



Stoke Newington School
& Sixth Form

Year 8 options

Subject information
booklet

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Core subjects

English language, English literature, mathematics and science are core subjects that must be taken by all students.

English language

Examination board | AQA

Syllabus number | 8700

Course content

- Explore a range of fiction and non-fiction texts.
- Plan and produce a range of different creative writing pieces.

Course structure

Half-termly units interspersed between English language and English literature content.

Assessment information

Two assessments completed every half term with the second assessment receiving a grade that is logged on the internal English spreadsheet and progress checks.

Examination information

Two exam papers completed at the end of Year 11:

- Paper 1 – Read an unseen extract of fiction and answer four comprehension style questions about it. Write a piece of descriptive narrative writing.
- Paper 2 – Read an unseen extract of non-fiction and answer four comprehension style questions about it. Write a piece of persuasive writing.

What do you have to do to be successful in this subject?

Students need to be confident readers of fiction and non-fiction and be able to use the things they learn in their reading in their own creative writing.

What you will need to do as part of your learning at home?

Read regularly and complete regular writing tasks set twice a half term.

Links to post-16 pathways

Students who enjoy English language at GCSE are well suited to studying A level English literature.

English literature

Examination board | AQA

Syllabus number | 8702

Course content

- Macbeth
- The Strange Case of Dr Jekyll & Mr Hyde
- An Inspector Calls
- Power & conflict poetry

Course structure

Half-termly units interspersed between English language and English literature content.

Assessment information

Two assessments completed every half term with the second assessment receiving a grade that is logged on the internal English spreadsheet and progress checks.

Examination information

Two exam papers completed at the end of Year 11:

- Paper 1 – Respond to a question based on an extract about Macbeth. Respond to a question based on an extract about The Strange Case of Dr Jekyll & Mr Hyde.
- Paper 2 – Respond to an essay question about An Inspector Calls. Respond to a comparison question about two power and conflict poems. Respond to a question on an unseen poem. Respond to a comparison question between two unseen poems.

What do you have to do to be successful in this subject?

Students need to be confident readers of fiction and read a range of historical context to solidify interpretations of texts.

What you will need to do as part of your learning at home?

Read regularly and complete regular writing tasks set twice a half term.

Links to post-16 pathways

Students who enjoy English language at GCSE are well suited to studying A level English literature.

Mathematics

Exam board | Edexcel

Syllabus number | 1MA1

Course content

There are three assessment objectives for mathematics GCSE:

- AO1 - Use and apply standard techniques
- AO2 - Reason, interpret and communicate mathematically
- AO3 - Solve problems within mathematics and in other contexts

Topics include:

- Venn diagrams
- Product rule for counting
- Iteration to find approximate solutions
- Solve quadratic inequalities
- Find the n th term of a quadratic sequence
- Apply the concepts of average and
- Instantaneous rate of change to graphs
- Interpret areas under graphs and gradients of
- Graphs in real-life contexts e.g. velocity-time
- Equation of a tangent to a circle at a given point

Students will learn and are expected to know these formulae:

- Quadratic formula
- Circle formulae
- Pythagoras' theorem
- Trigonometry formulae for right angled triangles
- Sine rule, cosine rule and area formula

The curriculum has an emphasis on problem-solving and the key mathematical concepts that relate to rates of change and proportionality.

Course structure

Maths will be taught as one, continuous, five year progression from Year 7 to Year 11.

Examination information

There are three examinations taken in June of Year 11, two calculator papers and one non-calculator paper. The balance of the assessment objectives is as follows:

AO1 45-55 AO1 40% 50%	AO1: Use and apply standard techniques
AO2 25-35 AO2 30% 25%	AO2: Reason, interpret and communicate mathematically
AO3 15-25 AO3 30% 25%	AO3: Solve problems within mathematics and in other contexts

What do you have to do to be successful in this subject?

Students need to be punctual and engaged in learning. Both classwork and homework should be completed with effort. The most successful students are resilient problem solvers, proactive and take ownership of their learning in mathematics. They seek advice from teachers, peers and online resources to develop their understanding of the subject.

What you will need to do as a part of your home learning

Students will be given weekly homework in mathematics. At least one of these a fortnight will be a written piece of work. Homework should be completed on time and in full, with extension tasks attempted. In Year 11, students will be given a fortnightly exam paper and access to an online database of exam style questions to enable them to practise at home and build their confidence with the GCSE.

The following websites can be used to support home learning:

- www.hegartymaths.co.uk
- www.mymaths.co.uk
- www.mathskitchen.com

Links to post-16 pathways

Many students go on to study mathematics and further mathematics at A level. At higher education, a degree in mathematics opens the way to many and varied career choices. Possible careers include those in engineering, medicine, actuarial science, operational research, and financial and IT related professions, among many others.



Science

All students in Year 9 start the GCSE science curriculum. A decision will be made at the end of Year 9 as to whether they will then follow the GCSE combined science pathway (worth two GCSEs) or the GCSE triple science pathway (worth three GCSEs).

GCSE combined science pathway

Exam board | AQA

Syllabus number | 8464

Course content

Biology units	Chemistry units	Physics units
B1 Cell biology B2 Organisation B3 Infection and response B4 Bioenergetics B5 Homeostasis and response B6 Inheritance and evolution B7 Ecology	C1 Atomic structure C2 Bonding C3 Quantitative chemistry C4 Chemical changes C5 Energy changes C6 Rates of reaction C7 Organic chemistry C8 Chemical analysis C9 Chemistry of the atmosphere C10 Using resources	P1 Forces P2 Energy P3 Waves P4 Electricity P5 Magnetism P6 Particle model of matter P7 Atomic structure

Please note that the topic list is the same as for the single sciences, but some of the content from the single sciences is not assessed in combined science. For more information go to: www.aqa.org.uk/subjects/science/new-science-gcse-specifications

Course structure

Content is taught over three years from the beginning of Year 9.

Examination information

There are six examinations for GCSE combined science, each lasting 1 hour and 15 minutes. Students may either sit papers at the higher or foundation tier. Calculators are permitted in examinations. Candidates are required to memorise most equations.

What do you have to do to be successful in this subject?

Getting things wrong is part of being a good scientist. Work really hard and don't give up. Enjoy the process of scientific investigation and discovery!

What you will need to do as a part of your home learning

Students will need to:

- Practise exam questions
- Focus on work related to required practicals
- Be committed to revision

GCSE triple science pathway

Exam board | AQA

Syllabus number | 8461, 8462, 8463

Course content

Biology units	Chemistry units	Physics units
B1 Cell biology B2 Organisation B3 Infection and response B4 Bioenergetics B5 Homeostasis and response B6 Inheritance and evolution B7 Ecology	C1 Atomic structure C2 Bonding C3 Quantitative chemistry C4 Chemical changes C5 Energy changes C6 Rates of reaction C7 Organic chemistry C8 Chemical analysis C9 Chemistry of the atmosphere C10 Using resources	P1 Forces P2 Energy P3 Waves P4 Electricity P5 Magnetism P6 Particle model of matter P7 Atomic structure P8 Space physics

For more information go to: www.aqa.org.uk/subjects/science/new-science-gcse-specifications

Course structure

Content is taught over three years from the beginning of Year 9.

Examination information

- There are two examinations taken in June of Year 11 for biology.
- There are two examinations taken in June of Year 11 for chemistry.
- There are two examinations taken in June of Year 11 for physics.

Each paper is 1 hour 45 minutes. Calculators are permitted in examinations. Candidates are required to memorise most equations.

What do you have to do to be successful in this subject?

Getting things wrong is part of being a good scientist. Work really hard and don't give up. Enjoy the process of scientific investigation and discovery!

What you will need to do as a part of your home learning

Students will need to focus on exam questions, work related to required practicals, and consistent revision throughout their GCSEs.

Links to post-16 pathways

Students who want to have a career in any science-related field should study the subject at A level. A level science subjects are also highly thought of within higher education, particularly Russell Group universities. A degree in a science subject can lead to a wide range of STEM (science, technology, engineering, maths) careers.



Option subjects

We offer a wide range of subjects at GCSE and students are asked to select four options.

Art

Examination board | Edexcel

Syllabus number | 1AD0/02

Course content

The course is divided into two components: component 1, the personal portfolio and component 2, the externally set assignment which is on a theme set by the examining board (Edexcel).

Students create a personal portfolio of work in response to two themes 'Nature into Abstraction' and 'Identity.' Students' work must comprise of supporting studies and personal responses related to these themes. Students start work on these themes in Year 9 and continue with them at a higher and more individual level in Year 10 and Year 11. Research and development of ideas is carried out in the sketchbook and themes are developed through drawing, printmaking, photography, painting, mixed media and sculpture. Students will also have plenty of opportunities to visit galleries and museums during the course.

Course structure

Component 1: Personal portfolio

Component 2: Externally set assignment

Assessment information

Component 1: Personal portfolio. The coursework element of the course carries 60% of the overall marks towards the final grade.

Component 2: Externally set assignment. The final exam carries the remaining 40% of the overall marks towards the final grade.

All work is marked according to the four assessment objectives which are consistently referred to during teaching to imbed a clear understanding of the criteria for all students. Books are marked regularly and feedback, both written and oral, is given to students so that they know what they need to do to succeed and achieve highly on the course

Examination information

Component 2: Externally set assignment.

Students receive their examination paper in January on a broad theme set by the exam board. Over the following period of preparation students use the skills they have learned throughout the course to develop their own personal response to the chosen theme, showing development of ideas and making links with the work of artists. This work leads to a final personal response and demonstrates excellent technical skill. Students are supported throughout the preparation period and have a ten-hour practical examination set over two days to finalise their sketchbook and personal outcomes according to the assessment objectives.

What do you have to do to be successful in this subject?

A successful art student needs to work hard and be committed to learning new techniques and skills. The course is practical, so success comes from doing the work. Students will need to

be creative, learn about artists and how they produce their work, what their influences are and how they look at the world around them. Students need to be organised, be prepared to work independently to develop exciting ideas, be experimental, be open to ideas and suggestions, work with others to share ideas and resources, be prepared to make mistakes and learn from them and work hard to develop their self-confidence.

What you will need to do as part of your learning at home?

Students are expected to complete a minimum of an hour a week on their art GCSE. This will vary between written artist analysis, reviewing their own work and drawing/painting/sculpting tasks. Students should visit museums and galleries as often as they can.

It is essential that students are organised and that they bring their sketchbook to every lesson. Every piece of work that students complete will contribute towards their overall GCSE grade.

Links to post-16 pathways

After GCSEs students can continue studying art. Choosing an arts pathway develops students' creativity in areas including painting, textiles, printmaking, sculpture, graphics, fashion, visual studies, design, computer design software, photography, historical and contextual studies, personal and professional development. Students can choose to study art A level, BTECs, NVQs and apprenticeships in an arts-related field.



Citizenship

Examination board | AQA

Syllabus number | 8100

Course content

Citizenship is a contemporary subject which explores issues that affect people in a local, national and global level. It is a subject that encourages students to actively participate in a range of activities such as political debates and campaigns. Citizenship gives students knowledge of the legal and political systems in the UK as its role in the global community. It teaches critical thinking around controversial issues and develops presentation and advocacy skills. It comprises of four themes:

- Life in modern Britain - identity, diversity, migration, tax, government spending, the media, the role of NGOs, global governance and forms of citizen action
- Rights and responsibilities - the theory of rights and responsibilities, rationale for evolution of human rights, legal rights, conflicting rights and responsibilities, rationale for law, rule of law, criminality and the criminal justice system, punishment and sentencing
- Politics and participation - democracy and other government systems, power of the executive, the legislature and the judiciary in the UK (separation of powers) electoral systems, the role of the political parties and the role of pressure groups
- Active citizenship - students investigate a citizenship issue of their choice and set up a campaign; it involves research, action and reflection. Students additionally use examples of successful campaigning and how it draws links to their own campaign

Course structure

In Year 9, students study:

- Introduction to citizenship
- Developing students' understanding of citizenship concepts and skills
- Student action on a citizenship issue

In Year 10, students study:

- Life in modern Britain
- Rights and responsibilities
- Politics and participation

In Year 11, students study:

- Rights and responsibilities
- Politics and participation
- Student action revisited
- Revision

Assessment information

- Two written examinations at the end of Year 11 = 100% of GCSE grade
- Source based questions and extended answer questions
- Content and subject knowledge 75%
- Student action 15%

Examination information

Exam paper 1: 1 hour 45 minutes written exam - total 80 marks

50% of GCSE Questions

- Section A: Active citizenship (40 marks) - Questions on the citizenship action of others and questions on the students taking citizenship action investigation.
- Section B: Politics and participation (40 marks) - Question types: multiple-choice, short answer,

source-based questions, extended answer questions based in short sources with marks differing values and requiring additional knowledge application and evaluation.

Exam Paper 2: 1 hour 45 minutes written exam - total marks 80

- Section A: Life in modern Britain questions (40 marks) - questions based in short sources with marks differing values and requiring additional knowledge application and evaluation
- Section B: Rights and responsibilities questions (40 marks) - question types: multiple-choice, short answer, source-based questions, extended answer, questions based in short sources with marks differing values and requiring additional knowledge application and evaluation

What do you have to do to be successful in this subject?

Students will need to:

- Have an awareness and interest of issues in the news which affect the UK
- Read around topics by watching the news, reading the news and debating the news
- Be prepared to debate issues and participate in active citizenship activities
- Be organised and be able to work independently and within a group in order to take responsible action in school, on local and global community issues
- Be keen to practise skills such as negotiation, collaboration, discussion and debate
- Be able to evaluate, analyse, critique and argue points both verbal and in written form

What you will need to do as part of your learning at home?

Students will:

- Need to keep up to date with major news events and important political developments
- Be expected to devise, plan, carry out and evaluate their own active citizenship campaign
- Need to review all content of the course
- Be expected to complete longer essays and written answers including exam questions

Links to post-16 pathways

Post 16 courses: government and politics, law, philosophy and ethics, sociology, economics, journalism.

Careers: member of parliament, lawyer, political journalist, human rights campaigner, prison officer, police officer, teacher, social worker, youth worker, fraud officer, trade union official, working for charities and non-governmental organisation, working for bodies such as the United Nations or Home Office, welfare rights worker.

Computer science

Exam board | OCR

Syllabus number | J277

Course content

This is a GCSE which involves understanding how computers work both in terms of hardware and coding. Students will find out how different elements function, and they will also develop an understanding of how to use computational logic to develop programming solutions.

The course is made up of two units:

1) Computer systems

- Systems architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- Systems software
- Data representation
- Ethical, legal, cultural and environmental concerns

2) Computational thinking, algorithms and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Programming languages and translators and facilities of languages

Course structure

The course is made up of two units.

- J277/01: Computer systems
- J277/02: Computational thinking, algorithms and programming

Examination information

Hardware theory: Exam of 1 hour 30 minutes (50% of final mark).

Computational logic: Exam of 1 hour 30 minutes (50% of final mark).

What do you have to do to be successful in this subject?

- Enjoy maths.
- Be able to spend time solving problems and work independently.

What you will need to do as a part of your home learning

Students will be expected to develop their understanding of theory and programming through homework tasks linked to the syllabus which will be set throughout the year.

Links to post-16 pathways

Students can study computer science at A level and at university. It can lead to many other exciting fields as the subject is ever changing. This brings in the challenge and excitement as it opens the doors to many other possibilities.

Design and technology: graphics

Exam board | AQA

Syllabus number | 8552

Course content

GCSE design and technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. Within the core technical content there is an increased emphasis on the application of maths and science and students will be required to understand the properties and uses of a range of materials used across all the design and technology material areas. Students will learn to design and make products with creativity and originality, using a range of graphic and modelling materials. They will be encouraged to learn through images to use, understand and apply colour and design, to develop spatial concepts, and to understand graphic materials and their manipulation. They will design and make products using a graphic media and new technologies to prepare them for the world of work.

The course is designed to foster awareness of the need to consider sustainability and the environmental impact of their designing. Students are taught by developing their practical skills through projects ranging from packaging design, illustration, hand drawn and computer aided design, branding and promotional materials and technical drawing. Students will also learn about industrial processes, materials and the work of existing designers.

Graphic products specialism can provide an excellent platform for students interested in study at university level or pursuing a career in any graphical discipline such as product design, illustration, architecture, games design and CAD.

Course structure

In Year 9 and Year 10 students learn a range of design development skills through the completion of mini projects and tasks. They will follow the design process from research, design, development of ideas and evaluation. They will develop their communication techniques through the use drawing, computer aided design and modelling. Theory content is also imbedded into lessons giving students a foundation for the exam. In Year 11 they will complete their design and make task. Students are required to submit a single design and make project which should be selected from a list of tasks provided by the exam board at the start of the academic year. This non-exam assessment combines both theory and design development work and includes research, planning and evaluation work: this is worth 50% of the final mark. In May/June of Year 11 students sit a written theory exam. This is worth 50% of the final mark.

Assessment information

The course is assessed through two units.

Paper 1 exam is worth 50% of the marks:

What is assessed?

- Core technical principles
- Specialist technical principles
- Designing and making principles

How is it assessed?

- Written exam: 2 hours, 100 marks, 50% of GCSE

- Section A – Core technical principles (20 marks) - A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks) - Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks) - A mixture of short answer and extended response questions including a 12 mark design question.

Non-exam assessment - design and make task worth 50% of the marks:

What is assessed?

- Practical application of core technical principles, specialist technical principles and designing and making principles

How is it assessed?

- Non-exam assessment: 30–35 hours approx, 100 marks, 50% of GCSE

Assessment criteria:

- Investigating
- Designing
- Making
- Analysing and evaluating

Examination information

Paper 1 is sat in May/June of Year 11 and is worth 50% of the final mark. It is two hours long.

What do you have to do to be successful in this subject?

- Have a high level of artistic ability
- Enjoy modelling and designing
- Be inventive and creative
- Be good at problem solving
- Have an interest in design
- An interest in studying the subject at a higher level

What you will need to do as a part of your home learning

- Complete exam questions to reinforce learning
- To take an active interest in design
- Visit museums and galleries
- Enjoy drawing and developing techniques
- Use revision guide to build on learning in class
- Complete all homework to the best of your ability

Links to post-16 pathways

This subject provides the perfect platform of learning for students looking to study graphic communications at A level. This A level is much more directed towards an artistic approach and will serve students who have an eye on going to university to study a degree in the arts.

Design and technology: resistant materials

Exam board | AQA

Syllabus number | 8552

Course content

GCSE design and technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. Within the core technical content there is an increased emphasis on the application of maths and science and students will be required to understand the properties and uses of a range of materials used across all the design and technology material areas.

To be a good designer and manufacturer it is important to understand how products have developed. On this course students will learn how a product is designed and made. A designer must consider the effect their design will have on others and so we cover social, moral and cultural significance of our work. This course is for students who are interested in designing and making using a variety of resistant materials and processes using wood, plastic and metals. Students are taught through a range practical skills.

Course structure

There will be three design/make projects in Year 9 and Year 10 concentrating on the three main materials (wood, plastic, metal). The major project (non-examination assessment) will start at the summer term in Year 10 and will continue until the end of the spring term in Year 11. This is worth 50% of final mark.

Students are required to submit a single design and make project which should be selected from a list of tasks provided by the exam board at the start of the academic year. The NEA combines both theory and design development work and includes research, planning and evaluation work: this is worth 50% of the final mark. In May/June of Year 11 students sit a written theory exam. This is worth 50% of the final mark.

Assessment information

The course is assessed through two units.

Paper 1 - exam is worth 50% of the marks:

What is assessed?

- Core technical principles, specialist technical principles, designing and making principles

How is it assessed?

- Written exam, 2 hours 100 marks, 50% of GCSE
- Section A – Core technical principles (20 marks) - a mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks) - several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks) - a mixture of short answer and extended response questions including a 12 mark design question.

Non-examined assessment / Design and make task is worth 50% of the marks:

What is assessed?

- Practical application of core technical principles, specialist technical principles, designing and making principles.

How is it assessed?

- Non-exam assessment (NEA): 30–35 hours approx.
- 100 marks, 50% of GCSE

Assessment criteria:

- Investigating
- Designing
- Making
- Analysing and evaluating

Examination information

A written exam two hours long, this exam will be taken at the end of Year 11. This will consist of a design task and subject knowledge based questions.

What do you have to do to be successful in this subject?

Students need to:

- Enjoy working with woods, metals and plastics
- Be confident using tools and machinery
- Be able to draw both freehand and technically
- Be inventive and creative
- Have an interest in sustainability and ethical design issues
- Want to carry on the course at A level and want a career in product design or manufacture

What you will need to do as a part of your home learning?

Each week students will be given tasks to research, design and evaluate. Along with these, they will be given exam questions to complete. These exam questions will give students better exam technique as well as reinforcing the subject knowledge they learn in class.

Links to post-16 pathways

This course will prepare students for a variety of design-based subjects in further education, as well as providing a good base of information for students looking to have a career in this field.

Drama

Examination board | Edexcel
Syllabus number | 1DR0

Course content

Drama GCSE at Stoke Newington is a varied course designed to allow students to explore and communicate ideas through various aspects of drama. It provides students with opportunity to explore a wide range of themes, practitioners (such as Stanislavski and Brecht amongst others) and theatre history alongside developing skills in group work and performance. Students can gain knowledge, skills and understanding through practical participation and performance utilising a range of different explorative strategies and performance techniques. The course culminates in a written exam which draws upon students' understanding from across the course and explores aspects of being a performer, a director and a designer. The skills they learn on the course will prepare them for all forms of further education, higher education, and employment.

Course structure

- In Year 9, students explore all aspects of the GCSE course including a mock devising exam. Understanding theatrical conventions and practitioners and studying a script for a mock performance and written exam.
- In Year 10, students further explore devising skills and look at non naturalistic performance styles. In spring of Year 10, students devise their own original performance and will be formally assessed as part of Component 1 – Devising (40% of GCSE). In summer of Year 10, students begin exploring Component 3 - Theatre Makers in Practice by reading and performing extracts of the set text *An Inspector Calls* by JB Priestley. There is a mock paper in June of Year 10.
- In Year 11, students consolidate and further explore their understanding of *An Inspector Calls* and sit a mock examination of component 3. In March students rehearse and perform their Component 2 performance from text (20% of GCSE) pieces to an external examiner. In May, students will sit their component 3 Theatre Makers in Practice (40% of GCSE).

Examination information

- Component 1 - Devising - 40% of GCSE - students perform a 10-25 minute devised piece and are assessed on performance or design realisation (lighting/sound/costume/props/set). This is worth 10% of the GCSE and will be in spring term in Year 10. There is also an accompanying portfolio which is worth 30% of the GCSE.
- Component 2 - Performance from text - 20% of GCSE - students perform two extracts from a scripted piece to a visiting examiner. A combination of two of the following: monologue (2-3 mins), duologue (3-5mins) or group piece (10-15 mins).
- Component 3 - Theatre makers in practice - 1 hour 45 minutes exam paper - 40% of GCSE - students are assessed in two sections. Section A is 45 marks and explores a set text (currently *An Inspector Calls* by JB Priestley). Section B is 15 marks and is an evaluation of a live performance.

What do you have to do to be successful in this subject?

An outstanding drama student is one who is passionate about and committed to the subject. The course is practical in nature but is not necessarily all about performance. To be successful students need to possess good communication skills, be adaptable and able to work as part of a team, as well as being comfortable to work independently. Students have to direct themselves and others, organise and record rehearsal schedules, keep notes and ideas for their portfolio as well as working closely with others. It is a collaborative subject in nature; there is lots of time spent with others in lesson and after school. It is expected that for Component 2 in particular students will need to organise extra rehearsal time outside of lessons. Students need to possess strong organisational skills and a good work ethic. Students will explore performing, directing and

designing – the ability to make justified and informed opinions is an important part of the course.

What you will need to do as part of your learning at home?

Homework is an important part of the course. Students will be expected to carry out independent research, evaluate their own work and that of others, learn lines and annotate scripts. Homework is set weekly. Set texts are expected to be read and continuously revisited at home.

Links to post-16 pathways

We firmly believe that our drama curriculum should underpin all aspects of a student's education and allow them to flourish as they move towards the world of work. Drama is taught not only to be a specialist arts subject but also to ensure that students have key skills required in any industry. To this end whilst many students continue to study drama at A level and go on to study performance or drama degrees we have also supported many young people as they move into the performing arts industry. Our GCSE and A level courses are designed to allow students to fully explore the roles of performer, director and designer and so whilst we fully encourage actors, we also see many students continue to study stage and set design, or lighting and music production. Our teachers have a variety of experience and we support students in preparation for auditions for drama schools, universities and acting agents. The expertise in the department include professional acting and Fringe Theatre and we are best positioned to support those students who wish to move into the performing arts industry. However, it's not all about acting – we truly feel that studying drama allows young people to grow in confidence, feel that their voices can be heard and consolidate a love of learning. Skills that any young person can take with them into whatever they wish to achieve in the future.





Geography

Examination board | AQA

Syllabus number | 8035

Course content

The course is delivered through three main units which comprise several sub-topics spanning human and physical geography and geographical skills and fieldwork. These are as follows:

- Living with the physical environment
 - Section A: The challenge of natural hazards: tectonic hazards – volcanoes, earthquakes, tropical storms, extreme weather in the UK, climate change – evidence and impacts.
 - Section B: Physical landscapes in the UK: coastal landscapes, river landscapes
 - Section C: The living world: ecosystems, tropical rainforests, hot deserts
- Challenges in the human environment
 - Section A: Urban issues and challenges: a case study of a major city in an LIC or NEE and a major city in the UK to highlight issues in countries ranging in development.
 - Section B: The changing economic world: global variations in development, reducing the development gap, rapid economic development in an LIC or NEE.
 - Section C: The challenge of resource management: resource management and water
- Geographical applications
 - Section A: Issue evaluation: an issue based set of exam questions which are synoptic so will incorporate elements from all of the other taught topics. Students will receive a pre-release resource based on the issue prior to the exam in order to guide their preparatory work
 - Section B: Fieldwork: students are asked a range of questions based on 1. Fieldwork materials from an unfamiliar context and 2. Students own fieldwork enquiries.

Course structure

- Year 9 - Living with the physical environment.
- Year 10 - Challenges in the human environment (Year 10 students will also complete fieldwork in Walton on the Naze and the London Docklands and complete a geographical investigation in class based on their findings).
- Year 11 - Students receive the pre-release booklet with information on a geographical issue in March and will spend a number of lessons breaking down the information and interpreting the contents in order to prepare themselves for paper 3. Students revisit the Year 9 and Year 10 topics in revision sessions in class as well as going over the findings from their fieldwork in Year 10.

Examination information

There are three exam papers at the end of Year 11:

- The first examination focuses on section 1 of the course, physical geography. It is 90 minutes, worth 88 marks and makes up 35% of the total GCSE grade.
- The second paper is also 90 minutes and worth 88 marks, also making up 35% of the GCSE grade. This examination focuses on section 2 of the course, human geography.
- The final paper is 75 minutes. It is worth a total of 76 marks and makes up 30% of the total GCSE grade. This examination has a focus on section 3, geographical applications and skills.

There is no controlled assessment for geography. The examination makes up 100% of the final grade. Students are also assessed on a half-termly basis in class, at the end of each sub-topic as well as mock exams at the end of Year 10 and January of Year 11.

What do you have to do to be successful in this subject?

- Enjoy maths and statistical analysis.
- Comfortable with extended writing in exam situations.

- Be interested in other places around the world.
- Have an interest current affairs.
- Can draw connections between a range of issues.
- Enjoy standing out in the cold (and rain) during fieldwork.
- Have graph drawing skills.

What you will need to do as part of your learning at home?

- Take responsibility for your learning outside the classroom by dedicating 60 minutes to Geography homework each week. If students do not have 60 minutes of homework they must use their time to review the learning from the lessons.
- Miss no more than one deadline for a piece of homework without a parent/carer note and students must rectify this by arranging and meeting a revised deadline.
- Take responsibility for catching up on missed lessons by asking a friend.

Links to post-16 pathways

A levels in geography, economics, sociology, biology, politics.



History

Examination board | AQA

Syllabus number | 8145

Course content

Paper 1 - Understanding the modern world

- Unit 1: Conflict and tension 1894-1918
- Unit 2: America 1920-1973 opportunity and inequality

Paper 2 - Shaping the nation

- Unit 3 Britain health and people
- Units 4/5 Elizabethan England C1568-1603 including study of the historic environment

Course structure

Year 9 - Skills building, Britain's health and the people.

Year 10 - Conflict and tension, America: opportunity and inequality.

Year 11 - Elizabethan England including the historic environment.

Examination information

Two written exams:

Paper 1 - Understanding the modern world

- Written paper - 2 hours - 84 marks 50% of the GCSE

Paper 2 - Shaping the nation

- Written paper - 2 hours - 84 marks 50% of the GCSE

What do you have to do to be successful in this subject?

Students must:

- Ask the question 'why?'
- Investigate problems
- Understand the world we live in today
- Debate
- Read
- Write
- Remember information

What you will need to do as part of your learning at home?

- Take responsibility for your learning outside the classroom by dedicating 60 minutes to history homework each week. If students do not have 60 minutes of homework they must use their time to review the learning from the lessons.
- Miss no more than one deadline for a piece of homework without a parent/carer note and they must rectify this by arranging and meeting a revised deadline.
- Take responsibility for catching up on missed lessons by asking a friend.

Links to post-16 pathways

- History opens doors to many A levels.

Hospitality and catering level 2 award

Examination board | WJEC

Syllabus number | 5569QA

Course content

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups. The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips learners with theoretical knowledge about the industry as well as enabling them to develop practical skills in planning, preparing and cooking a variety of dishes.

This course is for students who are interested in the food industry, nutrition, catering and the related industries. This course will teach students how to prepare, cook and serve a wide range of healthy and nutritious dishes using a range of techniques. Students learn a wide variety of culinary skills, how to present and serve food. They also learn about the environmental, ethical and economic effects of food preparation. Students will sometimes have to supply additional ingredients on top of the basic ones the school supplies. They are expected to take their food home, taste and evaluate it.

The course we are delivering is equitable to a GCSE. Instead of a 1-9 grade students will be graded a pass, merit or distinction.

Course structure

WJEC Vocational Awards in Hospitality and Catering consist of two units:

- Unit 1- hospitality and catering industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.
- Unit 2 - hospitality and catering in action: develops learners' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs.

In years 9 and 10, students will work practically to build a range of essential food preparation skills as required by the specification. They will also have the chance to enter national chef competitions. In Year 9 students will complete a Level 2 Health and Hygiene certificate which is an industry recognised award in hospitality and catering hygiene practices.

Students will complete mock non-examination assessment in preparation for Year 11. For example, they will be given a brief to investigate and plan and prepare dishes which meet a brief set by the exam board. In Year 11, students will complete their non-examination assessments this year. The task will require written coursework which is made up of research, investigating, trialling, time planning and a final practical exam. In May/June of Year 11 students will sit a written theory exam which comprises 40% of the final mark.

Assessment information

Unit 1 - hospitality and catering industry - exam in June 1 hour 30 minutes 40%

Unit 2 - hospitality and catering in action - non exam assessment 60%

Examination information

Single examination paper based on the five main learning outcomes from unit 1 - hospitality and catering industry - 1 hour 30 minutes 40%

What do you have to do to be successful in this subject?

- Have an interest healthy eating and nutrition.

- Enjoy preparing, cooking and serving food.
- Be interested in how food is produced and where it comes from.
- Enjoy tasting and cooking new foods!
- Enjoy developing new skills and like a challenge!

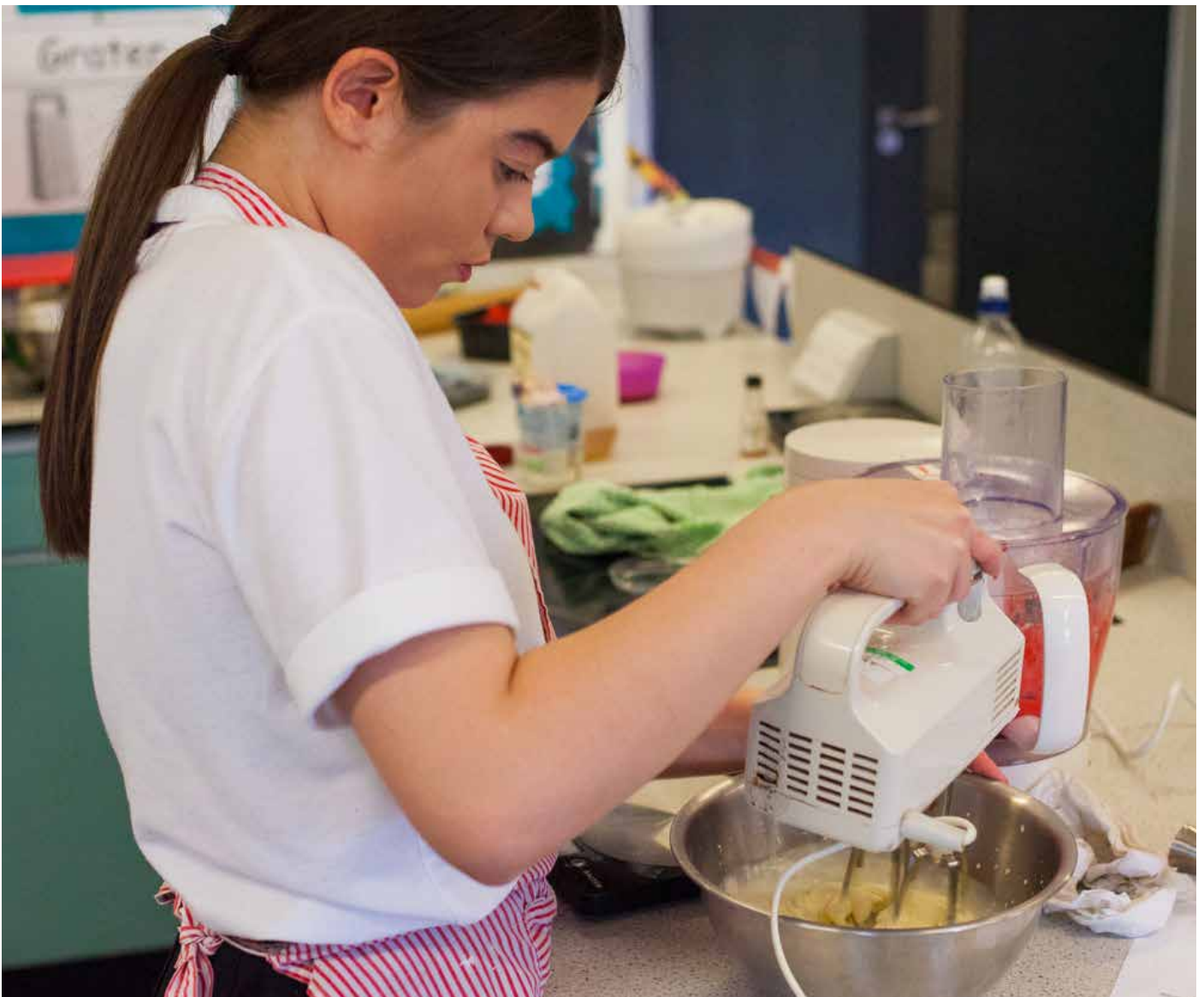
What you will need to do as part of your learning at home?

- Practise exam questions.
- Carry out research into recipes, ingredients and processed foods.
- Cook healthy nutritious food at home as much as possible.
- Watch and learn from cookery shows on TV and experiment with flavours and ingredients.
- Keep a food diary of your cooking and eating experiences.

Links to post-16 pathways

After completing the WJEC Vocational Award in Hospitality and Catering learners might be interested in progressing to other qualifications relevant to working in the sector, such as:

- WJEC Level 3 Applied Certificate
- Diploma in Food Science and Nutrition Level 2
- Level 3 Diplomas in Hospitality and Catering Level 2
- Level 3 Diplomas in Professional Cooking
- Level 3 Diploma in Hospitality and Tourism Management
- Apprenticeships



Latin

Examination board | Eduqas
Syllabus number | C990PB

Course content

The course is split into three components:

- Latin language (50% of the qualification) - Students learn Latin grammar and vocabulary to enable them to answer comprehension questions and write a translation from Latin into English on an unfamiliar story. There is also an element worth 10% of this component, which requires students to translate from English into Latin.
- Latin literature and sources (30% of the qualification) - Students apply their linguistic knowledge, cultural understanding and literary analysis skills to a selection of authentic texts and other cultural based materials on a common theme.
- Roman Civilisation (20% of the qualification) - Students will develop a solid knowledge in specified aspects of Roman Civilisation using literary and archaeological sources.

Course structure

In Year 9 and for most of Year 10 students focus on linguistic study, the language course follows the Cambridge Latin Course up to Stage 34. In the summer term of Year 10 students begin the literature component which they finish in the winter term of Year 11. From there they move on to the civilisation component and revision of language and literature.

Assessment information

As well as regular vocabulary tests, there is regular exam practice to ensure that students are used to the format and length of the exam.

Examination information

All three components are assessed by final exam at the end of Year 11:

- Latin language - written paper, 90 minutes
- Latin literature and sources (themes) - written paper, 75 minutes
- Roman civilisation - written paper, 60 mins

What do you have to do to be successful in this subject?

In order to be successful at Latin GCSE students must have a genuine interest in the subject content. Students will also need to be able to learn and retain vocabulary as well as understanding grammatical application.

What you will need to do as part of your learning at home?

Home learning will focus on vocabulary learning and completion of grammatical exercises as well as cultural research. Home learning is key to success in Latin GCSE and class work will be frequently centred on work completed at home. Home learning should also be used to consolidate new information (linguistic and cultural).

Links to post-16 pathways

This qualification offers a suitable progression route to GCE AS and GCE A level in Latin. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile. Students will be able to analyse and decode complex passages of Latin which will provide transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of ancient Roman culture.

Modern foreign languages:

Spanish

Examination board | Edexcel, Pearson

Syllabus number | GCSE (9-1) in Spanish (1SP0)

Course content

The five themes are:

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

Course structure

All topics must be studied in the context of both the students' home country and that of countries and communities where Spanish is spoken.

- 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 (uses, advantages and disadvantages)
 - Cultural life: celebrations and festivals; reading; music; sport; film and television
- Local area, holiday and travel
 - Holidays: preferences; experiences; and 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
- School
 - What school is like: school types; school day; subjects; rules and pressures; celebrating
 - School activities: school trips; events; exchanges
- Future aspirations, study and work
 - Using languages beyond the classroom: forming relationships; travel; employment
 - Ambitions: further study; volunteering; training
 - Work: jobs; careers; professions
- 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 information

- Paper 1: Listening and understanding in Spanish
- Paper 2: Speaking in Spanish
- Paper 3: Reading and understanding in Spanish
- Paper 4: Writing in Spanish

Examination information

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year. Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers.

What do you have to do to be successful in this subject?

- Passion for learning languages.
- Ability to study and master language areas independently.
- Develop the ability to speak and write spontaneously.

What you will need to do as part of your learning at home?

- Regular practice of listening, speaking, reading, writing, grammar and vocabulary.
- Be passionate about researching your subject.
- Reading and watching authentic sources: TV, newspapers, magazines, short films, etc.

Links to post-16 pathways

This qualification offers a suitable progression route to GCE AS and GCE A Level in Spanish language. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile. Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Spanish-speaking countries and their cultures.

French

Examination board | Edexcel, Pearson

Syllabus number | Course code: GCSE (9-1) in French (1FR0)

Course content

The course covers five themes:

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

Course structure

The course themes are covered across three years of study:

- Year 9 - Identity and culture
- Year 10 - Local area, holiday and travel, school
- Year 11 - Future aspirations, study and work, International and global dimension

Examination information

Exam only – students sit an exam for each skill:

- Paper 1: Listening and understanding in French (25%)
- Paper 2: Speaking in French (25%)
- Paper 3: Reading and understanding in French (25%)
- Paper 4: Writing in French (25%)

What do you have to do to be successful in this subject?

In order to succeed in languages, students have to be interested in the language and its culture. This will motivate them to spend time learning vocabulary and perfecting tenses.

What you will need to do as part of your learning at home?

Learning at home is a very important component of the course. We use a website called vocabexpress.com which gamifies learning vocabulary and verb conjugation. As the course

develops, students will be required to prepare for writing and speaking at home.

Links to post-16 pathways

A French GCSE gives students a good foundation in language learning should they wish to learn another language in the future. Universities value language GCSEs when looking at applications. There are also lots of jobs in business, translation posts, as well as teaching.

Turkish

Examination board | Edexcel, Pearson

Syllabus number | 1TU0

Course content

Students will study five main themes over the course of their GCSEs:

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

Course structure

The course themes are covered across three years of study:

- Year 9: Identity and culture, local area, holiday, travel
- Year 10: School, future aspirations, study and work
- Year 11: International and global dimension

Assessment information

- Paper 1: Listening and understanding in Turkish
- Paper 2: Speaking in Turkish
- Paper 3: Reading and understanding in Turkish
- Paper 4: Writing in Turkish

Examination information

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Turkish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

What do you have to do to be successful in this subject?

If students enjoy meeting and talking to people from other countries, finding out about their cultures and learning how language works, then studying GCSE Turkish is an excellent choice!

What you will need to do as part of your learning at home?

Independent learning, focusing on vocabulary, grammar, revision and research.

Links to post-16 pathways

A Turkish GCSE gives you a good foundation in language learning should you wish to learn another language in the future. Universities value language GCSEs when looking at applications. There are also jobs in business, translation posts, as well as teaching.

Media and film studies

Examination board | OCR/Eduqas
Syllabus number | J817/603/0889/8

Course content

Learning about the media is learning about all the ways people tell stories. Whether that's stories in pictures, stories in films or stories in games. Some stories make us laugh; some make us scared to turn off the lights; some stories are true; some are fantastical. This subject is about the stories we tell and how to tell them. Media is changing. We've retired the GCSE media studies course and replaced it with two exciting new pathways:

- The first, OCR Creative iMedia allows students really to harness their creative potential. It's a vocational course that places production at the heart of everything we do. Students will learn about practical production techniques using software like Photoshop (images), Premiere (video), Unity (games design) and Maya (3D modelling). They also learn about the principles behind working in one of London's many creative industries, including how to plan for big production projects. The course is 75% coursework and 25% exam.
- The second, GCSE film studies allows student with the specific love of film to explore their interest at a specialist level. The course is more analytical and asks big questions like how film-makers make their audiences feel different things, how you can tell the same story in different ways, and how different groups (e.g. women and teenagers) are represented on film. The course is 70% exam and 30% coursework.

Both courses are equally, fully accredited and count towards important milestones like sixth form entry and university places. In Year 9, students will study a combined foundation course for both subjects and – in conversation with parents and teachers – students will then be placed in either OCR Creative iMedia or GCSE film studies for the start of Year 10.

Topics covered:

- Digital pre-production skills
- Creating digital graphics
- Creating a digital video sequence
- Developing digital games
- US film comparative study (e.g. Raiders Of The Lost Ark, Grease, Rear Window, Ferris Bueller's Day Off)
- Key developments in film and film technology
- US independent film (e.g. Little Miss Sunshine, Juno, The Hurt Locker)
- Global English/non-English language film (e.g. Slumdog Millionaire, District 9, Spirited Away, Let The Right One In)
- Contemporary UK film (e.g. Attack The Block, Skyfall)
- Im extract production (coursework, screenplay or video production)

Course structure

In Year 9, all students will begin on the same pathway. This is a foundation course designed to give students the skills they need for both subjects and to allow students to have a full year of actually doing the course to decide which pathway and learning style is right for them. As part of the Year 9 parents' evening process, teachers and parents will discuss the progress of students and which pathway might give them the best opportunities to succeed:

- Media production pathway - This course will involve students in a motivating and hands on approach to learning about media production. It is an OCR level 2 vocational qualification (fully accredited; GCSE equivalent) which consists of 75% coursework and 25% exam.
- Film pathway - This course will introduce students to a wide variety of domestic and international cinematic experiences and some of the developments in the history of film and

film technology. It is a GCSE qualification (fully accredited; level 2 equivalent) which consists of 30% coursework and 70% exam (two exams).

Assessment information

- **Media production pathway:** The OCR Creative iMedia course consists of three long project-based units and one 1 hour 15 minute exam. The units will be in: Creating Digital Graphics (Photoshop), Creating a Digital Video Sequence (Premiere) and Developing Digital Games (Unity, with Maya). From Year 10 onwards students will spend approximately half a year on each unit and will be assessed at the end through controlled assessments set by the exam board.
- **Film pathway:** Students will take an analytical approach to British, American and international film. Assessment will be through two 1 hour 30 minute exams (70%) and one piece of film production, including an evaluative analysis (30%).

Examination information

Media production pathway

- One 1 hour 15 minutes exam in pre-production skills (25%)

Film pathway

- One 1 hour 30 minutes exam on key developments of US film (35%)
- One 1 hour 30 minutes exam on key developments of global film (35%)

What do you have to do to be successful in this subject?

- A love of all kinds of storytelling, especially visual (e.g. posters, films, vlogs, music videos, games).
- The desire to learn about images, films, games and production.
- A willingness to learn new production software (Photoshop, Premiere, Unity, Maya).
- The passion to see a creative vision through from start to finish.
- GCSE film studies is an essay-based subject, so be prepared to write essays.

What you will need to do as a part of your home learning

- Produce your own media productions – we have tons of equipment that's ready to lend, and you can download all the software we use at home for free!
- Read reviews of key media products.
- Analyse images, films and video games in your own time and for fun.
- Enhance your own knowledge by watching and playing things outside the set-texts of the course.

Links to post-16 pathways

There is a wonderful array of potential careers waiting for you if you're passionate about creative and digital media. Stoke Newington Sixth Form has two courses that will prepare students for studying a degree of similar subject matter at university.

Music

Exam Board | OCR
Syllabus Number | J536

Course content

GCSE music caters for all musicians from any musical background. It's not essential to be able to read music or have completed grades in your instrument of choice, you just need to be willing to perform and create your own compositions. All students taking music for GCSE will get priority for instrumental and vocal lessons in school.

- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used.
- Develop composing skills to organise musical ideas and make use of appropriate resources.
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music.
- Broaden musical experience and interests, develop imagination and foster creativity.
- Develop knowledge, understanding and skills needed to communicate effectively as musicians.
- Develop awareness of a variety of instruments, styles and approaches to performing and composing.
- Develop awareness of music technologies and their use in the creation and presentation of music.
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology.

Course structure

- My music - learners should study their instrument, which any be any of the following – any instrument, voice, DJ-ing, sequencing (realisation using ICT).
- The concerto through time - learners study the concerto and development from 1650–1910 through to the baroque solo concerto, the baroque concerto grosso, the classical concerto, and the romantic concerto.
- Rhythms of the world - learners study the tradition rhythms from four geographical regions of the world including – India and Punjab, Eastern Mediterranean and Middle East, Africa, and Central and South American.
- Film music - learners study a range of music used for films and video games.
- Conventions of pop - learners study a range of popular music including: solo artists from 1990 to present day, rock n roll of the 50s and 60s, rock anthems of the 70s and 80s, and pop ballads of the 70s, 80s and 90s.

Assessment information

Integrated portfolio (30% of total GCSE)	Practical component (30% of total GCSE)	Listening and appraising (40% of total GCSE)
<ul style="list-style-type: none"> • Performance on the learner's chosen instrument • Composition to a brief set by the learner. 	<ul style="list-style-type: none"> • Ensemble performance (minimum 1 minute). • Composition to an OCR set brief (minimum 3 minutes). 	<ul style="list-style-type: none"> • A 1 hour 30 minutes written paper, with CD. Aural recognition and context unheard/unfamiliar music from within the areas of study.

Examination information

Unit 1: Integrated Portfolio 30%

- Recording of one solo performance and one composition decided by the student. 60 marks.

Unit 2: Practical component 30%

- One ensemble performance (two or more players) and one composition to a 'brief' set by exam board. 60 marks.

Unit 3: Listening & Appraising 40%

- 1 hour 30 minutes written exam. Unheard music from areas of study 2, 3, 4 and 5. 80 marks.

What do you have to do to be successful in this subject?

Regular private instrumental/vocal practice is one of the most important things students need to be doing if they study GCSE music. Performance makes up 30% of the course so students need to be prepared. Students can practice at home or in at school. Regular practice helps create ideas for composing. Confident performers are often confident composers. Throughout the three years of study, students will also be given regular written homework to prepare them for the listening exam. The homework will often be listening based exercises covering the key areas of study.

Links to post-16 pathways

Students can study music at A level which provides an excellent foundation for students looking to study at university. There are also a wide variety of career paths available to musicians.



PE and sport

Examination board | OCR

Syllabus number | J587, J813

Course content

Students who opt for the PE and sport pathway will have the opportunity to take their passion for sport to the next level by learning about nutrition, sport psychology, leadership, technology, movement analysis and more. Students will be paying particular attention to the anatomy and physiology of athletic performance as they look at the components of fitness and how to both test and train them for optimum performance. Students will get the opportunity to perform in both team and individual sports and plan for improvements in their skills, tactics and fitness. Students who opt for this subject should be passionate and enthusiastic about sport and physical activity. They should also be keen participants in extra-curricular and community club sport and have an appetite for new and exciting theoretical content.

Course structure

Like all other options subjects students will have five hours of teaching split over the two-week timetable. One of these hours will be dedicated to practical sport whilst the other four will be in a classroom getting to grips with theoretical content. Perhaps most importantly for students thinking of taking this pathway, there are two qualifications that we teach from Year 10 and into Year 11. In Year 9, after a series of assessments (exams, practical performance and coursework), students will be recommended to follow either our GCSE PE pathway, or the Cambridge National Sport Studies course based on these assessment results. The difference being that the GCSE is more theoretical, whereas the Cambridge National is more hands on and vocational. They are assessed in very different ways and it is important students understand this.

Assessment information

GCSE PE:

- Two 1 hour exams - 60 marks each
- Three practical assessments in a mix of team and individual sports
- One extended writing piece of coursework on evaluating and improving performance

Cambridge national in sport studies:

- One 1 hour exam - 60 marks
- Three 60 mark units of coursework (assessments will be essays, leaflets, presentation and practical assessments in performance and leadership)

Examination information

Each exam contains a mix of 1-6 mark questions testing students knowledge, understanding, application and evaluative skills. For practical performance, students will be required to firstly participate and compete in school led assessments and take part in an externally led moderation with the exam board and other schools. For each sport students are marked out of 20.

What do students have to do to be successful in this subject?

Students need to have a desire to learn all about the world of sport and physical activity. They need to have a keen interest in all forms of sport and activity, not only their favourite sport. Students who opt for this pathway should be taking part in regular extra-curricular or community sport and be prepared to study theoretical content in detail. It is desirable, but not essential that students study triple science as the scientific content of the GCSE curriculum, in particular, can be quite advanced.

What you will need to do as part of your learning at home?

As well as completing homework and assessments at home, those who are the most successful

at this subject are those who take their enthusiasm to the next level by pushing themselves physically and academically. This is a course which tests your knowledge and understanding, your physical competency and your literacy and numeracy skills. It is a challenging but rewarding pathway.

Links to post-16 pathways

Both qualifications link seamlessly into our sixth form offer of A level PE and BTEC sport level 3. It also enables our young people to go out into the world of work and into roles like part-time coaching and leisure centre work. Previous students who have gone on to study these courses have gone on to study sport science at leading universities like Loughborough and Manchester, but also work locally for organisations and leisure facilities.



Photography

Examination board | AQA

Syllabus number | 8206C/8206X

Course content

The course is divided into two components – component 1, the coursework element and component 2, the externally set assignment which is on a theme set by the examining board (AQA). The coursework consists of a selection of work resulting from trials and experiments, skills based workshops and mini-projects to help develop an understanding of the technology and techniques used in photography. These skills are transferred into two main projects – Nature Into Abstraction and Identity/Portraiture. These are started in Year 9 and continue through into the early part of Year 11, reviewing and refining as skills become stronger and independent ideas to create personal responses become more highly developed. Students analyse and respond to the work of Photographers such as Weston, Ninagawa, Blossfeldt, Bailey, Ouke Leele and Ken O’Hara. They learn the skills required to produce outstanding personal responses both in the camera and in digital post-production. These skills are carried forward into the final exam where students produce an entire independent project based on the exam theme.

Course structure

Component 1: portfolio (coursework)

Component 2: externally set assignment (exam)

Assessment information

- Component: 1 - portfolio. The coursework element of the course carries 60% of the overall marks towards the final grade.
- Component: 2 - externally set assignment. The final exam carries the remaining 40% of the overall marks towards the final grade.

All work is marked according to the four assessment objectives which are consistently referred to during teaching to embed a clear understanding of the criteria for all students. Books are marked regularly and feedback, both written and verbal, is given to students so that they know what they need to do to succeed and achieve highly on the course.

Examination information

Component 2: – externally set assignment. The awarding body release the exam paper in January and students are required to choose one theme/question from a series of seven. Over the following period of preparation (approximately 10 weeks) students use the skills they have learned throughout the course to develop their own personal response to their chosen theme, showing development of ideas and making links with photographers’ works. This work leads to a final photograph or series of photographs which is both personal and demonstrates excellent technical skill. Students are supported throughout the preparation period and have a ten hour practical examination set over two consecutive days to finalise their sketchbook and personal outcomes according to the assessment objectives.

What do you have to do to be successful in this subject?

A successful photography GCSE student needs to work hard to learn new techniques and skills. It is exciting to have access to cameras and professional equipment – students can borrow cameras from the department, they don’t need to have your own (although it can sometimes be easier if they do have a camera as during examination periods there are a lot of people who want to borrow them!). The course is practical so students will take photo shoots during lessons as well as (and this is critical to success) work independently out of school time on location shoots. Students will need to be creative and learn about photographers and how they produce their work, what their

influences are and how they look at the world around them. Students will need to be organised, be prepared to work independently to develop exciting ideas, be experimental, be open to ideas and suggestions, be prepared to set up photo shoots using props or staging, work with others to share ideas and resources, be prepared to make mistakes and learn from them and work hard to develop your self-confidence.

What you will need to do as part of your learning at home?

Students are expected to complete a minimum of an hour a week on their photography GCSE. This may take the form of photo shoots or written analysis/annotation. They do not need to edit their photographs at home – we have very up to date software in school for that – but students can access the school’s full Adobe Suite from their home computer if they want to edit outside lesson time. It is essential that students bring their sketchbook to every lesson. Every piece of work that they complete will contribute towards your overall GCSE grade.

Links to post-16 pathways

Many of our GCSE students progress onto our excellent A level photography course and then on to art foundation or degree courses in photography or related areas.



Religious studies

Examination board | AQA
Syllabus number | 8062 A

Course content

What one believes about the purpose of existence, life and morality influences every decision within their life. Therefore, everyone owes it to themselves to at least explore different religious and non-religious world views. For those who wish to take this journey of self-realisation and self-reflection on a more academic level, religious studies could be an important GCSE option. Religious studies provides an opportunity to cover two world religions in depth. Additionally, students cover thematic studies which is how different religious and non-religious views are applied to modern issues like; gender identity, sexuality, origins of life/universe, abortion, euthanasia, life after death, capital punishment, just war, weapons of mass destruction and other issues of a similar nature.

Religious studies has two components:

Component 1: Beliefs and practices of two religions (Christianity and Islam).

Component 2: Thematic studies, which is about how religious/non-religious views are applied to real modern world issues (different Christian, Muslim and non-religious perspectives). The themes studied are:

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

Course structure

In Year 9, students explore a range of themes and issues are explored (abortion, euthanasia, miracles, religious expression, etc) as well as:

- Beliefs and teachings of Christianity
- Beliefs and teachings of Islam
- Religion and families
- Religion and life

Year 10:

- Christian practices
- Islam practices
- Religion, peace and conflict
- Religion, crime and punishment
- Beliefs and teachings of Christianity and Islam

Year 11:

- Beliefs, teaching and practices of Christianity and Islam
- All themes
- Revision and preparing for the GCSE

Assessment information

Students will be assessed throughout the course with tests every half term, in the form of peer assessment, self-assessment and teacher assessment. The assessments will be based on GCSE style questions to help students practise skills needed for their final GCSE exams.

Examination information

Component one (see above)

- Written exam (50% of GCSE): 1 hour 45 minutes - 96 marks (plus 6 mark for spelling, punctuation and grammar).

Component two (see above)

- Written exam (50% of GCSE): 1 hour 45 minutes - 96 marks (plus 3 marks for spelling, punctuation and grammar)

What do you have to do to be successful in this subject?

- A passion to learn about different world views (religious and non-religious) and how these relate to our modern world.
- Have a holistic/general desire to learn about humanities and social sciences.
- Students will need to read around topics by watching the news, reading the news and debating the news especially current affairs that are affected by personal belief systems.
- Students will need to be prepared to discuss and debate issues.
- Religious studies does involve essay writing and students need to be prepared to develop their essay writing skills.

What you will need to do as part of your learning at home?

Students will be expected to complete an hour of homework every week. Students must complete homework at the times that it is set and catch up on any work and/or homework they have missed due to absence. This is also a subject that is supported by wider reading and an interest in current affairs. Watching the news and reading newspapers will help give them more information about what is happening in the world.

Links to post-16 pathways

The skills learnt are similar to other skills developed within the humanities e.g. history. Students learn analytical and evaluative skills which are needed within any humanities and social science subjects at A level and graduate level. Consequently, religious studies provides good foundations for many A level courses.

Students can potentially go on to study religious studies at A level. The importance of religious studies A level as a subject for higher education entry and for graduate recruiters is increasingly recognised by independent bodies. Russell Group universities have made it clear that a religious studies A level provides 'suitable preparation for university generally', and both Oxford and Cambridge include religious studies in the top-level list of 'generally suitable arts A levels'.

With further study religious studies can lead into the following careers:

- National and local government, including the Civil Service and government agencies
- Schools, colleges and universities (for teaching and research positions)
- Charities, voluntary and not-for-profit organisations
- Social services and other caring professions
- Financial and legal firms
- The National Health Service
- PR, advertising, sales and marketing companies.

Textiles: art and design

Examination board | AQA

Syllabus number | 8204

Course content

This is an exciting and creative course that involves the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Students are required to work in one or more area(s) of textile design, such as those listed below:

- Art textiles
- Fashion design and illustration
- Costume design
- Constructed textiles
- Printed and dyed textiles
- Surface pattern
- Stitched and/or embellished textiles
- Soft furnishings and/or textiles for interiors
- Digital textiles
- Installed textiles

Students are taught through practical skills, in a series of small projects ranging from interior design, costume design, fashion and accessories design. Students are taught fashion illustration and textiles design techniques using a range of design tools including computer aided design. Students learn how to add colour and pattern to a variety of fabrics using a range of printing processes, dyeing, and embroidery and embellishment techniques, using a range of equipment and technology. Students will also learn basic pattern block making and pattern cutting, as well as a variety of construction techniques, so they develop the skills to both design and make garments or products. Students also learn about the design and manufacturing industry, technological developments, environmental issues and sustainability in relation to manufacture and use of a range of products and materials. The course has excellent work-related learning links. We have connections industry professionals, designers and illustrators and offer a supportive range of trips for enrichment, including summer schools and workshops delivered by outside agencies such as University of the Arts London, FAD and TRAIID. These often provide a platform for showcasing designs and creations.

Course structure

Component 1: personal portfolio

Component 2: externally set assignment

In Year 9 students complete two practical projects based around textiles, fashion and interior design. They will learn a range of skills, processes and techniques that they can apply to their portfolio unit over years 10 and 11. From January until May of Year 11 students will complete the externally set assignment.

Assessment information

- Component 1: a portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. No time limit, 60% of GCSE.
- Component 2: externally set assignment: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. Preparatory period followed by 10 hours of supervised time, 40% of GCSE.

Examination information

Component 2: externally set assignment. This is based on independent sketchbook research and students' final outcome. Students will receive a themed examination paper in January or February. A period of preparation time usually over six to eight weeks will be followed by ten hours in which Students will work over two days unaided to complete their response to the examination theme.

What do you have to do to be successful in this subject?

Students must:

- Have a creative interest in textiles, fashion and design
- Be inquisitive about the future of design
- Be inventive and creative using fabrics, colour, pattern and textile processes
- Have an interest in studying the subject at level 3
- Be experimental
- Be open to ideas and suggestions

Students will:

- Draw from direct observation and other contextual sources
- Develop textiles skills using a wide range of materials and techniques
- Study a range of artists and designers/art and design movements to influence their own work
- Think and be creative and learn how to work independently

What you will need to do as part of your learning at home?

- Visit museums and galleries as often as possible.
- Read articles about fashion and the fashion industry in magazines and newspaper.
- Keep a sketchbook or visual journal recording things that are of interest to you, or that may inspire designs.
- Complete all homework on time to the best of their ability.

Links to post-16 pathways

The fashion and textiles industry is a growing industry with many career opportunities in design, styling, marketing and management. A qualification in textiles design will support applications to further and then higher education, university and art college foundation/degree courses, including fashion design, textile design, costume design, interior design, fine art, fashion business, fashion marketing and fashion management, and apprenticeships. Graduates from these courses enjoy careers in the textiles industry as designers, stylists, pattern cutters, product developers, buyers, merchandisers/marketers, journalists, retail managers and consultants.





