

GCSE GUIDE

2016/2018



Contents

Headteacher's Introduction	Page 3
Making Choices	Page 6
GCSE Grade changes	Page 7
Core Curriculum	Page 8
Choices Curriculum	Page 21

(History and Geography and then subjects arranged alphabetically)

Dear Archer parents and students,

No doubt you remember making decisions for your own GCSE or A Level courses – it is undoubtedly a significant moment in a young person's life. Of course, our students have benefitted from a staggered approach to curriculum choice with the introduction of more personalised provision within their GCSE foundation year and we hope that this will support their ability to make good choices for their final GCSE portfolio.

We have been delighted by the response of our students to the curriculum opportunities made available to them during Year 9; enabling them to further develop as subject specialists. Furthermore, this introductory GCSE year has enabled our students to further understand how they learn best and to have a clearer picture of where they excel.

Curriculum Structure for Year 10 & Year 11: The Upper School

We are keen to ensure that our students are properly prepared for the demands of our ever-changing modern world. Our plans for Year 10 and Year 11 build on the successful foundations laid throughout Year 9; to offer a personalised curriculum which inspires each student to realise their own academic potential and secure the personal learning and thinking skills needed for the transition to Key Stage 5 and beyond.

Our Year 10 and Year 11 curriculum offers flexible routes that give students a range of choices in the subjects they follow and the depth and pace to which they study them. For example, one student could opt for a programme with a weighting towards Science, Maths and Technology; another could follow an Arts biased programme; while a third would be able to choose a route with a greater emphasis on Languages and Literature.

English Bacculaureate

As parents you will of course be very aware that there have been significant changes at a national level in education over recent years. Amidst concerns that students were not securing great enough academic breadth and rigour during their secondary schooling there is now an expectation that all students will secure the English Bacculaureate as part of their GCSE qualifications. The English Bacculaureate is a suite of five traditional academic subjects which are viewed as facilitating subjects for future study and training and are highly valued by Universities. To secure the English Bacculaureate students must have the following qualifications amongst their final certificates:

- English Language & English Literature
- Mathematics
- Combined Science (equivalent to 2 GCSEs)
- History or Geography
- French or Spanish

Students can of course choose to study additional English Bacculaureate subjects, for example they may wish to study two foreign languages or both History and Geography.

Our curriculum has been designed to meet the demands of the English Bacculaureate without compromising on student choice and variety.

Core offer

All Archer Academy students in Year 10 and Year 11 will study English Language and Literature, Mathematics, Combined Science and French/Spanish (their current main foreign language) at GCSE. Additionally, students will study GCSE Citizenship to secure compulsory elements of their curriculum. Within the GCSE Citizenship course students will have the opportunity to study one term of Extended Project to build on the work completed in Year 9 and prepare effectively for Sixth Form. All students will study core PE as a statutory requirement but this is not examined, unless taken as a GCSE.

What does the core offer look like?

Subject	Time allocation
English Language & English Literature	4 hours per week
Mathematics	4 hours per week
Combined Science (2 GCSEs)	4 hours per week*
French/Spanish/Functional Skills	2 hours per week
Core PE (at Stanley Road)	2 hours
Citizenship & EPQ	2 hours

*please note that allocation for Science increases to 4 hours from Year 10

How do students design the rest of their curriculum?

Surrounding their core offer students are then able to make three subject choices. Each subject will have a three hour allocation over the course of the week. There are three option blocks for students to make their choices from, green, purple and grey. Please note that the formation of these blocks is different to that in Year 9.

Students must choose History or Geography in one option block but there are no further specific expectations. A copy of the option blocks can be found later in the Curriculum Guide.

What will enrichment look like in Year 10 and Year 11?

We are currently reviewing and designing our enrichment curriculum for Year 10 and Year 11. We are aware that students have enjoyed the opportunity to pick up an additional subject through the current year long option on a Tuesday; most notably courses with possible accreditation such as LAMDA and GCSE Art Textiles. However, it is of equal importance that students have the chance to have some fun and try new things as they do currently on a Thursday.

Making informed choices

Facilitator subjects

What follows in this booklet is detailed information about all GCSE subjects. The first section of the guide focuses on core subjects, then English Baccalaureate subjects. The final section of the booklet provides information on each of the subjects students are able to choose from in Year 10 and Year 11; across the **green**, **grey** and **purple** blocks.

It is imperative that students make broad and balanced choices; not narrowing their curriculum too significantly at this stage whilst taking the opportunity to play to their strengths.

Before any choices are made students should:

1. **Read** this booklet carefully.
2. **Discuss** the subjects with parents or carers. Which do you enjoy the most and are most relevant for you?
3. **Ask** for further information from subject teachers, Heads of Department and form tutors.
4. **Select** the subjects you want and would like to study. These are not necessarily the ones chosen by your friends.
5. **Remember** Your choice may have an influence on what you do in your course selection for Sixth Form or for your future career.
6. **Reflect** by asking themselves some searching questions:

- *Am I on track to achieve my target level in the subjects (or similar subjects) I would like to choose by the end of the academic year? Am I considering choosing subjects (or similar subjects) in which my attainment to date is high? If not, what can I do to raise the level of my work?*
- *Have I discussed my progress with my form tutor recently?*
- *Have I spoken to my subject teacher?*
- *Have I shown good motivation so far?*
- *Do I really know what the subject involves?*
- *Have I considered any specific requirements for the course? For example Music?*
- *Have I thought ahead and considered possible career paths to see if this subject would be useful in my future?*

What happens next?

Naturally, as parents, you will want to support your child to make the best choices and to have access to good quality advice. This guide helps start that process by providing an overview of the courses we offer. Please use this booklet to support discussions at home, as a family, and with subject teachers and Heads of Department.

At Curriculum Choices Evening on the 11th February you will have the opportunity to meet with each Head of Department and discuss GCSE courses in more depth.

After half term, in the week of the 22nd February all students and their parents have been invited to a Curriculum Choices Interview. At this interview we will confirm choices and begin discussions about next steps for your child. Your child should bring a completed copy of their provisional choices form, distributed at the Curriculum Evening, to their interview.

Every effort will be made to ensure that as many students as possible are successful in getting their first choices. However, if too few students opt for a subject or if a subject is oversubscribed, it may be necessary for a student to study a reserve choice. In this case the student will sit down with Mr Oakley and Mr Savage to discuss the matter. Therefore, students should please think carefully about their second and third choices.

Time to discuss, think and reflect

This is an exciting time for our students. Our ability to offer this curriculum design is based on their success and maturity to date. We very much look forward to supporting you and them on this next stage in their journey.

The key to the next couple of weeks is meaningful discussion at school and at home. The best two questions any parents can keep asking their child are: *“What do you enjoy?”* and *“What are you good at?”*

Please do not hesitate to contact your child’s form tutor or any of their subject teachers over the coming weeks as the all important decisions are made.

Best wishes,



Lucy Harrison
Headteacher

Making choices

This is how your Year 10 and Year 11 curriculum will be constructed:

Core subjects					Purple Block	Green Block	Grey Block	Non Exam
English Language English Literature	Mathematics	Combined Science	French or Spanish	Citizenship & EPQ or Functional Skills	Choose one subject from each option block. (You must include one or both of History & Geography)			Core PE

Core curriculum

All students follow the core curriculum. This is designed to give you the skills and qualifications that you will need for the future; whatever you decide to do. You will also have two hours of PE – to keep you healthy in body as well as mind! Finally, all students will study Citizenship and Extended Project (EPQ).

Choices subjects

The remaining subjects available are for you to choose from across three blocks. These blocks have been designed to allow for a variety of subject combinations. You need to choose one subject from each block to create your pathway. The only expectation is that every student chooses History or Geography from one of the blocks, it is possible to choose both.

Purple Block	Green Block	Grey Block
History Geography	Geography	History
Art & Design Dance Drama Music	Dance Music Photography	Art & Design Drama Psychology
Triple Science	Classical Civilisation Latin Mandarin	Computer Science
Product Design Food Technology	Media Studies Business Studies	Italian Spanish French
PE	PE	Product Design

GCSE Grades and changes to GCSE specifications

You have probably heard by now that for this year group the grades awarded in most subjects will be on a scale from 9-1 instead of what you may be used to (A* - G). The specifications for the GCSE courses have been rewritten and in general the following changes are common:

- there is less coursework (now called Non Examined Assessment or NEA), and no longer any controlled assessments
- maths content has been increased in relevant subjects
- quality of written English counts for more marks
- the amount of content has increased and in some cases brought in some of the A level content
- all courses are now linear, so all assessment takes place at the end of year 11. Exams will cover all content studied from the start of year 9.

There are a small number of subjects that will retain the old A* to G grades as they are not being reformed until the following year. Students who take Business Studies, Product Design, Media Studies and Psychology will continue to be assessed using A* to G and that is what will eventually appear on their GCSE certificates. These subjects may also have some controlled assessments to complete.

For all other subjects, from now onwards students in year 9 will be assessed against this new scale where a 9 is the highest possible and 1 is the lowest.

There is not a direct translation between the old letter grades and the new number grades, and the artificial C/D borderline is now less important to students and schools. However, a “good pass” is considered to be a grade 5 or above. Grade 6 will probably become the new entry requirement for continuing to study a course at A level.

The following helps to explain what the new grades mean:

- The new numbered grades will not translate directly from the old grades A* - G, but we do know that approximately the same proportion of students who currently achieve:
 - grade A or higher will receive a grade 7 or higher
 - grade C or higher will receive a grade 4 or higher
- Grade 9 will be a new grade for very high performing students, to be set as the top fifth of the current A grades
- Grade 5 will be the benchmark for a 'good pass'
- The bottom of grade 1 will be the same as the bottom of grade G

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 20px;"> </div> <div style="text-align: center;"> <div style="border: 2px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> 4 = C and above and above </div> </div> <div style="text-align: center; margin-left: 20px;"> </div> </div>									
<ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. 									
<div style="display: flex; justify-content: space-between; width: 100%;"> A* A B C D E F G U </div>									
CURRENT GCSE GRADING STRUCTURE									

Core Curriculum

English Language

Subject: English Language	
<i>"The English language is a work in progress. Have fun with it."</i> Jonathan Culver	
Grade level 9-1	
Examining body: AQA	Specification: TBC
Synopsis of course: This GCSE course aims to engage and enthuse students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all students. It enables students to develop the knowledge and skills they need to read, understand and analyse a wide range of different texts and write clearly.	
Teaching methods and resources: Students will learn how to critically read and understand a wide and rich variety of fiction and non-fiction texts. They will learn how to understand the writers' viewpoints and attitudes and how language and structural devices are used for audience and purpose. Students will learn how to write fiction and non-fiction pieces for a range of different purposes and audiences. This will include creative, descriptive writing as well as writing to persuade, argue, advice and inform.	
Assessment methods: <u>Paper 1: Explorations in creative reading and writing</u> What is assessed: Section A: Reading - one literature fiction text Section B: Writing - descriptive or narrative writing Assessed: written exam: 1 hour 45 minutes 80 marks 50% of GCSE Questions Reading (40 marks) (25%)– one single text 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy) <u>Paper 2: Writers' viewpoints and perspectives</u> What is assessed: Section A: Reading - one non-fiction text and one literary non-fiction text Section B: Writing - writing to present a viewpoint Assessed written exam: 1 hour 45 minutes 80 marks 50% of GCSE Questions Reading (40 marks) (25%) – two linked texts 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks)	

<p>Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p>
<p>Where could studying English take me? Further study and employment opportunities:</p> <p>This course is essential for all students in order that they:</p> <ul style="list-style-type: none"> • Learn how to critically approach and understand a range of texts • Can write for a variety of audiences and purposes • Think creatively and critically • Have a good standard of literacy
<p>Head of Department: Miss Victor</p>

English Literature

Subject: English literature	
<i>"To survive you must tell stories." Umberto Eco</i>	
Grade level 9-1	
Examining body: AQA	Specification: TBC
<p>Synopsis of course: This GCSE course covers a rich breadth of exciting literature. Students will study a Shakespeare play, a 19th century novel, a modern novel or play and a selection of poetry. Students will learn how to critically respond to different texts and how to analyse the writer's viewpoint and examine the social context. Students will complete closed book exams at the end of year 11 on studied texts, in which they will have to answer questions focussing on characters, themes and language in an analytical, essay style response.</p>	
<p>Teaching methods and resources: Students will continue to learn how to analyse language and comment on the writer's viewpoint. They will learn how to develop a sophisticated critical and evaluative response to literature. Students will also learn how to effectively compare poetry and comment on the effect on the reader.</p> <p>The range of literature will create opportunities for students to explore and discuss a range of themes and issues and their relevance in the 21st century. The specification should continue to foster a pleasure for reading and encourage students to become enthusiastic, critical and imaginative in their responses.</p>	
<p>Assessment methods:</p> <p><u>Paper 1: Shakespeare and the 19th Century novel</u></p> <p>What is assessed: Shakespeare plays and the 19th-century novel</p> <p>How it is assessed: Written exam: 1 hour 45 minutes 64 marks 40% of GCSE</p> <p>Questions: Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p><u>Paper 2: Modern texts and poetry</u> What is assessed: Modern prose or drama texts; the poetry anthology and unseen poetry.</p>	

How it is assessed:

Written exam: 2 hour 15 minutes

96 marks

60% of GCSE

Questions

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

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

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

Where could studying English Literature take me? Further study and employment opportunities:

This course is essential for students in order that they can:

- Think creatively and critically
- Evaluate and synthesise what they read
- Discuss and debate effectively
- Write analytically
- Have a good standard of literacy
- Understand themes, ideas, viewpoints and contexts across a range of literature

Head of Department: Miss Victor

Maths

Subject: Mathematics

"The study of mathematics, like the Nile, begin in minuteness but ends in magnificence."

Charles Caleb Colton

Grade level 9-1

Examining body: Edexcel

Specification: TBC

Synopsis of course:

This GCSE course aims to enable students to be able to:

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

Teaching methods and resources:

The course will cover the following content headings:

Number; algebra; ratio, proportion & rates of change; geometry and measures; probability; statistics

Skills students will need to be able to apply are to:

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

Skills students will be taught are:

- **Cognitive skills**
 - **Non-routine problem solving** – expert thinking, metacognition, creativity.

- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** - access, manage, integrate, evaluate, construct and communicate.
- **Interpersonal skills**
 - **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
 - **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
 - **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.
 - **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
 - **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work. Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification.

Assessment methods:

- Two tiers are available: Foundation and Higher (content is defined for each tier).
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- All three papers must be at the same tier of entry and must be completed in the same assessment series.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.
- The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.
- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9 (grade 3 allowed).

Where could studying Maths take me? Further study and employment opportunities:

This course provides the ideal foundation year for GCSE Mathematics and then good preparation for A Levels courses such as Mathematics, Economics, Physics,

Everyone needs a maths qualification for whatever career path they chose to follow.

Acting Head of Department: Mr Davies

Combined Science

Subject: Combined Science (2 GCSE grades)

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

Grade level 9-1

Examining body: AQA

Specification: 8464

Synopsis of course:

Combined Science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

This GCSE course aims to develop understanding of scientific explanations, how science works and aspects of biology, chemistry and physics relevant to careers in science.

Students will study all three of the sciences but not to the same depth as for the Triple Science option.

Teaching methods and resources:

There are 3 sciences taught as part of this qualification, which will give the students 2 GCSEs:

Physics:

Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism.

Biology:

Cell Biology; Organisation; Infection and response; and Bioenergetics
Homeostasis and response; Inheritance, variation and evolution and Ecology

Chemistry:

Atomic structure and the periodic table; Bonding, structure, and the properties of matter;
Quantitative chemistry; Chemical changes and Energy changes.
The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources.

GCSE specifications in combined award science should enable students to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Assessment methods:

There will be 6 exams, 2 in each of biology, chemistry and physics.
Each exam is 1 hour and 15 minutes, and counts for 16.7% of the GCSE.
Questions will be a mixture of multiple choice, structured, short answer and open response.

Students will also complete 16 set practicals which they will make notes about. The content of the experiments will be assessed in the written exams.

Where could studying Combined Science take me? Further study and employment opportunities:

This course gives students the option to progress to A-levels in science or other subjects.

In addition, many other careers draw on scientific knowledge and understanding and this course sets students off on the right path for accessing further study in the sciences, but not to the same depth as triple science.

Acting Head of Department: Mr Gillo

French

Subject: French

"The limits of my language are the limits of my world." Ludwig Wittgenstein

Grey Block Choice (if taken as second language)

Grade level 9-1

Examining body: AQA

Specification: Course Code 8658

Synopsis of the course: This GCSE course aims to equip students with languages as a skill for life; the study of languages provides essential skills that students can utilise for further study, work and leisure and we encourage our students to see the value of this and enjoy their language learning. This course will enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. In addition to developing key language skills this course will also develop students' cultural awareness.

Teaching methods and resources: Students will be taught for three hours per week and will be expected to consolidate this learning through regular homework.

The specification covers three distinct themes which apply to all four question papers. Students are expected to be able to understand and provide information and opinions on key topics within these themes. They are encouraged to discuss both their own experiences and those of other people, including people in countries and communities where French is spoken.

Theme 1: Identity and culture: Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest: Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism

Theme 3: Current and future study and employment: My studies; Life at school/college; Education post-16

In order to be successful linguists, students will develop their ability in the four key language skills, as outlined below:

Listening: Students are expected to be able to:

- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving familiar and some more complex language, recognising the relationship between past, present and future events.

- deduce meaning from short narratives and authentic spoken material which address a wide range of contemporary and cultural themes, answering questions, extracting information, evaluating and drawing conclusions.

Speaking: Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions and making creative use of the language to express and justify their own opinions, thoughts and points of view
- speak spontaneously and sustain communication, responding to unexpected questions, points of view or situations
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, with reference to past, present and future events
- use accurate pronunciation and intonation to be understood by a native speaker.

Reading: Students are expected to be able to:

- identify the overall message, key points, details and opinions in a variety of written passages across a range of contexts, recognising the relationship between past, present and future events
- deduce meaning from authentic sources and short narratives involving some complex language and unfamiliar material and addressing relevant contemporary and cultural themes
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning
- translate a short passage from French into English.

Writing: Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately, making accurate use of a variety of vocabulary and grammatical structures, including describing and narrating with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary, making independent, creative and more complex use of the language to express and justify individual opinions, thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment methods:

Paper 1 Listening: 25% of GCSE grade. 35 minutes, 40 marks (Foundation Tier), 45 minutes, 50 marks (Higher Tier). Students **listen** to stimulus material and **answer questions** in English (Section A), French (Section B) or non-verbally.

Paper 2 Speaking: 25% of GCSE grade. Marks out of 50. The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play.

- **Role-play** – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- **Photo card** – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- **Conversation** – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3 Reading: 25% of GCSE grade. Marks out of 60. 45 minutes (Foundation Tier), 1 hour (Higher Tier).

Students **read** a selection of texts and **answer questions** in English (Section A), French (Section B) or non-verbally. In Section C students complete a **translation** from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier).

Paper 4 Writing: 25% of GCSE grade.

Foundation Tier: Total 50 marks. 1hr. **Q1** – list task (student produces six nouns) – 6 marks. **Q2** – message (student produces nine sentences in response to nine tasks approximately 60 words in total) – 18 marks. **Q3** – translation from English into French (minimum 35 words) – 10 marks. **Q4** – structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.

Higher Tier: Total 60 marks. 1hr 15mins. **Q1** – structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks. **Q2** – open-ended writing task (student responds to four compulsory bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks. **Q3** – translation from English into French (minimum 50 words) – 12 marks

Where could studying French take me? At The Archer Academy we believe that Modern Foreign Languages are a valuable asset to all of our students. It is widely accepted that a working knowledge of a foreign language enhances job opportunities and is an asset which broadens your horizons both socially and culturally. A GCSE in a Modern Foreign Language also widens your choice of university courses. The course is ideal for students considering future careers in international business, retail and sales, teaching, law, journalism, translation or tourism although languages can be used in almost any career.

Head of Department: Mrs McMullan

Spanish

Subject: Spanish

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” Nelson Mandela

Grey Block Choice (if taken as second language)

Grade level: 9-1

Examining body: AQA

Specification: 8698

Synopsis of the course: This GCSE course aims to equip students with languages as a skill for life; the study of languages provides essential skills that students can utilise for further study, work and leisure and we encourage our students to see the value of this and enjoy their language learning. This course will enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. In addition to developing key language skills this course will also develop students' cultural awareness.

Teaching methods and resources: Students will be taught for three hours per week and will be expected to consolidate this learning through regular homework.

The specification covers three distinct themes which apply to all four question papers. Students are expected to be able to understand and provide information and opinions on key topics within these themes. They are encouraged to discuss both their own experiences and those of other people, including people in countries and communities where Spanish is spoken.

Theme 1: Identity and culture: Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in Spanish-speaking countries/communities

Theme 2: Local, national, international and global areas of interest: Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism

Theme 3: Current and future study and employment: My studies; Life at school/college; Education post-16

In order to be successful linguists, students will develop their ability in the four key language skills, as outlined below:

Listening: Students are expected to be able to:

- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving familiar and some more complex language, recognising the relationship between past, present and future events.
- deduce meaning from short narratives and authentic spoken material which address a wide range of contemporary and cultural themes, answering questions, extracting information, evaluating and drawing conclusions.

Speaking: Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions and making creative use of the language to express and justify their own opinions, thoughts and points of view
- speak spontaneously and sustain communication, responding to unexpected questions, points of view or situations
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, with reference to past, present and future events
- use accurate pronunciation and intonation to be understood by a native speaker.

Reading: Students are expected to be able to:

- identify the overall message, key points, details and opinions in a variety of written passages across a range of contexts, recognising the relationship between past, present and future events
- deduce meaning from authentic sources and short narratives involving some complex language and unfamiliar material and addressing relevant contemporary and cultural themes
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning
- translate a short passage from Spanish into English.

Writing: Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately, making accurate use of a variety of vocabulary and grammatical structures, including describing and narrating with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary, making independent, creative and more complex use of the language to express and justify individual opinions, thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment methods:

Paper 1 Listening: 25% of GCSE grade. 35 minutes, 40 marks (Foundation Tier), 45 minutes, 50 marks (Higher Tier). Students **listen** to stimulus material and **answer questions** in English (Section A), Spanish (Section B) or non-verbally.

Paper 2 Speaking: 25% of GCSE grade. Marks out of 50. The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play.

- **Role-play** – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- **Photo card** – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- **Conversation** – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3 Reading: 25% of GCSE grade. Marks out of 60. 45 minutes (Foundation Tier), 1 hour (Higher Tier).

Students **read** a selection of texts and **answer questions** in English (Section A), Spanish (Section B) or non-verbally. In Section C students complete a **translation** from Spanish into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier).

Paper 4 Writing: 25% of GCSE grade.

Foundation Tier: Total 50 marks. 1hr. **Q1** – list task (student produces six nouns) – 6 marks. **Q2** – message (student produces nine sentences in response to nine tasks approximately 60 words in total) – 18 marks. **Q3** – translation from English into Spanish (minimum 35 words) – 10 marks. **Q4** – structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.

Higher Tier: Total 60 marks. 1hr 15mins. Q1 – structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks. **Q2** – open-ended writing task (student responds to four compulsory bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks. **Q3** – translation from English into Spanish (minimum 50 words) – 12 marks

Where could studying Spanish take me?

At The Archer Academy we believe that Modern Foreign Languages are a valuable asset to all of our students. It is widely accepted that a working knowledge of a foreign language enhances job opportunities and is an asset which broadens your horizons both socially and culturally. A GCSE in a Modern Foreign Language also widens your choice of university courses. The course is ideal for students considering future careers in international business, retail and sales, teaching, law, journalism, translation or tourism although languages can be used in almost any career.

Head of Department: Mrs McMullan

Citizenship

Subject: Citizenship

“Citizenship is more than a subject. Its skills and values will enhance democratic life for all of us, both rights and responsibilities, beginning in school and radiating out.” Bernard Crick

Grade level 9-1

Examining body: OCR

Specification: J270

Synopsis of course:

This GCSE course aims to provide a sound understanding of life in the modern world and will give students the opportunity to get actively involved in a real campaign to improve our community.

You will study identity and community, fairness and decision making, democracy and voting, human rights, the UK and the wider world, the economy, the welfare state and global citizenship.

Teaching methods and resources:

Citizenship will help you to develop an understanding and insight into the rapidly changing world around you. This course will enable you to become:

- Aware of your rights and responsibilities as active citizens
- Informed about the social and political world

Content includes:

Democracy and government	Democracy, elections and voting in the UK National, local, regional and devolved government British Constitution The role of the media and free press Politics beyond the UK
Citizenship participation in democracy and society	Citizen participation in democracy and society
Rights, the law and the legal system in England and Wales	Rights and responsibilities The law The legal system (England and Wales)

The UK and its relations with the wider world	The UK and its relations with the wider world Identities and diversity in UK society
The economy, finance and money	
<p>Skills developed by the students on this course include:</p> <ul style="list-style-type: none"> - presenting their own and other viewpoints and representing the views of others - forming their own hypotheses - creating sustained and reasoned arguments - reaching substantiated conclusions - critically evaluating - planning - selecting and organising their knowledge and understanding in responses and analysis 	
<p>Assessment methods: Citizenship in perspective – 1 written exam (50 mins), 25% of total GCSE Citizenship in action – 1 written exam (1 hr 45 mins), 50% of total GCSE Our rights, our society, our world – 1 written exam (1 hr), 25% of total GCSE</p>	
<p>Where could studying Citizenship take me? Further study and employment opportunities:</p> <p>This course teaches a lot of enabling skills and so is not aimed at any particular future path.</p> <p>Students will become more confident and able to tackle a wide range of further opportunities as a result of completing this course because it encourages independent learning, critical thinking and decision making – all personal skills for the 21st century, critical for progress and engagement in further education and the workplace.</p>	
Head of Department: Mrs Gillham	

Functional Skills

Subject: Functional Skills (Managing personal finances and skills for the workplace)
<i>“Look closely at the present you are constructing, it should look like the future you are dreaming”</i> – Alice Walker
Examining body: IFS University College/ Edexcel
<p>Synopsis of course: Alternative Pathway</p> <p>Your child will build upon the solid foundations developed in Functional Skills throughout Key Stage 3. The work carried out in this pathway will support all aspects of your child’s curriculum to enhance and accelerate their progress.</p> <p>The focus will be on practical literacy and numeracy to give your child the necessary skills to be successful in adult life. Qualifications in Personal Finance will be available to our students with IFS University College. The awards and certificates have been designed to equip students with the knowledge and skills to be able to manage their own money.</p>

Students will gain knowledge of the influences on how we spend or save money, and of the tools available to become competent at managing their own money. This will be achieved by learning about:

•where money comes from, who makes it, and what its features are •the features of a current account / how to access money •different sources of money including earned income, benefits and exchanging items for money •the key features of savings and borrowing products •how to manage a personal financial budget

Unit 1 – The Principles of Money

Unit 2 – Money Management

Teaching methods and resources:

How is the course structured?

There are four skills pathways within the Work Skills framework:

- Personal Life Skills
- Sustainable Employability Skills
- Work Placement Skills
- Skills for Business.

Students will combine units from across these pathways to build qualifications of different sizes and at different levels: Entry Level 3, Level 1, Level 2 and Level 3.

Assessment methods:

What are IFS and Work Skills qualifications?

IFS award certificates and qualifications focussed on personal finance.

Work Skills is a suite of BTEC qualifications designed to equip learners with the essential skills for job success and career development.

These easy-to-assemble BTECs include over 100 units and a range of qualifications across four levels, Entry 3, Level 1, Level 2 and Level 3, so we can build the right course for our students.

Where could studying Functional Skills take me? Further study and employment opportunities:

Why take Work Skills qualifications?

Employers such as Coca Cola, Deloitte and McDonald's wholeheartedly support what learning programmes like Work Skills can do and regularly feedback to the exam board, Edexcel, that having a workforce who are prepared for work and engaged in learning is a huge advantage.

This pathway combines a Work Skills BTEC qualification with an IFS accredited course which can be slotted in and around other courses to accredit skills already being taught and further boost students' CVs.

Head of Department: Miss Neagle

Choices Curriculum

History

Subject: History

'The study of History is the beginning of wisdom.' - Jean Bodin

Purple Block

Grey Block

Grade level 9-1

Examining body: OCR

Specification: History A (Explaining the Modern World) J410

Synopsis of course:

This GCSE course aims to enable students to explain the world around us today. They will consider key themes which demonstrate the relevance of the past in understanding the present.

During the course students will:

- Develop their knowledge of and understanding of significant events, people and places of the past
- Develop their ability to think critically
- Evaluate and analyse a range of sources by considering, nature, origins and purpose
- Engage with interpretations of the past and confidently apply own knowledge to these to form judgements
- Identify and analyse continuity and change throughout history
- Explain and justify the significance of people and events
- Develop their ability to convincingly demonstrate a sense of debate, analysis and evaluation through their academic writing
- Form confident opinions supported with detailed and relevant evidence
- Gain a better understanding of the values and structures of the present by making insightful connections with the past
- Engage with gripping enquiry and develop skills allowing students to become successful independent learners.

Teaching methods and resources:

Students will be expected to consolidate this learning through regular homework. Teaching and learning will focus on the five key topic areas throughout the two years:

Unit 1 International relations: the changing international order 1918-2001 (30% of total GCSE externally assessed)

Unit 2: South Africa 1960-1994: The people and the state (20% of total GCSE externally assessed)

Unit 3: Power: Monarchy and Democracy in Britain c.1000 to 2014 (25% of total GCSE externally assessed)

Unit 4: The English Reformation c.1520-c1550 and castles: form and function c.1000-1750 (25% of total GCSE externally assessed)

Teaching techniques include: Decision making; Problem solving; Debate and discussion; Handling primary and secondary evidence; Teamwork.

Assessment methods:

The GCSE History course comprises three final written examinations:

The examination for unit one and unit two, total 1 hour 45 minutes.

The examination for unit 3 is 1 hour.

The examination for unit 4 is 1 hour 15 minutes.

The examination assesses a range of skills including the following objectives:

- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied
- Explain and analyse historical events and periods studied
- Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied
- Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Where could studying History take me? Further study and employment opportunities:

GCSE History develops important skills that are vital to many careers. It enables students to ask questions, express opinions, process information, think independently as well as critically, structure arguments and understand the views of others. These skills are vital for careers in law, journalism, media, marketing, research work, museum/archive work, customer services and many more.

History is a highly regarded and well respected subject by universities. The wealth of knowledge and skills such a rigorous subject involves are transferable within academia and the world of employment.

Head of Department: Mrs Gillham

Geography

Subject: Geography

'There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Geographers are also highly employable. Whatever your passion for the world - fascination with landscapes or concerns about inequality - geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally.'

Michael Palin - Director of Royal Geographical Society.

Purple Block

Green Block

Grade level 9-1

Examining body: Edexcel

Specification: B

Synopsis of course:

This course allows students to gain a greater understanding of the world around us. It involves the study of how places and people change over time and how we affect our environment. Students will study topical issues and current affairs that will affect everyone both now and in the future. It is a subject about your world!

This course aims to:

- Excite, enthuse and stimulate a love of the ever changing world in which we live
- Develop a deep understanding of the world's current issues both locally and globally to better meet the needs of future generations
- Explore and question topical issues through environmental, social, political and cultural contexts
- Explain how the world is changing and encourage critical thinking about the causes and consequences of change
- Develop essential data handling and fieldwork skills through the collection, presentation and analysis of data and the formulation of well-reasoned conclusions

- Develop the lifelong habits, knowledge and skills that will be required to live and work in a future world which will be very different from today's world.

Teaching methods and resources:

Lessons are engaging and interactive and encourage an enquiry based approach to learning where students are required to formulate questions, research their ideas, make their own decisions, justify their opinions and formulate substantiated conclusions.

Students will be required to take part in activities that develop a range of skills including:

- Decision making
- Problem Solving
- Debate and discussion
- Formulating arguments and opinions
- Data handling
- ICT – specifically use of GIS systems
- Teamwork

Students will need to think creatively and independently, ask questions and find answers and show that they are well rounded and flexible thinkers.

Assessment methods:

The GCSE Geography course comprises 3 different final examinations based on the content covered over the GCSE course. Each exam will be approximately 1 hour and 30 mins long and will carry equal weighting of the final marks. The three papers will include assessment on:

- Human Geographical Issues
- Physical Geographical Issues
- Geographical Issues Paper – a paper based on decision making skills and fieldwork.

All papers cover a range of scales including issues at a global and local scale.

Where could studying Geography take me? Further study and employment opportunities:

This course provides support for a wide range of GCSE subjects including Sciences, English, History, Economics, Business Studies and all Social Sciences. It also provides good preparation for the Geography A Level course and will provide supporting skills for A level courses in the Social Sciences, History, English, Economics and Business Studies.

The course provides a range of highly transferable skills and is ideal for students considering future careers in journalism, media, civil service, business management, international development, environmental agencies, charitable organisations and careers in the travel industry.

Geography is highly regarded by universities and employers. The transferable skills which geography fosters are an asset in the complex world of employment today. Geography encourages flexible, creative and analytical thinking which employers actively seek.

Head of Department: Mrs Gillham

Art & Design

Subject: Art and Design

“As practice makes perfect, I cannot but make progress; each drawing one makes, each study one paints, is a step forward.” Vincent Van Gogh

Purple Block Choice

Grey Block Choice

Grade level 9-1

Examining body: Edexcel

Specification: TBC

Synopsis of course:

This GCSE course aims to develop:

- Creative and imaginative ability and the practical skills for expressing original ideas, feelings and meanings in Art and Design
- Investigative, analytical and experimental learners with critical and enquiring minds
- Cultural knowledge and understanding of art, craft and design used in different times, contexts and societies
- Confidence, resilient, self-disciplined and committed learners.

This course encompasses art, craft and design and encourages students to explore a range of 2 or 3 dimensional approaches to their studies. Work produced will demonstrate the use of formal elements and creative skills, and allow students to visually communicate feelings, ideas and observations.

Teaching methods and resources:

Over the course of year 10 and 11 students will work through GCSE Art and Design which is set through 2 internally set units. Pupils will complete their own portfolio to show their art work and the processes used to create these. Work will be monitored through class, group and individual critical tutorials, one to one feedback (written and verbal) and demonstrations. Students will be expected to work in at least 2 of these disciplines: **Painting and drawing, sculpture, print making and alternative media.**

Students will be required to use and develop these skills:

- A range of art, craft and design processes
- An understanding of how ideas, feelings and meanings are conveyed
- An understanding of the work of others and how it relates to own practice and social, historical and cultural context
- An ability to record observations and experiences using appropriate materials and processes
- An exploration of sources (analysis and evaluation) and mediums (experimentation)
- An ability to refine and develop work as it progresses.

Assessment methods:

Unit 1: Personal portfolio in Art and Design weighted at 60% of the total GCSE.

- This unit is internally set, marked and standardised before external moderation
- Students must show evidence of all 4 assessment objectives (see below)

Unit 2: Externally set assignment in Art and Design weighted at 40% of the total GCSE

- This unit consists of one externally set, broad based thematic starting point.
- Work produced will consist of 30 hours of preparatory work and a 10 hour exam
- This unit is externally set, internally marked and standardised before external moderation
- Students must show evidence of all 4 assessment objectives (see below)

Students will be assessed against 4 assessment objectives, each weighted equally at 25%:

- **AO1:** Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding
- **AO2:** refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- **AO3:** record ideas, observations and insights relevant to their intentions in visual and/or other forms
- **AO4:** present a personal, informed and meaningful response demonstrating analytical and critical understanding.

Where could studying GCSE Art and Design take me? Further study and employment opportunities:

This course provides the ideal preparation for A-level Art and Design, Textiles and A Levels courses such as Fine Art.

The course is ideal for students considering future careers in the Art, Design and Technology industries: branding, graphics, textile and fashion design, interior design, architecture and decoration etc.

Head of Department: Mr Pearson

Business Studies

Subject: Business Studies

"The entrepreneur always searches for change, responds to it, and exploits it as an opportunity." Peter Drucker

Green Block Choice

Grade level 9-1

Examining body: Edexcel

Specification: 2BS01

Synopsis of course:

This GCSE course aims to

- actively engage students in the study of business
- develop independent learners with enquiring minds
- develop critical and reflective thinkers
- develop a knowledge and understanding of contemporary issues
- encourage students to consider the issues of ethics and sustainability

The course will provide students with a broad overview of how the commercial world operates from both a practical and academic perspective. It will develop skills and knowledge that many employers are now demanding.

Teaching methods and resources:

Students will enjoy this course by learning how to:

- make a concise report
- plan an investigation
- make decisions about an issue
- cope with theoretical concepts
- have an aptitude for maths
- think creatively and independently
- communicate effectively
- demonstrate social, economic and environmental awareness
- solve problems
- learn in a team
- utilise ICT to research and present their findings
- discuss current affairs

A significant challenge for this course is understanding the terminology and being able to apply knowledge to questions and scenarios.

Students will need to take an interest in the wider world of business and economics and a healthy interest in TV programs such as Dragons Den and The Apprentice is helpful.

Assessment methods:

Unit 1: Introduction to small business (code: 5BS01) - spotting a business opportunity - showing enterprise - putting a business idea into practice - making the start-up effective - understanding the economic context	45 minutes exam	25%
Unit 2: Investigating a small business (code: 5BS02) - research/investigate (6 hours)	Controlled assessment	25%

- analyse and evaluate, and then write up the findings (3 hours)		
Unit 3: Building a business (code: 5BS03) - marketing - meeting customer needs - effective financial management - effective people management - the wider world affecting business	Written exam (1 hour 30 mins)	50%

Where could Business Studies take me? Further study and employment opportunities:

Business Studies provides a good basis for a multitude of career options in the commercial world including:

- Business Manager
- Management Consultant
- Entrepreneur
- Banking
- Insurance
- Accountancy
- Actuary

In addition, there are many degree courses that have business elements.

Head of Department: Mr Oakley

Classical Civilisation

Subject: Classical Civilisation

Green Block Choice

'To know nothing of what happened before you were born is to forever remain a child' Cicero

Grade level 9-1

Examining body: OCR

Full and short course options may be available in the future.

Synopsis of course:

This GCSE course aims to cultivate an interest in and appreciation of the ancient world. Our course will actively engage students in the process of enquiry into the classical world so that they develop as effective and independent learners and as critical and reflective thinkers. Students will acquire, through studying a range of primary and secondary sources as well as literature, a knowledge and understanding of selected aspects of the classical world. Core topics include:

- City Life in the Classical World: Athens or Rome
- Epic and Myth: Homer's *The Odyssey* or Ovid's *Metamorphoses*
- Community Life in the Classical World: Sparta or Pompeii
- Culture and Society in the Classical World: Controlled Assessment on *Antigone* or *The Aeneid*.

This course provides the opportunity for students to enjoy an intellectually rigorous course which improves analytical skills. Classical Civilisation is supportive of wider areas of the curriculum such as learning modern languages and History.

Teaching methods and resources:

Students will develop the following skills:

- Developing a detailed knowledge of set books, and to analyse, evaluate and respond to them in their cultural and literary context
- Exploring a range of sources to draw conclusions about the values and priorities of the citizens of Rome and the image Rome portrayed to the rest of her empire
- Exploring literary and visual sources to draw conclusions about the values and priorities of the citizens of Athens and the image Athens portrayed to other city states in Greece.
- Develop analytical and evaluative skills
- Make informed, personal responses to the texts and sources studied.

Students will read a series of set texts and sources throughout the course.

Assessment methods:

Students will be assessed by exam and controlled assessment (until June 2018). The exam will compose of a series of questions based on original sources for students to analyse and evaluate in order to investigate a particular aspect of the civilisation being studied; for example Greek or Roman. Alongside source based questions, students will complete essay style questions. Essay style questions will be based on both literature and key locations within the ancient world.

Where could studying Classics take me? Further study and employment opportunities:

This course provides the ideal foundation year for GCSE Classical Civilisation and then good preparation for A Levels courses such as Classics, Latin, History, Politics and English Literature.

The course is ideal for students considering future careers in archaeology, geology, teaching, academia/research, journalism, literature and wider areas of the media.

Teacher: Miss Fitzpatrick

Computer Science

Subject: Computer Science

“Don’t just play on your phone, program it.” President Barack Obama

Grey block choice

Grade level 9-1

Examining body: OCR

Specification: J276

Synopsis of course:

This GCSE course aims to

- give learners a real, in-depth understanding of how computer technology works
- provide excellent preparation for higher study and employment in Computer Science
- develop critical thinking, analysis and problem-solving skills
- develop real and transferable programming skills

Teaching methods and resources:

The GCSE in Computing enables candidates to:

- Develop their understanding of current and emerging technologies and how they work, and apply this in a range of contexts.
- Acquire and apply technical programming skills and an understanding of the use of algorithms in computer programs to solve problems. Students will learn how to program a computer using Python.
- Become independent, discerning and informed users of IT, and to be aware of the implications of different technologies.
- Acquire and apply creative and technical skills, knowledge and an understanding of IT in a range of contexts.

- Evaluate the effectiveness of computer programs and technology in society.
- Understand how the law impacts on the use of computers.

This course will be a good match for any student who wishes to learn about how computers, smart phones and other devices work.

Students who enjoy using their logic and reasoning skills to solve problems will enjoy learning how to create working computer programs.

Candidates should also be confident in their maths skills as a lot of the content is highly logical and mathematical in nature.

Assessment methods:

Computer Systems <ul style="list-style-type: none"> - System architecture - Memory, storage - Networks - System security and software - Ethical, legal, cultural, environmental concerns 	Written exam (1hr 30 mins) No calculators allowed	40%
Computational thinking, algorithms and programming <ul style="list-style-type: none"> - Programming techniques - Algorithms - Computational logic - Data representation 	Written exam (1hr 30 mins) No calculators allowed	40%
Programming project <ul style="list-style-type: none"> - Analyse, design, build, test, evaluation 	20 hours of controlled time	20%

The programming project can be written in any language (but we will learn python) and the task is set by the exam board.

Students have to work in isolation without any internet or external file access for 20 hours.

Where could studying computer science take me? Further study and employment opportunities:

This course provides the ideal preparation for A Levels courses such as Computer Science, and a wide range of degrees in information technology and computing.

Understanding the fundamentals of computers and having programming skills will open up career opportunities in a wide variety of industries. Many employment sectors from finance to computer games to mobile phone app development need people with programming skills, so the GCSE in Computing will give students a vital head start in accessing these growing opportunities.

A good example of this is the expanding area of bio-informatics where there is a critical shortage in people with a combination of biology and programming. This is needed to analyse the huge quantities of data generated by mapping genetic sequences.

Head of Department: Mr Oakley

Dance

Subject: Dance

"Dance is the hidden language of the soul." Martha Graham

Green Block Choice

Purple Block Choice

Grade level (equivalent) 9-1

Examining body: AQA

Specification: TBC

Synopsis of the course:

This GCSE Dance course aims to:

- Build on your technical and interpretive performance skills
- Expand on your knowledge of choreography and provide you with an opportunity to create contemporary dance repertoire
- Examine a range of professional works and study practitioners within the field.
- Improve your understanding of dance specific terminology and literacy
- Develop your resilience, independence, discipline and creativity

The GCSE year 10 dance course will focus on students developing their practical understanding of contemporary performance technique and the craft of choreography. Practical dance repertoire created and learned will allow students to build on their coursework in year 10. The students will study the basics in theory and analyse a professional dance work to assist them making effective progress in their written examination.

Teaching methods and resources:

Lessons will be a mixture of practical performance technique, choreography and theory sessions. The students will study the course for two hours per week. There will be additional extended performance opportunities to enhance the student's ability and prepare them for their final examination in year 11.

Skills Required

- Imagination and creativity.
- Commitment to attending lessons and after school rehearsals on a weekly basis.
- Some previous dance experience or the ability to show potential and enthusiasm in dance.
- Positive approaches to choreography and challenging dance stimuli.
- Willingness to work in groups and participate in other student's choreography.
- Resilience and high levels of discipline.

Assessment methods:

Component 1: Performance & Choreography

Performance 30% of GCSE

Set Phrases

15 marks available for set phrase.

Set phrases are performed through a solo (approximately 1 minute in duration)

What is assessed?

This will be marked individually and you will be assessed on your dance technique and expressive skills.

Duet and Trio Performance

25 marks for duet and trio performance.

Three and a half minutes in duration.

The choreography can be based on any style.

What is assessed?

Students will need to have a solid insight and sensitive understanding of their role in group performance and display a range of expressive and technical skills.

Choreography 30% of GCSE

Solo or group choreography.

Solo (two and a half minutes)

Group choreography for two-five dancers (three to three and half minutes)

What is assessed?

Students must choreograph their own dance in response to an externally set list.

Component 2: Dance Appreciation

Dance Appreciation 40% of GCSE

Written exam: 1 hour and 30 minutes

Students will study eight professional works which are choreographed by established and new practitioners. Works will cover a range of styles (contemporary, ballet, urban and dance from other cultures)

What is assessed?

Knowledge and understanding of choreographic processes and performance skills.

Critical appreciation of own work.

Critical appreciation of professional work.

Where could studying GCSE Dance take me? Further study and employment opportunities:

This course provides the ideal foundation year for GCSE Dance and is a good preparation for A level courses within dance, drama and the creative performing arts. You will learn invaluable skills that employment and higher education institutes will recognise and find extremely interesting.

The course is ideal for students considering future careers within the creative and performing arts field. Help will be given to pupils preparing for auditions for full time courses at the end of key stage four.

Head of Department: Miss Randall

Drama

Subject: Drama

"Theatre is a form of knowledge. Theatre can us build our future, rather than just waiting for it." Augusto Boal

Purple Block Choice

Grey Block Choice

Grade level 1-9

Examining body: OCR

Specification: GCSE Dance

Synopsis of the course:

This GCSE Dance course aims to:

- Apply knowledge and understanding of drama when making, performing and responding to drama.
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created (a performance text is one that has been written specifically for theatrical performance)
- Develop a range of theatrical skills and apply them to create performances.
- Work collaboratively to generate, develop and communicate ideas.
- Develop as creative, effective, independent and reflective students able to make informed choices in process and performance.
- Contribute as an individual to a theatrical performance.
- Reflect on and evaluate their own work and that of others.
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
- Adopt safe working practices.

The GCSE drama course focuses on developing a practical understanding of drama and refining the craft of the devising process. The students will study a range of famous playwrights and work on performance skills and the art of characterisation. The course will enable pupils to build on their understanding of how to write about drama and build their knowledge of complex terminology.

Teaching methods and resources:

The students will explore a mixture of practical performance and devising workshops and theoretical sessions. The students will study the course for two hours per week. There will be additional extended performance opportunities to enhance their ability and prepare them for their final external examinations in year 11.

Skills Required

- Ability to contribute and direct others in the devising process.
- Commitment to attending lessons and after school drama rehearsals on a weekly basis.
- Passion for drama performance and exploring new scripts and playwrights.
- Positive and resilient approaches to independent rehearsal.
- Willingness to work in groups and collaborate/lead in the devising process.
- Evaluative and analytical processes when writing about drama.
- Creativity when exploring a specific role or key theme.

Assessment methods:**Devising Drama 30% of GCSE**

Students will research and explore a stimulus, work collaboratively and create their own devised drama. Students will complete a portfolio of evidence during the devising process in groups and evaluate their final performance.

What is assessed?

Research and developing ideas
Creating and developing drama
Analysis and evaluation
Devised drama

Presenting and Performing Texts 30% of GCSE

Students will develop and apply theatrical skills in acting by presenting a showcase of two extracts from a play text. Performance skills are assessed through the realisation of live performance. This must be prepared and rehearsed so the final outcome is polished and complete. This will be externally assessed by a visiting examiner.

What is assessed?

Characterisation
Developed rapport with members of cast
Control of the use of physical techniques
Creating mood, atmosphere and sensitivity
Realisation of the artistic intentions through both extracts.

Performance and Response

40% of GCSE

1hr 30 mins written paper

Students will explore a set performance text to demonstrate their knowledge and understanding of drama. Students will be expected to have seen a live theatre performance and be required to analyse and evaluate the performance.

What is assessed?

Social, historical and cultural contexts of chosen texts
Theatrical conventions and characteristics of the performance
Staging, lighting and costume designs
Meaning of drama and theatre terminology

Where could studying GCSE Drama take me? Further study and employment opportunities:

This course is a good preparation for A level courses within creative and performing arts. You will learn invaluable skills that employment and higher education institutes will recognise and find extremely interesting.

The course is ideal for students considering future careers within the creative and performing arts field. Help will be given to pupils preparing for auditions for full time courses at the end of key stage four.

Head of Department: Miss Randall

Food Technology

Subject: Food Technology

"A recipe has no soul. You as the cook must bring the soul to the recipe." Thomas Keller

Purple Block Choice

Grade level 9-1

Examining body: AQA

Specification: Awaiting final code

Synopsis of the course:

Synopsis of course:

This course is currently waiting to be authorised but a draft version of the specification has been developed and is outlined below.

This GCSE course encourages students to develop their skills using a range of ingredients and tools/equipment as well as developing their knowledge of food process on a larger scale and health and safety whilst cooking. Pupils will:

- Select and use tools/equipment and processes to produce quality products.
- Understand the functional properties of food.
- The effects of combining different ingredients and the interaction of foods during preparation and cooking.
- Understand the nutritional properties of food.

Demonstrate competence in a range of practical food skills/methods/processes to produce quality outcomes.

Teaching methods and resources:

Students will take part in a mixture of practical/coursework lessons which will be two hours a week and another one hour theory lesson. The theory lesson will address key areas of the exam such as nutrition, food science including how ingredients combine, food safety and exam techniques

Students will work through the design process by researching dishes, developing ingredients lists and altering these through research and then complete a practical task followed by evaluation of their outcome.

Students will work through a wide range of tasks and contexts to develop their skills with a variety of dishes and ingredients in preparation for their final dish.

Assessment methods:

In GCSE students will be assessed on a design and making portfolio (50% of marks) and a written exam (50% of marks)

The content of theory that the written exam is based on is split into the following areas:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance.

The assessment of the coursework is split into the following areas:

- **AO1:** Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- **AO2:** Apply knowledge and understanding of nutrition, food, cooking and preparation.
- **AO3:** Plan, prepare, cook and present dishes, combining appropriate techniques.
- **AO4:** Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

Where could studying Food preparation and nutrition take me? Further study and employment opportunities:

Nutritionist, Chef, Caterer, Food technologist, Dietician.

Head of Department: Mr Pearson

Italian

Subject: Italian

"Those who know no foreign language know nothing of their mother tongue." Johann Wolfgang von Goethe

Grey Choice Block

Grade level 9-1

Examining body: AQA

Specification: 4630

Synopsis of course: This GCSE course aims to equip students with languages as a skill for life; the study of languages provides essential skills that students can utilise for further study, work and leisure and we encourage our students to see the value of this and enjoy their language learning. This course will enable students of all abilities to develop their Italian language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. In addition to developing key language skills this course will also develop students' cultural awareness.

Teaching methods and resources: Students will be taught for three hours per week and will be expected to consolidate this learning through regular homework.

The specification covers three distinct themes which apply to all four question papers. Students are expected to be able to understand and provide information and opinions on key topics within these themes. They are encouraged to discuss both their own experiences and those of other people, including people in countries and communities where Italian is spoken.

Theme 1: Identity and culture: Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in Italian-speaking countries/communities

Theme 2: Local, national, international and global areas of interest: Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism

Theme 3: Current and future study and employment: My studies; Life at school/college; Education post-16

In order to be successful linguists students will develop their ability in the four key language skills, as outlined below:

Listening: Students are expected to be able to:

- Identify the overall message, key points, details and opinions in a variety of spoken passages, recognising the relationship between past, present and future events.
- Deduce meaning from short narratives and authentic spoken material which address a wide range of contemporary and cultural themes, answering questions, extracting information, evaluating and drawing conclusions.

Speaking: Students are expected to be able to:

- Communicate and interact effectively in speech for a variety of purposes across a range of specified contexts.
- Take part in a short conversation, asking and answering questions and making creative use of the language to express and justify their own opinions, thoughts and points of view.
- Speak spontaneously and sustain communication, responding to unexpected questions, points of view or situations.
- Make appropriate and accurate use of a variety of vocabulary and grammatical structures, with reference to past, present and future events.

- Use accurate pronunciation and intonation to be understood by a native speaker.

Reading: Students are expected to be able to:

- Identify the overall message, key points, details and opinions in a variety of written passages across a range of contexts, recognising the relationship between past, present and future events.
- Deduce meaning from authentic sources and short narratives involving some complex language and unfamiliar material and addressing relevant contemporary and cultural themes.
- Demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning.
- Translate a short passage from Italian into English.

Writing: Students are expected to be able to:

- Communicate effectively in writing for a variety of purposes across a range of specified contexts.
- Produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately, making accurate use of a variety of vocabulary and grammatical structures, including describing and narrating with reference to past, present and future events.
- Manipulate the language, using and adapting a variety of structures and vocabulary, making independent, creative and more complex use of the language to express and justify individual opinions, thoughts and points of view, in order to interest, inform or convince.
- Translate sentences and short texts from English into Italian to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment methods:

Paper 1 Listening: 25% of GCSE grade. (Foundation tier: 40 marks, Higher tier: 50 marks)

Students **listen** to stimulus material and **answer questions** in English (Section A), Italian (Section B).

Paper 2 Speaking: 25% of GCSE grade. (Both tiers: 50 marks)

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play.

- **Role-play** – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- **Photo card** – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- **Conversation** – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3 Reading: 25% of GCSE grade. (Both tiers: 60 marks)

Students **read** a selection of texts and **answer questions** in English (Section A), Italian (Section B) or non-verbally.

In Section C students complete **translation** from Italian into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier).

Paper 4 Writing: 25% of GCSE grade. (Foundation tier: 50 marks, Higher tier: 60 marks)

Foundation Tier: **Q1** – list task (student produces six nouns) – 6 marks. **Q2** – message (student produces nine sentences in response to nine tasks approximately 60 words in total) – 18 marks. **Q3** – translation from English into Italian (minimum 35 words) – 10 marks. **Q4** – structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.

Higher Tier: **Q1** – structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks. **Q2** – open-ended writing task (student responds to four compulsory bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks. **Q3** – translation from English into Italian (minimum 50 words) – 12 marks

Where could studying Italian take me? Further study and employment opportunities:

At the Archer Academy we believe that Modern Foreign Languages are a valuable asset to all of our students. It is widely accepted that a working knowledge of a foreign language enhances job opportunities and is an asset which broadens your horizons both socially and culturally. A GCSE in a Modern Foreign Language also widens your choice of university courses. This course is ideal for students considering future

careers in international business, retail and sales, teaching, law, journalism, translation or tourism although languages can be used in almost any career.

Head of Department: Mrs McMullan

Latin

Subject: Latin

"Learning another language is like becoming another person." Haruki Murakami

Green Block Choice

Grade level 9-1

Examining body: OCR

Specification: Course Code J282

Synopsis of the course:

This Latin course has been designed to help learners develop their understanding of the Latin language and the related ancient literature, values and society as well as to develop a lifelong enthusiasm for the Classical world.

During the course students will:

- Develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Latin.
- Develop their knowledge and understanding of ancient literature, values and society through the study of original texts, adapted and abridged as appropriate.
- Select, analyse and evaluate evidence to draw informed conclusions from the literature studied.
- Demonstrate knowledge and understanding of the historical, literary and cultural context of a text and identify and appreciate its literary form and impact on the reader.
- Develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources.
- Develop insights into the relevance of Latin and of ancient literature and civilisation to our understanding of our modern world of diverse cultures.
- Deploy their knowledge and understanding of Latin to deepen their understanding of English and other languages.
- Relate their knowledge and understanding of the ancient world to other disciplines.
- Develop research and analytical skills which will empower them to become independent learners and enquirers, equipping them for further study in arts, humanities and sciences.

Teaching methods and resources: Students will be taught for three hours per week and will be expected to consolidate this learning through regular homework. Teaching and learning will focus on the three key areas below:

Language: Learners study texts and stories in Latin to build knowledge and understanding of Latin vocabulary, accidence and syntax.

Prose and Verse Literature: Learners study Latin set texts and answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied.

Literature and Culture: Learners study two topics on Roman Civilisation and Culture using the sources in the Prescribed Sources Booklet and answer questions in English on aspects of content, culture, social practices and values.

Assessment methods: The Latin GCSE consists of three components that are externally assessed. Learners **must** sit the language assessment and then choose **any two** from the literature section.

Language: This is a **compulsory** component. (externally assessed, 50% of the total GCSE, 100 marks)
Latin Language is an externally assessed written examination. The examination lasts **1 hour 30 minutes** and is formed of two sections.

Section A (30 marks.)

An unseen passage will recount a story drawn from mythology or Roman domestic life. 20 marks are available for answering comprehension questions in English, including questions about the derivation of English words from Latin. 10 marks are available for learners to choose between **either** answering questions on accident and syntax **or** translating three basic English sentences into Latin.

Section B (70 marks.)

An unseen passage will recount a story or stories drawn from history. 20 marks will be available for answering comprehension questions in English. 50 marks will be available for translating a passage of unseen Latin of **at least 90 words** into English.

Literature: These are **optional** components (externally assessed, each component is worth 25% of the total GCSE, 50 marks each)

Each examination lasts **1 hour**. Student will sit 2 examinations. Each component tests understanding and appreciation of a prescribed set text which is between 110 and 120 lines in length. Learners will be asked to translate a short passage of the set text from Latin into English and answer comprehension questions. They will also be required to answer analysis questions which will be marked on a point by point basis and an 8-mark analysis question which is marked using a level of response grid. Learners will also be required to write an extended response, which draws upon material from the set text.

Where could studying Latin take me?

The study of Latin will not only develop knowledge and understanding of ancient literature, values and society but will also develop key skills including research and analytical skills which will empower students to become independent learners and enquirers, equipping them for study across the curriculum at GCSE and beyond. The study of Latin will also deepen understanding of English and other languages, setting students up for greater success in their Modern Language GCSE. This course is excellent preparation for an A Level course in Latin as well as in Classics, History, Politics, Modern Foreign Languages and English Literature. A GCSE in Latin is highly regarded and widens your choice of university courses.

The course is ideal for students considering future careers in archaeology, geology, teaching, academia/research, literature or journalism.

Head of Department: Mrs McMullan

Mandarin

Subject: Mandarin

“One language sets you in a corridor for life. Two languages open every door along the way.” Frank Smith

Green Block Choice

Grade level: 9-1

Examining body: Edexcel

Specification: Course Code 2CN01

Synopsis of the course:

This course aims to enable students to develop:

- an understanding of Chinese in a variety of contexts
- a knowledge of Chinese vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in Chinese
- awareness and understanding of countries and communities where Chinese is spoken.

Teaching methods and resources: Students will be taught for three hours per week and will be expected to consolidate this learning through regular homework. In order to be successful linguists, students will develop their ability in the four key language skills of reading, listening, writing and speaking. Students will develop these skills through studying the themes below:

1. **Media and culture:** Music/film/reading; Fashion/celebrities/religion; Blogs/internet
2. **Sport and leisure:** Hobbies/interests; Sporting events; Lifestyle choices
3. **Travel and tourism:** Holidays; Accommodation; Eating, food, drink
4. **Business, work and employment:** Work experience/part-time jobs

Assessment methods:

The Edexcel GCSE in Chinese consists of four units based on the following skills: speaking, listening, reading and writing. The GCSE combines controlled assessment of speaking and writing skills with Foundation or Higher tier external assessments for the listening and reading skills.

Listening and Understanding in Chinese (externally assessed, 20% of the total GCSE)

- The examination consists of a number of passages or interactions in Chinese with a variety of question types. (All questions will be asked in English.)
- The spoken material heard will include both formal (for example a telephone message) and informal speech (for example social interaction).
- Timing: Foundation tier: 35 minutes + 5 minutes' reading time Higher tier: 40 minutes + 5 minutes' reading time
- Total number of marks is 40.

Speaking in Chinese (internally assessed, 30% of the total GCSE)

- The focus of the speaking unit will be chosen by the teacher in consultation with the student and will relate to one or more of the following themes: media and culture, sport and leisure, travel and tourism or business, work and employment (or the centre-devised option).
- This unit is internally assessed under controlled conditions.
- Students must demonstrate the ability to use the Chinese language for different purposes and in different settings, and will be assessed on two speaking activities chosen from the following task types: an open interaction, a picture-based free-flowing discussion or a presentation with discussion following.
- Each activity must last for 4-6 minutes.
- Total number of marks is 60.

Reading and Understanding in Chinese (externally assessed, 20% of the total GCSE)

- The examination consists of a number of short texts, notices or news reports in Chinese which include a range of settings and styles, both formal and informal (for example text messages, advertisements, emails).
- All questions will be asked in English and the Chinese language reading material will be produced in both traditional and simplified script
- Timing: Foundation tier: 45 minutes Higher tier: 50 minutes
- Total number of marks is 40

Writing in Chinese (externally assessed, 30% of the total GCSE)

- The student must complete two separate writing tasks and each of these must be undertaken in controlled conditions in a single assessment session of no more than one hour.
- Students aiming for grade C or above will need to demonstrate extended writing skills and are expected to produce between 100 and 150 characters in each task.
- Students may word process one of their tasks or, if preferred, produce all work in handwritten characters.
- Total number of marks is 60.

Where could studying Chinese take me?

At The Archer Academy we believe that languages are a valuable asset to all of our students. It is widely accepted that a working knowledge of a foreign language enhances job opportunities and Chinese is recognised as one of the most important languages for business in the modern world. On top of this a GCSE in languages is an asset which broadens your horizons both socially and culturally and widens your choice of university courses. GCSE Chinese is ideal for students considering future careers in international business, retail and sales, teaching, law, journalism, translation or tourism although a language can be used in almost any career.

Head of Department: Mrs McMullan

Media Studies

Subject: Media Studies

“The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses.” Malcolm X

Green Block Choice

Grade level 9-1

Examining body: AQA

Specification: 4812

Synopsis of course:

This GCSE course aims to

- actively engage students in the study of Media
- develop independent learners with enquiring minds
- develop critical and reflective thinkers
- develop a knowledge and understanding of contemporary issues

You will study the **theory** but will also be expected to develop **practical skills**. For example:

- You will research, design and create a front page for a new magazine
- You will research into successful film marketing campaigns and then create your own marketing campaign for your own film idea.
- You will plan, film and edit your own music video or television advertising campaign.

Teaching methods and resources:

Students will enjoy this course by developing their skills in:

- critical analysis
- research
- a broad commercial and cultural awareness of the media and creative industries
- teamwork
- initiation and development of creative work in writing, audio-visual or other electronic media
- a flexible, creative and independent approach to tasks
- the ability to work to a brief and meet deadlines.

Students will need to take an interest in the wider world of media, newspapers, magazine, television, radio and podcasting. A wider subject knowledge will have a real benefit on the student's ability to be successful on this course.

Course Structure

Coursework 60%: 3 Assignments – ranging from 500 words – 1000 words.

1 practical production (e.g. making a music video or advertising campaign)

Exam 40%: - 1 hours and 30 minutes

The exam area is based on a pre-released topic with guidance and stimulus being given out before the exam. The exam itself will consist of a range of questions/tasks – some will test your knowledge and understanding of the topic and other tasks will assess your creativity and practical skills. The practical tasks could be to design the opening credits to a new television programme or to sketch out a new magazine front page

Could you cope with this style of exam question?

"You work for an independent television company - Good Time Productions - which is developing new ideas within the profitable area of Game Shows for television. Good Time has already placed productions with Channel 4, but now wants to break into the more profitable market of ITV. Your task is to prepare a package to present to the directors of the company, offering ideas for a new show."

Where could studying Media Studies take me? Further study and employment opportunities:

Media Studies provides a good basis for a multitude of career options in the commercial world including:

- Media planner
- Multimedia specialist
- Programme researcher, broadcasting/film/video

- Public relations officer
- Runner, broadcasting/film/video
- Television/film/video producer

The ability to communicate information clearly and effectively is an essential skill all employers want.

Head of Department: Mr Savage

Music

Subject: Music

"Music is a higher revelation than all wisdom and philosophy." Ludwig Van Beethoven

Purple Choice Block

Green Choice Block

Grade level 9-1

Examining body: Edexcel

Specification: 2016

Synopsis of the course:

This qualification supports students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising.

The qualification encourages students to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

This qualification also supports the development of musical fluency and provides access to further study of music at AS and A Level.

The aims and objectives of this qualification are to enable students to:

- Engage actively in the process of music study.
- Develop performing skills individually, and in groups, to communicate musically with fluency and control.
- Develop composing skills to organise musical ideas and make use of appropriate resources.
- 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 and styles of music, and develop some awareness of musical chronology.
- Develop as effective and independent learners with enquiring minds.
- Reflect on and evaluate their own and others' music.
- Engage with, and appreciate, the diverse heritage of music; in order to promote personal, social, intellectual and cultural development.

Teaching methods and resources:

Lessons will be divided between individual composition using Music Notation Software, and preparing for the written test by exploring and analysing several pieces of music from the following four areas – Classical,

Vocal Music, Music for Stage and Film, and Fusion. Practical performances need to be prepared with an instrumental or vocal teacher.

- Solo performing
- Ensemble performing
- Approaches to performing
- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores

Assessment methods:

Component One: Performance – 30%

- Students perform two separate pieces, of at least four minutes' combined duration.
- One solo performance, of at least one minute in duration.
- One ensemble performance, of at least one minute in duration.
- Each performance will be out of 30 marks.
- Internally marked and externally moderated.
- GRADE 4 = Standard Level GRADE 5 = Higher Level

Component Two: Composition – 30%

- Students compose two compositions, of at least three minutes' combined duration
- One composition to a brief set by Pearson, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.
- Each composition will be out of 30 marks.
- Internally marked and externally moderated.

Component 3: Appraising 40%

Written examination: 1 hour and 45 minutes

- Musical elements, musical contexts and musical language
- Areas of study:
 1. Instrumental Music 1700–1820
 2. Vocal Music
 3. Music for Stage and Screen
 4. Fusions.

The paper is made up of two sections and is out of a total of 80 marks.

Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.
-

Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks) – approx. 2 x A4 sides.

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.

Where could studying Music take me? Further study and employment opportunities:

This course provides you with a highly academic arts GCSE, often favoured by top level universities. It is also essential preparation for A Level courses such as Music and Music Technology. Studying instrumental music or singing to a high standard indicates high levels of commitment and dedication to learning,

especially with regard to university applications. Music is viewed as both a creative art and as an academic subject, given the necessity of historical and theoretical knowledge required to reach the top grades.

The course is ideal for students considering future careers in Professional Musicianship, Performance Art, Musical Theatre, Music Therapy, Advertising and Creative Media, Teaching, Music Technology and Sound Engineering, Radio Production, the Music and Music Festival Industry, Live Music Industry...

Head of Department: Ms Humphrey

Photography

Subject: Photography

"You don't take a photograph, you make it." Ansell Adams

Green Block Choice

Grade level 9-1

Examining body: AQA

Specification: 8206

Synopsis of the course:

This GCSE course aims to introduce students to a variety of experiences exploring a range of photographic media, techniques and processes, using both traditional and new technologies.

Students will explore traditional and contemporary images, artefacts and resources. This is an integral part of investigating photography and the process of creating a final piece. Students' responses to a range of artists will be shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions.

GCSE Photography provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. This two unit specification enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Teaching methods and resources:

Students are required to work in one or more area(s) of photography:

- Portraiture
- Landscape photography (working from the urban, rural and/or coastal environment)
- Still-life photography, working from objects or from the natural world
- Documentary photography, photo journalism
- Experimental imagery
- Photographic installation, video, television and film

Students will use sketchbooks to underpin their work. There is no specific requirement for pupils to demonstrate drawing skills in this course unless they wish to. Students may use traditional methods and/or digital techniques to produce images. Students will be required to demonstrate and develop these skills:

- The ability to explore elements of visual language, line, form, colour, pattern and texture in the context of photography
- The ability to respond to an issue, theme, concept or idea or work to a brief
- Appreciation of viewpoint, composition, depth of field and movement
- The appropriate use of the camera, film, lenses, filters and lighting
- Understanding techniques related to the developing and printing of photographic images, presentation and layout

Students must show knowledge and understanding of:

- How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- Historical and contemporary developments and different styles and genres
- How images and artefacts relate to social, environmental, cultural and/or ethical contexts and the change in styles, genres and traditions
- Specialist vocabulary and terminology.

Assessment methods:

Students will acquire a detailed knowledge and understanding of the four assessment objectives: develop, refine, record and present. The course is made up of two units:

- Unit 1 – Personal Portfolio of Work weighted at 60% of the total GCSE.
- Unit 2 – Externally Set Assignment: This is an exam and will involve a theme issued by the exam board with a variety of starting points to choose from. Pupils have until the day of the exam to complete preparatory studies to create a final piece in 10 hours (2 school days) of exam time. This is weighted at 40% of the total GCSE.

Where could studying Photography take me? Further study and employment opportunities:

This course provides the ideal foundation for further progression to Art and Design (photography) related courses such as A-level Art and Design and enhanced vocational and career pathways.

The course is ideal for students considering future careers in the creative arts, media and design; for example: advertising, fashion, documentary, film and animation.

Head of Department: Mr Pearson

Physical Education

Subject: GCSE Physical Education

Purple Block Choice

Green Block Choice

Grade level 9-1

Examining body: AQA

Specification: 8582

Synopsis of course:

This GCSE course aims to open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, you will also develop wide ranging knowledge into the how and why of physical activity and sport.

The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then, through the academic study, learn how to improve your performance through the application of the theory.

Physical Education is learned through a range of different contexts, looking at the impact it has on both our and other people's everyday lives. You will learn the reasons why we do things, why some people out-perform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs whilst gaining an understanding of the consequences of inactivity and poor diet.

Teaching methods and resources:

The course will be a mixture of practical and theoretical teaching. At least one hour a week will be practically based and when possible, other theory elements will be delivered in a practical setting. In the lessons the

students will need to work independently and in groups. Research skills will be very important to ensure students are up to date with the wider issues in sport.

Students will be required to use and develop these skills:

- Research and analysis of current issues in sport
- Be able to use a range of team and individual skills in practical settings
- Understand how to give effective feedback to performers and analyse their own performance
- An ability to use a range of tactics and techniques to improve performance

Assessment methods:

Content Overview	Assessment Overview	Assessment Overview
<ul style="list-style-type: none"> • Applied anatomy and physiology. • Physical training • Use of data • Movement analysis 	The human body and movement in physical activity in sport. (01) 78 marks 1hr 15mins written paper	30% of total GCSE
Socio-cultural influences <ul style="list-style-type: none"> • Sports psychology • Health, fitness and wellbeing • Use of data • Socio-cultural influences 	Socio-cultural influences and well-being in physical activity and sport (02) 78 marks 1 hour written paper	30% of total GCSE
<ul style="list-style-type: none"> • Practical activity assessment (3 activities mixed of team and individual sports) • Analysing and evaluating performance to bring about improvement. 	Practical performance in physical activity and sport (03) 100 marks Non-exam assessment	40% of total GCSE

Where could studying PE take me? Further study and employment opportunities:

This course provides a good preparation for A Level courses such as A-level PE. This is an interesting and challenging learning experience. In it we introduce key sporting ideas and show how these interact with practical performance, you will gain insights into the relationships they have with each other throughout the course.

There is an opportunity for the development of transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting and reacting under pressure.

The course is ideal for students considering future careers in teaching and coaching, sports science, media, marketing, sports management, health and exercise, sports psychology, diet and nutrition and physiotherapy.

Head of Department: Mr Gillo

Product Design

Subject: Product Design									
<i>"Design is everything. Everything!"</i> Paul Rand									
Purple Choice Block									
Grey Choice Block									
Grade level 9-1									
Examining body: OCR	Specification: TBC								
<p>Synopsis of the course: This GCSE course encourages students to</p> <ul style="list-style-type: none"> Engage actively in the processes of design and technology in order to develop as effective and independent learners. Enable pupils to make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products. Encourage pupils to combine their designing and modelling skills with knowledge and understanding, in order to produce outcomes capable of being rigorously tested. <p>This course encompasses research, designing and making. It also encourages students to explore existing products and designers to inform their own work. Work produced will demonstrate the use of formal elements and creative skills, and allow students to visually communicate feelings, ideas and observations.</p>									
<p>Teaching methods and resources: Pupils will take part in a mixture of practical/coursework lessons which will be two hours a week and another one hour theory lesson.</p> <p>Pupils will be given the task of designing and making a product for a real client that they choose. This can be a family member, a friend or even a business on the local high street. Pupils will research into what design needs they have and work through the design process to a completed functioning product. Pupils will complete their design work through a variety of methods including sketching, modelling and CAD.</p> <p>Pupils will then make their final design after consultation with their client. They will use a variety of production methods and materials to realise their final design.</p> <p>Pupils will have a skills building project at the start of year 10 and will begin their personal design and make their project in this year.</p>									
<p>Assessment methods: <i>The GCSE course specifications are currently going through consultation and are awaiting approval. It is looking likely that the grade will be split between 50% coursework and 50% theory. If this is not approved in time the current year may be assessed on the current specification which is outlined below.</i></p> <p>GCSE pupils will be assessed on</p> <ul style="list-style-type: none"> Design and make portfolio (A551, A553), A practical exam titled 'innovation challenge' (A552) Written theory exam. (A554) <p>The weighting for each section is as follows</p> <table border="0"> <tr> <td>• Unit A551: Developing and Applying Design Skills</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>• Unit A552: Designing and Making Innovation Challenge</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>• Unit A553: Making, Testing and Marketing Products</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>• Unit A554: Designing Influences</td> <td style="text-align: right;">20%</td> </tr> </table>		• Unit A551: Developing and Applying Design Skills	30%	• Unit A552: Designing and Making Innovation Challenge	20%	• Unit A553: Making, Testing and Marketing Products	30%	• Unit A554: Designing Influences	20%
• Unit A551: Developing and Applying Design Skills	30%								
• Unit A552: Designing and Making Innovation Challenge	20%								
• Unit A553: Making, Testing and Marketing Products	30%								
• Unit A554: Designing Influences	20%								
<p>Where could studying design and technology take me? Further study and employment opportunities: This course provides preparation for A Levels courses such as Product Design.</p>									

The course is ideal for students considering future careers in product design, industrial design, graphic design, architecture, engineering etc.

Head of Department: Mr Pearson

Psychology

Subject: Psychology

“Don’t become a mere recorder of facts, but try to learn the mystery of their origin.” Ivan Pavlov

Grey Choice Block

Grade level 9-1

Examining body: AQA

Specification: TBC

Synopsis of course:

This GCSE course aims to enable students to study human behaviour. Have you ever wondered why we act in certain ways? Psychology is the scientific study of these questions. You will secure a sound understanding of methods and approaches in psychology at an introductory level. Psychology will encourage you to reflect on your own behaviour and the behaviour of others from various theoretical positions.

Teaching methods and resources:

The course builds your analytical and research skills. You will develop sufficient skills to enable you to design and conduct your own research in an identified subject area. You will be encouraged to become an active independent learner through individual and group research projects. There are many opportunities to develop communication skills through discussion and lively debate.

Assessment methods:

Unit 1: Making sense of other people
Exam 50% of the qualification

Unit 2: Understanding other people
Exam 50% of the qualification

Where could studying Psychology take me? Further study and employment opportunities:

This course provides the ideal foundation and good preparation for A Level courses such as Psychology, Sociology and Biology.

The course is ideal for students considering future careers in psychology, mental health, medicine, business management or nursing amongst many others.

Acting Head of Department: Mrs Gillham

Triple Science

Subject: Triple Science

“Equipped with his five sense, man explores the universe around him and calls the adventure Science.”

Edwin Powell Hubble

Purple Choice Block

Grade level 9-1

Examining body: AQA

Specification: 4401, 4402, 4403

Synopsis of course:

This GCSE course aims to further develop understanding of scientific explanations, how science works and aspects of biology, chemistry and physics relevant to careers in science. The course provides a distinctive and relevant experience for learners who wish to progress to further study in any of the three separate subjects.

Teaching methods and resources:

Students will combine theory work with practicals to help them learn the content. In each of the 3 sciences, there will be 8 practicals which are determined by AQA. Students will need to make careful notes from these practicals as knowledge and understanding of them will be assessed in the final exams.

Please note these specifications are awaiting final accreditation from Ofqual

Content

Biology (Draft 8461)

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry (Draft 8462)

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics (Draft 8463)

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter

7. Atomic structure

8. Space physics

Each science qualification requires maths skills to be successful. This varies by subject as follows:

- Biology – 10% of questions will test maths skill
- Chemistry - 20%
- Physics – 30%

The level of maths is equivalent to GCSE Maths level 1.

Assessment methods: The students will gain three separate GCSEs in Biology, Chemistry and Physics. Students will achieve a separate grade for each one.

These qualifications are linear. Linear means that students will sit all their exams at the end of the course.

Each subject is assessed by two written exams, each worth 50% of the total mark. Therefore they will sit 6 written exams (1hr and 45 minutes each) in the exams period.

Please note there is no longer any controlled assessment (coursework) component to the GCSEs.

There are a number of prescribed experiments to be completed in each subject during the course of year 10 and 11. This work is assessed as part of the final examinations by questions in the exam which draw on the experience of the experiments.

Where could studying Triple Science take me? Further study and employment opportunities:

Further study in Science opens a wide range of career options. There are many careers which directly use the scientific knowledge and understanding that this course will develop from astronomer or brewer, to doctor or oceanographer.

Qualifications in Triple Science demonstrate a person who has an analytical mind. Therefore, it provides an indication that a person could perform well in areas such as finance, law and computer technology.

Acting Head of Department: Mr Gillo