipage website (School Option choice)
- Unit 6 – Creating a digital animation (Scholl Option choice)

Assessment Structure

Unit 1 is assessed by a written examination, Unit 2 by an internally assessed task (OCR set) and the optional units (OCR set) by internal assessment and externally moderated.

Why study Creative iMedia?

In most areas, the course is “open-ended” in that all students are encouraged to use a variety of software tools to work towards professional quality solutions providing the base criteria are met. This allows for individual stretch and challenge where appropriate. These skills are also directly related to the study of BTEC Level 3 IT and Computing at A-Level.

Recommended Resources and Specialist Equipment

All the required resources are available through the Priory Academy SharePoint, and the software can be accessed at home using the Citrix portal available via the academy website.

Mathematics

Course Description

GCSE Mathematics is a challenging and stimulating course that focuses on developing a problem solving mind set while embedding the numerical skills required by employers and for further education.

Assessment Structure

The course is assessed by 3 written papers each lasting 90 minutes. One of these papers is to be completed without a calculator. There is a Foundation and a Higher paper to focus on candidates' abilities. The examinations follow the following structure:

AO1: Use and apply standard techniques (Higher 40%, Foundation 50%)

- To accurately carry out procedures or tasks requiring multiple steps.

AO2: Reason and communicate mathematically (Higher 30%, Foundation 25%)

- Construct chains of reasoning to achieve a given result;
- Presenting arguments and proofs.

AO3: Solve problems in unfamiliar contexts (Higher 30%, Foundation 25%)

- Make and use connections between different parts of mathematics;
- Translate problems to a series of mathematical processes.

Why study Mathematics?

Mathematics plays a vital, often unseen, role in many aspects of modern life. As society becomes technologically dependent, there will be an increasing requirement for people with a high level of mathematical training. Analytical and quantitative skills are sought by a wide range of employers. A qualification in Mathematics provides you with a broad range of skills in problem solving, logical reasoning and flexible thinking. Mathematics is an exciting and challenging subject which continues to develop at a rapid rate across many research areas. Taking a real world problem and creating and applying mathematical models to aid understanding is often hugely satisfying and rewarding.

Media Studies

Course Description

GCSE Media Studies is a challenging diverse course that focuses on analysing all aspects of the media world around us, including journalism, film and the history of advertising.

Assessment Structure

Paper 1

Three media theories to study:

- industries – study of the media industry includes ownership; sponsorship; licencing; regulations and regulators.
- audiences – study of media audiences includes market research; fans; fandom; social classification.
- representations – study of representation includes identity; stereotypes; bias; prejudice; values; culture; beliefs.

You will answer multiple choice, short answer and extended response essay style questions.

Paper 2

Two media theories to study:

- language and semiotics – study of language and semiotics includes narrative techniques; codes and conventions of genres and formats; intertextuality.
- context – the study of context includes social, historical and political context in which aspects of media are created and received.

You will answer multiple choice, short answer and extended response essay style questions. The final question is a synoptic question based on all aspects of the GCSE Media Studies course.

Coursework (NEA)

This is the practical element of GCSE Media Studies and changes each year. An overarching brief is set by Eduqas. This brief may be a choice of: music video, radio interview, journalism articles (newspaper or magazine), advertising (filmed, online or print) or video gaming.

Special features

Case Studies are studied in depth prior to the examination, and will be analysed as part of the examination process. Case Studies include 'The Archers', 'The Guardian', advertisements, and 'Spectre'.

Why choose Media Studies?

As one of the skills most valued by large modern employers and companies is the ability to adapt and use the most up-to-date and modern technology without being confused or overwhelmed, GCSE Media Studies gives you the chance to develop a critical understanding of the role of the media in daily life. It encourages an understanding of how to use key media concepts to analyse media products and the opportunity for hands-on practical work.

Music

Course Description

During the course you will be given opportunities to develop your musical sensitivity, creativity and aural perception. The areas of study include: Instrumental Music, Vocal Music, Music for Stage and Screen and Fusions.

Assessment Structure

The syllabus contains three distinct units:

Unit 1: Performing Music (30%)

- You will produce both a solo and an ensemble performance recorded during the course.
- Performances may use voice or be on any instrument and in any style.
- Controlled assessment conditions will apply to this unit, which is assessed by the teacher and moderated by Edexcel.

Unit 2: Composing Music (30%)

- You will produce two compositions or two arrangements or one arrangement and one composition.
- The combined length of the two pieces should be between four and six minutes.
- Controlled assessment conditions will apply to this unit, which is assessed by the teacher and moderated by Edexcel.

Unit 3: Music – Appraising (40%)

- A 1 hour 30 minute examination; externally set and marked by Edexcel.
- Students respond to questions based around the set works for the unit and two unfamiliar pieces.

Special Features

This is a very practical course in many ways. It gives you the opportunity to develop your own musical interests within the framework of the three-strand approach. Even if you have not yet started on any formal instrumental or vocal training, you can also take the course as a way of making very fast progress on a chosen instrument or voice, as time is given each week for individual performance work with an instructor on hand for guidance.

Why study Music?

Music develops broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-awareness and self-motivation. There is an opportunity to take Music AS/A Level in the Sixth Form, which could lead to a further education course in Music at either university or a music college. Music related careers are varied and include some of the following; teaching; performance; music industry; television/radio; music librarian; audio engineering; music arranging; music composition; recording engineer; music software development; publishing; conducting; film scoring; recording editing; virtual reality sound environments (internet, games, programmes); music therapy.

Physical Education

Course Description

A GCSE in Physical Education will enable you to make the connections between theory and practice so that you are able to apply your understanding of the factors that underpin physical activity and sport to improve performance. You will be required to use the technical vocabulary, terminology and definitions associated with the study of Physical Education.

Assessment Structure

Paper 1: The human body and movement in physical activity and sport

Applied anatomy and physiology;
Movement analysis;
Physical training;
Use of data.

Paper 2: Socio-cultural influences and well-being in physical activity and sport

Sports psychology;
Socio-cultural influences;
Health, fitness and well-being;
Use of data.

There are 2 written examinations of 1 hour 15 minutes each. Each paper is worth 78 marks and 30% of the GCSE. There is a mixture of multiple choice/objective test questions, short answer questions and extended answer questions

Non-examination assessment: Practical performance in physical activity and sport

Practical performance is assessed in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). This includes the analysis and evaluation of a performance to bring about an improvement in one activity. This component is assessed by your teachers and moderated by AQA. It is worth 100 marks and 40% of the GCSE. For each of your three activities, you will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). You will be assessed on your analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Why study Physical Education?

Physical Education provides a perfect balance between theory and practice and allows you to learn about one of the fastest growing industries in the country. Suitable candidates should be sports enthusiasts who are regular attendees to sporting extra-curricular clubs and who have a drive and motivation for competitive sport. They should be striving towards county standard in at least one sport.

Psychology

Course Description

Psychology is the science of the human mind and behaviour. The course has a significant biological content (neurophysiology). The syllabus provides a general introduction to psychological theory, research and its application to everyday life. The course is interesting and you will have the opportunity to discuss and analyse theories, conduct your own research and analyse your own data. You will be required to write at length and should be prepared for essay writing. There is also a significant mathematical content. It is therefore important that you have good English and Mathematics skills and that you are an analytical thinker.

The topics included are:

- Development of the brain and the way that thinking develops in children and also learning styles;
- How memory works and why we forget e.g. amnesia and false memories;
- Psychological problems such as the causes and treatment of schizophrenia and depression;
- Social influence including explanations of conformity, obedience and crowd behaviour;
- The brain and neuropsychology involving the study of the brain and its different functions, plus the role of neurotransmitters;
- Criminal psychology including social and biological theories of why people commit crime and the effectiveness of punishment;
- Sleep and dreaming including the biological functions of sleep and conflicting theories of why dreams occur;
- Research methods including data analysis.

Each component will consist of three topics, with research methods included in both. For each of the topics, content will relate to:

- Key psychological concepts, terminology and definitions;
- Two theories/explanations per topic;
- Two detailed research studies per topic;
- Applications – how the research relates to real life.

As part of your study, you will be required to develop knowledge and understanding of the five core areas of psychology identified as:

- **Biological** – an understanding of biological concepts within psychology, including neuroscience and genetics as contributors to behavior.
- **Cognitive** – an understanding of thought, information and mental processing as contributors to behavior.
- **Social** – an understanding of the impact of social and environmental factors on behaviour and the influence of groups.
- **Developmental** – an understanding of how individuals change throughout their lives, with a particular focus on childhood and how both nature and nurture can affect individuals.
- **Individual differences** – an understanding of the complex nature of human behaviour and experiences and why and how people are different.

Assessment Structure

The scheme of assessment is untiered, covering all of the ability range grades 9 to 1. There are 2 examinations, each worth 50% (Each lasting 1 hour 30 minutes, 90 marks per paper). In each paper there are essay questions that take a synoptic format.

Why study Psychology?

Psychology is available at AS and A Level in the Sixth Form using the same examination board, to enable a smooth transition. Students who have studied GCSE Psychology are extremely well equipped to develop their skills at A Level.

Psychology is recognised as having relevance for a broad range of careers, involving other people e.g. the NHS, social work, teaching, law, forensics, business and sport, etc.

Religious Education

Course Description

GCSE Religious Education will take an enquiring, critical and reflective approach to the study of religion, explaining different beliefs, cultures and fundamental questions, and relating these studies to your own values and wider world. You will study two religions, looking at their beliefs, teachings and practices. This study will explore the impact on the individual, communities and society. You will also explore your own responses to these ideas and beliefs.

In addition to this, you will study 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.

Assessment Structure

You will sit two examinations at the end of Year 10. Each examination will test your knowledge and understanding of the course, alongside your evaluation of the key themes. There is no coursework element to Religious Education. The examinations are designed to give access to the full range of grades and are not tiered.

Why study Religious Education?

The study of religion helps you to learn how to think critically, listen empathetically, speak thoughtfully and write clearly- all skills that will be important no matter what you go on to do. It will also help you to better live and work in our increasingly diverse society and global world. Students who study Religious Education qualifications go into a variety of careers, including teaching, medicine, social service, law, journalism, international business, diplomacy, and, of course, religious professions of various kinds.

Separate Science

Course Description

Science is a compulsory subject which is taken by all students throughout Key Stage 4. All students will follow a specification from AQA. There are three possible routes to achieving the Science GCSEs:

- Combined Science (Double award – 2 GCSE's). This will be taken by the majority of students. **This does not need to be selected as an option choice.**
- Separate Science GCSE (Three separate GCSE's in Biology, Chemistry and Physics). These courses have content in common with Combined Science, plus further content. The students who select this option will have additional science lessons each week to cover the extra content. **This must be chosen as an option choice.**
- Accelerated Science GCSE (Three separate GCSE's in Biology, Chemistry and Physics). During module 3 each year the Science department invite the top 50 students (based on their academic achievement to date) to study this course forming two express groups – one in each band. The students study the Separate Science courses in the same amount of Science lesson time as the Combined Science students. **This does not need to be selected as an option choice.**

Assessment structure

Each student will sit six examinations regardless of their choice of course. Combined Science papers are 75 minutes each, the Separate Science examinations are 105 minutes each.

All units are examined in June of Year 11.

Special features

If you have a particular aptitude for science then it is possible to take the separate science option. This will allow you to study GCSE's in Biology, Chemistry and Physics in distinct lessons each week. This option will be particularly suitable for those students who may wish to specialise in the sciences at A level and beyond, but taking Combined Science does not prevent further study of the sciences at A level.

Why study Biology, Chemistry and Physics?

Science is a subject with many areas of interest. It forms the basic grounding for most areas of work including engineering, medicine, electronics, environmental science, space, transport, communications, building, nursing, the armed services, food science, sport science, textiles, materials, ecology, zoology, botany, biotechnology... the list is huge!

Studying Science will allow you to make choices about your future at 16 and give you the freedom to select from a wide range of careers. Once you have completed the course you can continue your studies at A level in any or all of the three sciences.

Taster Sessions & Contact details

Taster Sessions

There will be a number of taster sessions.

Some will take place in normal lesson time and others will be at lunchtime.

You are advised to attend lunchtime sessions if you are unsure about any of your option choices.

Please find below a list of lunchtime sessions available. Subjects not listed will be discussed in lesson time.

If you are unable to attend – please see the relevant member of staff.

Business Studies	Thursday 8 th March	U29
Dance	Wednesday 7 th March	Dance Studio
Design & Technology	Friday 9 th March	L36
Drama	Monday 5 th March	Drama Studio
Economics	Tuesday 6 th March	U29
Engineering	Thursday 8 th March	L38
Fashion & Textiles	Tuesday 6 th March	L39
Food Preparation & Nutrition	Wednesday 7 th March	L40
Media Studies	Monday 5 th March	Lecture Theatre
Physical Education	Monday 5 th March	SC3L
Psychology	Wednesday 7 th March	P6

Contact Details

Please find below a contact name for each of the subjects:

Subject	Head of Subject	Email
Art & Design	Miss C Bell	CBell@prioryacademies.co.uk
Business Studies	Mr G Sleight	GSleight@prioryacademies.co.uk
Computer Science	Mr R Jolliff	Rjolliff@prioryacademies.co.uk
Dance	Miss G Redgrave	GRedgrave@prioryacademies.co.uk
Design & Technology	Mr R Jones	RJones@prioryacademies.co.uk
Drama	Mr S Craven	SCraven@prioryacademies.co.uk
Economics	Mr G Sleight	GSleight@prioryacademies.co.uk
Engineering	Mr R Jones	RJones@prioryacademies.co.uk
English Language	Mrs C Mann	CMann@prioryacademies.co.uk
English Literature	Mrs C Mann	CMann@prioryacademies.co.uk
Fashion & Textile Design	Mr R Jones	RJones@prioryacademies.co.uk
French/German	Mrs E Alexander-Grocott	EAlexanderprocott@prioryacademies.co.uk
Food Preparation & Nutrition	Mr R Jones	RJones@prioryacademies.co.uk
Geography	Mr I Pomphrey	IPomphrey@prioryacademies.co.uk
History	Mr A Crocker	ACrocker@prioryacademies.co.uk
Cambridge National Certificate in Creative iMedia	Mr N Millward	NMillward@prioryacademies.co.uk
Mathematics	Mr M McCoy	MMccoy@prioryacademies.co.uk
Media Studies	Mrs C Mann	CMann@prioryacademies.co.uk
Music	Mr S Billinger	SBillinger@prioryacademies.co.uk
Physical Education	Mrs S Swaby	SSwaby@prioryacademies.co.uk
Psychology	Mr S Stones	SStones@prioryacademies.co.uk
Religious Education	Miss L Betts	LBetts@prioryacademies.co.uk
Separate Science	Mr M Smailes	MSmailes@prioryacademies.co.uk

Completing the Application Form

- Enter your Name and Tutor Group

Options

- Choose either History or Geography. You only tick one box – if you wish to study History and Geography, place the other subject in preference list for Option 3 and 4.
- Choose either French or German. You only tick one box – if you wish to study both French and German. Please tick French and place German in the preference list for Option 3 and 4.

Options 3 and 4

- Decide on four GCSE option subjects – from which you will be timetabled for two. You need to list the subjects in order of preference.
- Please use the section 'Additional Information' if you either wish to highlight any specific information that you think might be useful or if you wish to discuss the possibility of a more flexible curriculum with your Head of Year.
- Every attempt will be made to provide you with the most appropriate set of courses – but we cannot and do not guarantee that students will get their first choice courses.
- Discuss your choices with your parents and your Form Tutor.
- If you require further help, then make an appointment with your Head of Year who can advise you which member of staff can best help you.
- Once you are happy with your choices then return the completed and signed form to your Form Tutor no later than **Thursday 15th March 2018**
- Your course choices will be confirmed in the Summer Term.
- If there are any further problems, please contact Mr G Ennis Assistant Headteacher on gennis@prioryacademies.co.uk.