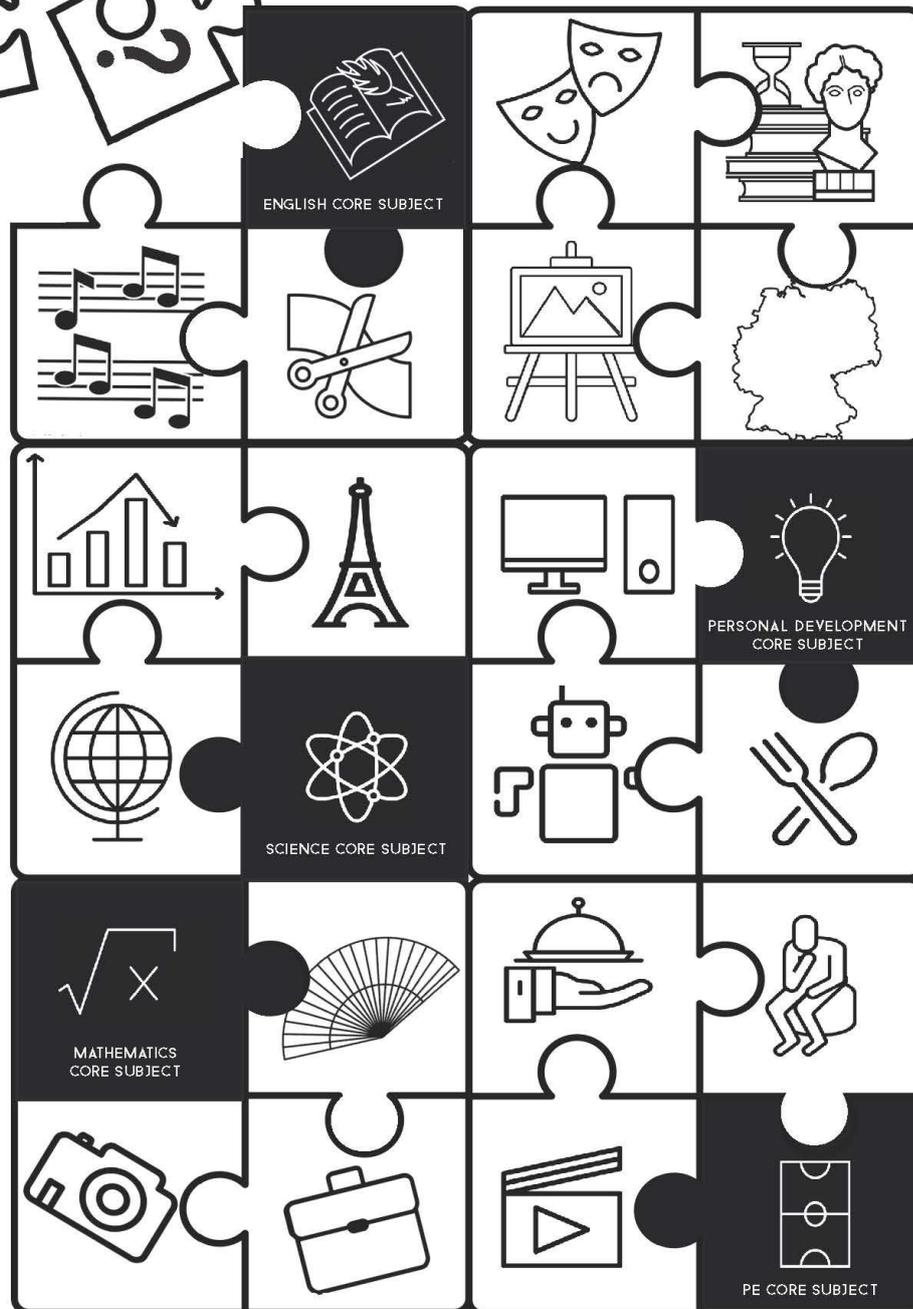




**Sandringham School**  
*'Everybody can be Somebody'*

## 9 INTO 10 OPTIONS EVENING 2020/21 SHAPE YOUR FUTURE HERE...





Dear Parents/Carers,

### **Year 10 Courses and Options 2020-2022**

Throughout the first three years of their secondary education, your son/daughter has received a broad and balanced curriculum following the National Curriculum guidelines. It is now time to prepare for new courses in Years 10 and 11 which will lead to Level 2 qualifications and public examinations in GCSE and equivalent courses. All students will follow a core curriculum comprised of English Language, English Literature, Mathematics, Science, PE and Personal Development. The majority will also continue with a Modern Foreign Language.

This booklet provides details of the optional subjects available to our students in Years 10 and 11 together with the options process and timescale for choices to be made. We want each student to choose wisely having considered his or her own interests, future pathways and aptitudes and hope that parents/carers will be able to support their children in making these important educational decisions.

We recommend that families consider what lies beyond Years 10 and 11 when making choices. Most of our students will progress to post-16 education and follow A-Level and equivalent subjects. Others will wish to move to college or take up an apprenticeship at 16, so it is important to plan ahead when making choices for Year 10. To help with this process we will guide students to ensure they are stretched and challenged but also able to cope with the demands of Level 2 courses.

This booklet is one part of the process and we have arranged opportunities for students and parents/carers to meet with individual teachers. Mr Moane will oversee the overall process and help students arrive at their final option choices. This is a crucial period for your son/daughter and I cannot stress too strongly the importance of the decisions being made. The subject choices form must be returned online no later than Monday 9<sup>th</sup> March and confirmation of choices will be made as soon after this as possible.

Yours sincerely,

**Alan Gray**  
**Headteacher**

Dear Students and Parents/Carers,

Welcome to our new Year 9 into 10 options information booklet. The information in this booklet outlines the options process for 2020-2022. It combines an overview of our Key Stage 4 curriculum and details of the range of courses on offer to you at Sandringham with detailed step-by-step guidance and advice on the different factors to consider when making your options choices.

At Sandringham, we offer a broad curriculum at Key Stage 4 with a wide choice of academic, creative, applied and vocational courses. All students follow a 'core' curriculum consisting of Mathematics, English, Science, PE and Personal Development. Personal Development is new for September 2020 and includes aspects of relationships, sex and health and religious education. Within the compulsory core, student's timetables are further personalised by, for example, the inclusion of GCSE or BTEC PE or Dance, or being entered for Combined or Triple Science.

Alongside their core subjects, students are then able to select a maximum of 3 additional options subjects for study in Years 10 and 11. To preserve a core academic curriculum and in recognition of the high status accorded to Modern Foreign Languages by universities and employers, we guide all students capable of achieving a good pass in GCSE French, German or Spanish to take a language as one of their options choices. For students considering an academic pathway into sixth form and potentially university study, we would encourage the selection of History or Geography alongside a language, as this will allow the student to be awarded the English Baccalaureate. The EBacc is viewed by the Department for Education as positive in facilitating options in further education and their goal is that 90% of students will study the EBacc subjects by 2025.

In response to national reforms to GCSE that began in 2015, Sandringham has a well-designed Key Stage 4 curriculum model. This includes appropriate amounts of lesson time devoted to all subjects to ensure that all students are fully prepared for the demands of the updated, more rigorous qualifications with higher amounts of knowledge content and reductions in the proportions of coursework.

The Key Stage 4 curriculum provides many opportunities for students to follow their interests and develop their strengths. Before finalising your choices, and in light of the requirement for all students to remain in education or training until the age of 18, it is important to consider what subjects or combinations of subjects might be necessary in the future for entry onto post-16 programmes of study. Ultimately however, I cannot stress enough how important it is that you choose subjects that you will enjoy and will be successful in.

Support for students and parents/carers will be available throughout the options process. Following the Options Information Evening on Wednesday 27<sup>th</sup> February and submission of the completed online forms by 9am on Monday 9<sup>th</sup> March, all students will have the opportunity to request an interview with one of the Deputy Headteachers to review, discuss and confirm their choices. There is also the opportunity to have a consultation with YC Hertfordshire for impartial careers advice. This is an important time for your child and with co-operation between home and school, I am confident we will arrive at the best curriculum programme for each student.

Good luck with your choices!

**Fergal Moane**  
**Deputy Headteacher – Academic**

## Key Dates: Year 9 Options 2020 – 2022

**Thursday 6<sup>th</sup> February** Options booklet distributed to students.

**Thursday 27<sup>th</sup> February** Year 9 into 10 Options Information Evening,  
6.30pm – 8.00pm, Main School Hall.

*The Options Information Evening will commence at **6.30pm** with a talk in the Main School Hall on the options process and range of courses on offer in Years 10 and 11. There will also be an opportunity to meet staff from all faculty areas in I Block, to find out more about individual subjects and to speak to our Careers Co-ordinator and YC Hertfordshire Careers Adviser.*

**Tuesday 3<sup>rd</sup> March** Year 9 Parent Teacher Consultation  
4.30pm – 7.30pm

*There will be an opportunity at the PTC to speak to your child's individual subject teachers, find out how they are progressing and which courses they are most suited to in Year 10.*

**Monday 9<sup>th</sup> March** Final deadline for return of the options form online.

**March** Options interviews with Deputy Headteachers

**w/c 11<sup>th</sup> May** Year 9 exam week

**End of June** Year 9 options confirmed

**July** Year 9 Awards Assembly  
Final Progress Report

## Reformed GCSEs

The past few years have seen significant changes both to the content and rules governing assessment of GCSEs in England. These began in 2015 and were made in stages over the following three years.

These changes have included:

- *An increase in the amount of specified content to be taught.*
- *Greater challenge and more rigorous assessment with fewer short-answer recall-style questions and more emphasis upon skills such as problem-solving, analysis and evaluation.*
- *A transition back to terminal exams, with students being examined at the end of Year 11 in most subjects rather than at regular intervals throughout the course.*
- *Less controlled assessment (coursework), with written examinations becoming the default mode of assessment.*
- *Single tier exams in most subjects.*
- *Greater emphasis upon literacy and more marks awarded for spelling, punctuation and grammar (SPAG).*

The Government's reforms to GCSE, which are intended to drive up standards and bring England into line with other high performing countries (as measured by international tests such as PISA).

Alongside the reforms to exam content and assessment, a new grade scale has been introduced. For the current Year 9 this will mean that at the end of their GCSE programme of study, students will receive the new 9-1 numerical grades in place of the old A\*-G grades. The chart below shows how the old A\*-G grades map across to the new 9-1 grading system. By replacing the A\* with Grades 8 and 9, the new system allows for greater differentiation at the top end. Please also note that the bar has been raised in terms of what the government considers to be a 'strong pass' – formerly a Grade C, now a Grade 5. A Grade 4 is defined as a 'secure pass'.

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

## **Key Stage 4 Curriculum Overview: Core Subjects**

All students in Years 10 and 11 study the following subjects as part of their compulsory 'core' entitlement:

- English Language and English Literature
- Mathematics
- Science (Combined Science worth 2 GCSEs **or** Triple Science worth 3 GCSEs)
- Physical Education (GCSE PE, GCSE Dance, BTEC Sport, **or** BTEC Dance)
- Personal Development (Relationships, Sex, Health and Religious Education)

### **Mathematics**

All students will be studying towards their GCSE in Mathematics. Students in set 1 will be entered for an additional qualification, the Edexcel Award in Algebra, at the end of Year 10. This is a standalone Level 3 qualification designed to help students develop a thorough knowledge and understanding of concepts in algebra and a strong foundation in mathematical techniques to support progression to further study at A-Level.

### **Science**

Depending on outcomes from assessments throughout Year 9, students are allocated either Triple Science (GCSE Biology, GCSE Chemistry and GCSE Physics) or Combined Science qualification, which is worth the equivalent of 2 x GCSEs. Triple Science and Combined Science are both allocated 6 hours of teaching a week, compared to 5 hours a week for Combined Science. We would advise you that Combined Science is a rigorous qualification covering Physics, Chemistry and Biology and can enable further study of science at A-level if desired. The allocation to the Combined or Triple track is based upon our professional judgement on the route that will lead to the best possible outcome for your daughter/son at GCSE.

### **Physical Education**

As part of the school's core Physical Education provision, the courses available are:

- GCSE Physical Education
- GCSE Dance
- BTEC Sport (1 GCSE equivalent)
- BTEC Dance (1 GCSE equivalent)

We firmly believe that an examined course in PE or Dance is the best way to combine physical activity with essential learning on the body's physiology and maintaining active and healthy lifestyles through into adulthood.

### **Personal Development**

This subject is taught for one hour per week with a curriculum that covers relationships, sex and health education and religious education. These topics are statutory requirements at Key Stage 4. Other aspects of personal development such as careers, citizenship, financial education and wellbeing are delivered via morning tutor time. This subject will not be assessed via public examination.

## Key Stage 4 Curriculum Overview: Option Subjects

In addition to the core curriculum, the list of our broad ranging option subjects are below:

- Astronomy (twilight)
- Fine Art
- Business
- BTEC Enterprise (vocational - 1 GCSE equivalent)
- Computer Science
- Drama
- Economics
- Food & Nutrition
- WJEC Hospitality and Catering (vocational - 1 GCSE equivalent)
- French
- Geography
- German
- History
- Media Studies
- OCR Creative iMedia (vocational - 1 GCSE equivalent)
- Music
- BTEC Music (vocational - 1 GCSE equivalent)
- Photography
- Design & Technology
- Religious Studies
- Spanish
- Textiles

### Studying a second language

For students wishing to study a second language, they are able to do this as a **twilight option**. This involves **two hours of lessons after school** each week throughout Years 10 and 11.

### Twilight Astronomy

We are offering GCSE Astronomy as an enrichment option that will be delivered as a twilight lesson for one hour per week. Please note that this course demands significant commitment outside school and would be suitable for those who are achieving well in Science and Mathematics. GCSE Astronomy is in addition to choices made in the main curriculum and cannot be used as an alternative to the three main options choices.

## Allocated Option Subjects

Beyond the **core** curriculum, students have three subjects remaining, some of which will be guided by the school.

### Modern Foreign Languages Option

Reflecting the high regard the school, universities and employers place on students being able to study a modern foreign language to at least GCSE level, we allocate **all students capable of achieving a pass** in GCSE French, German or Spanish to take a language as one of their options choices.

Should students not be allocated to a language, they are still welcome to choose it. For students wishing to take a second language, they are able to do this by selecting a twilight option which will take place for 2 hours after school throughout Years 10 and 11.

For students not studying a language, they may choose: BTEC Enterprise, OCR Creative iMedia, BTEC Music or WJEC Hospitality and Catering. Each of these subjects is equivalent to one GCSE qualification. These subjects cannot be picked in any other option block.

### Two remaining options

For students studying a modern foreign language, they are able to select two further subjects from the list on p.8 (excluding vocational qualifications).

For students not studying a language, in order to maintain an academic breadth, one of their remaining choices **must** be either: Computer Science, History or Geography. Students then have a free choice from the subjects on p.8 for their final option (excluding vocational qualifications).

### Reserve Choices

In addition to their 3 options choices, students are asked to make **1 reserve choice**. Whilst every effort is made to accommodate students' first options choices, it is not always possible to guarantee that individuals will be allocated places in their first 3 subjects. This is because it is impossible to timetable every possible combination of subjects. Also, courses run will depend on demand and staffing availability so it may not be possible to run all the classes indicated on the option form. Furthermore, places in classes are limited (e.g. amount of space in technology and media rooms).

## The English Baccalaureate

The government introduced the 'Ebacc' as a measure in 2010. It is not a qualification in itself but instead recognises where students have achieved a good pass across a suite of traditional academic subjects. These must include: Mathematics, English, 2 x Sciences, a Modern Foreign Language and either History or Geography. The EBacc is made up of the subjects which are considered essential to many degrees and maximise options for study at university.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Mathematics.

The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025.

The EBacc subjects would be particularly useful if your daughter/son is considering a sixth form and university pathway but is not yet sure of a specific subject to study, as this will keep options open. While the EBacc is a government ambition for all, we also recognise the value of subjects not represented in this measure, therefore the EBacc is advised but not compulsory at Sandringham.

## Key Stage 4 Curriculum Model – Year 10 September 2020

- The school week is made up of 25 x 1 hour lessons (5 lessons per day).
- The curriculum model shows how many hours are allocated to each subject per week e.g. English = 4 hours.
- The school operates a two-week timetable. For example, students have 5 hours of PE spread across 2 weeks – 3 hours in Week 1 and 2 hours in Week 2.

<b>Core (17.5 Hours)</b>														<b>Options (7.5 Hours)</b>					
Personal Development (1)	English (4)				Mathematics (4)				Science (6)						PE / Dance (2.5)	Option 1 (2.5)	Option 2 (2.5)	Option 3 (2.5)	
	PD	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc					Sc
										Ph	Ph	Ch	Ch	Bi	Bi	BTEC Sport	German	Geography	Geography
																GCSE Dance	Spanish	OPTIONS	OPTIONS
																BTEC Dance	-----		
																	BTEC Enterprise		
																	OCR Creative iMedia		
																	WJEC Hospitality & Catering		
																	BTEC Music		



### Compulsory Core:

- English Language and English Literature (4 hours)
- Mathematics (4 hours)
- Science – Triple (6 hours) or Combined (6 hours)
- PE – GCSE PE or BTEC Sport or GCSE Dance or BTEC Dance (2.5 hours)
- Personal Development (1 hour)

### Options Subjects:

- 3 x Options (2.5 hours each)
- MFL for students capable of a good pass.
- EBacc recommended for most (Language + History or Geography)

### Twilight lessons:

- Second language (2 hours per week)
- Astronomy (1 hour per week)

## Step by Step Guide to Making Your Choice Online

Students will be given login details for them to use to access their online option choice form: <https://www.studentoptions.co/Sandringham-GCSE/>

Follow the steps below to complete this process successfully.

- STEP 1** To help you choose your subjects we have put together this booklet to guide you on the process. Use this, along with your personalised letter stating your subject allocations, to help decide on your options. Consider the information you have received on the Options Evening and at your PTC.
- STEP 2**  
**PE** With this information in mind, work your way through the options form online. As you complete each section, read about all of the subjects on offer.
- Choose your core PE option in line with your personalised allocation. GCSE PE, GCSE Dance, BTEC Dance or BTEC Sport.
- STEP 3**  
**MFL**
- If your **MFL allocation is 'Yes'**, you must select a language as one of your three options choices. If you want to be eligible for the Ebacc, also consider selecting either History or Geography as one of your remaining choices.
  - If your **guided MFL choice is 'No'**, you must also select one of the following subjects; BTEC Enterprise, BTEC Music, OCR Creative iMedia or WJEC Hospitality and Catering. In your other option choices, you must also select a core academic subject: History or Geography or Computer Science.
- STEP 4** Now select your remaining choices.
- STEP 6** Include your **reserve** choice. If you would like to study a **second language or Astronomy, select this here**.
- STEP 7** Speak to your teacher at Options Evening and at the PTC evening to find out more about the courses and which one will suit you best and whether you will be suited to it.
- STEP 8** Complete the online options form by 9am, **Monday 9<sup>th</sup> March 2020**.

## Qualifications Framework

Most courses followed at KS4 lead to GCSE qualifications. These qualifications will be used for all University and Apprenticeship applications.

You will notice that courses are also designated as Level 1 or 2. The National Qualifications Framework (NQF) table below explains what qualifications equate to what level.

<b>Level 1 qualifications</b>	<b>Level 2 qualifications</b>	<b>Level 3 qualifications</b>	<b>Level 4 qualifications</b>
GCSE 4-1 Vocational Level 1	GCSE 9-5 Vocational Level 2	Vocational Level 3 A-Levels	Vocational Level 4 Degree

Vocational qualifications at Sandringham are offered in a range of subjects and delivered by various exam boards, including Pearson (BTECs), OCR (Cambridge Nationals and Technicals) and WJEC.

By the end of Year 11, the majority of students should have achieved 9 or 10 Level 2 qualifications (GCSEs or equivalent). Students in the accelerated Mathematics groups will also have gained the standalone Level 3 Edexcel Award in Algebra.

## Careers Guidance

When considering options choices, there is wide range of careers guidance available to students to encourage them to think about the right progression pathways for their future.

At the Options Information Evening on 27<sup>th</sup> February, our YC Hertfordshire Careers Advisor will be available. You can also book an individual Careers advice appointment on the year 9 Parent Teacher Consultation on March 3<sup>rd</sup>.

Other useful sources of information for reference include:

Unifrog is a complete platform for careers advice and destinations information, covering college, apprenticeships and university both in the UK and abroad. The school subscribes to this service and your son/daughter will have a personalised login to the site that they will use right through to year 13:

<https://www.unifrog.org/>

Information about University Entrance is available on the UCAS website at <https://wwwucas.com/>

For a broad description of a wide range of careers together with details of preferred A-Level subjects visit <https://www.prospects.ac.uk/job-profiles>

Finally, choice of GCSE options subjects can determine what subjects are available to students at 16 and 18. The Russell Group of universities has produced this helpful guidance to help young people make informed choices:

<https://www.informedchoices.ac.uk/>

## Super Curriculum

At Sandringham School, we want to give students every opportunity to develop their love of learning. We have developed a Super Curriculum which provides students with a range of suggested activities that take their regular curriculum **further**. They take the subjects that students study in the classroom **beyond** that which their teacher has taught.



These activities can take many forms including reading, watching videos online, downloading podcasts, attending lectures, visiting museums or entering academic competitions. Engaging in super curricular activities will help students develop a love for their favorite subject or subjects.

Every subject in the school has developed a range of suggested super curricular activities and we encourage all students to try out some of the activities in their favourite subjects.

You can download subject booklets which include a range of activities for that specific subject. We also provide Key Stage booklets which include all subjects' Super Curriculum offer for the Key Stage.

These booklets are by no means exhaustive lists of everything students could do in each subject but should get students started. In the future, employers or universities will be interested to hear about what super curricular activities students have engaged in; they will be interested in what students have learnt and impressed by the initiative taken.

All Super Curricular resources can be accessed here:

<https://www.sandringham.herts.sch.uk/student-experience/curriculum/super-curriculum/>

# **Section A: Core Subjects**

Mathematics  
English Language and Literature  
Science (Triple or Combined)  
PE (PE, Dance, BTEC Sport, BTEC Dance)  
Personal Development (PD)

# Mathematics

All students will be studying towards the new, reformed GCSE Mathematics qualification which was introduced in September 2015. In addition, those students who embarked on the fast-track GCSE course this year in Year 9, will complete the Edexcel Award in Algebra at the end of Year 10. The Edexcel Award is a standalone Level 3 qualification, designed to help students develop a thorough knowledge and understanding of concepts in algebra and a strong foundation in mathematical techniques to support progression to further study at A-Level. There is also considerable overlap in content with the new GCSE specification.

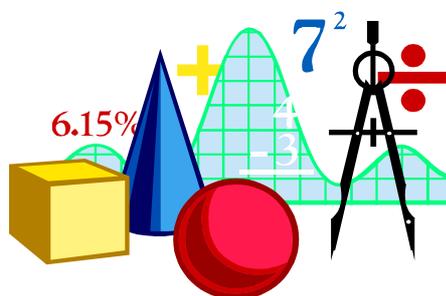
## What is GCSE Mathematics all about?

Mathematics is a core subject in the National Curriculum with students following different GCSE courses depending on their ability. Students are entered at two levels: Higher or Foundation. Your assessments in Year 9 will determine your initial level of entry, but progress during Years 10 and 11 will still affect your final level of entry.

## What topics will I cover?

All levels cover the main areas of Mathematics:

- number
- ratio, proportion and rates of change
- algebra
- geometry and measures
- statistics and probability



## How am I assessed?

There are three examinations: one non-calculator paper and two calculator papers.

<b>Foundation (grades 1-5)</b>	<b>Paper 1</b> Non-calculator 33.3% weighting 80 marks	<b>Paper 2</b> Calculator 33.3% weighting 80 marks	<b>Paper 3</b> Calculator 33.3% weighting 80 marks
<b>Higher (grades 4-9)</b>	<b>Paper 1</b> Non-calculator 33.3% weighting 80 marks	<b>Paper 2</b> Calculator 33.3% weighting 80 marks	<b>Paper 3</b> Calculator 33.3% weighting 80 marks

## What examination board will I follow?

Edexcel

## Is there any additional information about this course?

The new GCSE will have a range of questions, some structured and some unstructured. There will be more questions than previously, testing the application of mathematics in both mathematical and non-mathematical contexts. The use of a calculator continues to be of importance, although one of the written papers is a non-calculator paper. Remember that a good scientific calculator can be purchased cheaply from Student Services.

## Who should I speak to for further information?

Your Mathematics teacher or Miss Mapp

# English Language and Literature

## What is English all about?

You have already discovered the central part that reading, writing, listening and talking play in everyday life. We use skills of language in many circumstances: to communicate with others, to convey information, attitudes and feelings, and to solve problems. These skills become increasingly important throughout life, and the study of English will help you to continue to develop these.

You will need practical language skills in the world of work; it is difficult to think of a job where they are not needed. You might well have to make notes, write letters or articles, compile reports, prepare talks, and find information in books, newspapers and retrieval systems. You will be encouraged to form and justify your own opinions, and to express them clearly in speech and writing. You will learn through group work, class discussions and role play.

## What topics will I cover?

### English Language

Explorations in creative reading and writing  
Writers' viewpoints and perspectives

### English Literature

Macbeth, William Shakespeare  
Dr Jekyll and Mr Hyde, Robert Louis Stevenson  
An Inspector Calls, J. B. Priestley  
AQA poetry anthology: love and relationships cluster  
Unseen poetry

## How am I assessed?

Assessment Method	GCSE Language	GCSE Literature
External examination at the end of Year 11	100% (across two exam papers)	100% (across two exam papers)
Spoken Language skills are assessed but reported separately and do not form any part of the qualifications awarded.		

## What examination board will I follow?

AQA

## Is there any additional information about this course?

English is taught in mixed ability sets. We made the change from teaching in prior attainment sets in September 2019 in light of research into best outcomes for all students. This move has allowed all students to be exposed to and benefit from a broad exchange of ideas, and so develop a more insightful response to texts and tasks in both Language and literature. It has also meant that the number of students in classes is more even across the year group: removing large 'top' sets means all staff have more time for each student and a more personalised approach to the delivery of the curriculum can be achieved.

## Who should I speak to for further information?

Your English teacher or Ms Summers

# Science

## **What is GCSE Science all about?**

All students in Year 9 have started the GCSE course. Those students who achieve the highest grades in Year 9 Science assessments will be guided towards Triple Science (3 GCSEs) with a larger group of students continuing with Combined Science (2 GCSEs). Both courses have very similar content, with a high level of demand.

## **What topics will I cover?**

Whichever route you will follow in Science, you will be covering a mixture of Biology, Chemistry and Physics topics including applications of science in everyday life.

## **How am I assessed?**

There are two tiers for examinations and tests. They are:

- **Higher**                    grades 9-4
- **Foundation**            grades 5-1

The tier at which you will be entered for the exam will depend upon your progress. Both tiers are comprised multiple exams – 2 exams per GCSE for Triple students and 6 exams in total for Combined Science students.

An important aspect of GCSE Science is the opportunity you will have to demonstrate your ability to carry out a scientific investigation. Throughout the course there will be a number of assessed practical tasks. This enables you to show your practical skills and ability to apply scientific understanding.

## **What examination board will I follow?**

AQA for Triple Science (Biology, Chemistry, Physics)  
AQA for Combined Science (Trilogy)

## **Is there any additional information about this course?**

A calculator will be vital for some parts of the course, so do follow the advice of the Mathematics Faculty and make sure you have bought a scientific calculator.

## **Who should I speak to for further information?**

Mr Head (DoL: Science), Miss Jackson (ADoL: Science (KS4)) or your science teacher.

# Core PE – Option 1: GCSE PE

## What is GCSE PE all about?

Studying GCSE Physical Education will 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. Through an introduction to all areas of PE, you will receive a well-rounded and full introduction to this fascinating world of PE, physical activity and sport. This GCSE study provides everything you need for your future move on to further education, higher education, employment or further training.

## What topics will I cover?

You will get to learn more about exercise, how the body works to help you exercise and then through designing your Personal Exercise Plan, learn how performance can be improved. You will also get to learn about social issues in sport such as the use of drugs in sport and sports injuries. The topics below will be examined through two exams:

- Sports Psychology
- Socio-cultural Influences
- Health, Fitness and Wellbeing
- Anatomy and Physiology
- Physical Training

## How am I assessed?

30% of the course is on your practical ability. In the practical lessons you will be assessed in a variety of sports, with three scores counting. You will be assessed on a weekly basis on:

1. Your ability to perform a range of skills
2. Your ability to apply the skills in the game

At the end of the two years, you will have two written exams on the theory topics. This will count for 60% of your overall GCSE PE grade (30% each). In addition to these two elements there will also be a piece of coursework related to you and your performance in sport worth 10% of your grade. Your combined theory and practical mark will determine your overall GCSE PE grade.

## What examination board will I follow?

OCR

## Is there any additional information about this course?

It is crucial that you can offer three sports to a good level across a range of activities and don't just specialise in one. You will need to participate in all practical lessons. This is the route that you will need to pursue if you have a desire to study A-Level PE.

## Who should I speak to for further information?

Your PE teacher or Mrs Cracknell

## **Core PE – Option 2: BTEC Sport**

### **What is the BTEC Sport Award all about?**

The BTEC Sport Award is equivalent to one GCSE and runs over two and a half hours per week. Following this course will raise your understanding of how to maintain a healthy lifestyle and the benefits of doing so. It will also develop your leadership skills, something which every employer looks for. This can lead on to the Level 3 BTEC National course or other vocational qualifications. Beyond school and college, this can lead you to studying at University or will help to gain an apprenticeship.

### **What topics will I cover?**

You will study a total of four units for BTEC Sport.

### **Core Units**

1. Fitness for Sport and Exercise (25% Online Examination Assessment)
2. Practical Sports Performance

### **Specialist Units**

3. The Mind and Sports Performance
4. The Sports Performer in Action

### **How am I assessed?**

There will be one online assessment that is worth 25% of the final grade. This can be taken at any stage of the course and can be retaken. The remaining 75% is all coursework based and can often help those students who find examinations difficult.

### **What examination board will I follow?**

Edexcel

### **Is there any additional information about this course?**

You will participate in a combination of practical and theory lessons to ensure each module is covered. It is important that you are able to meet strict coursework deadlines.

### **Who should I speak to for further information?**

Your PE teacher or Mrs Cracknell

# Core PE – Option 3 GCSE Dance

## What is GCSE Dance all about?

GCSE Dance is an interesting, practical course which enables students with an interest in dance to learn more about dance technique, choreography and professional dance repertoire. Students will be expected to participate in practical dance classes as well as theory lessons. You need to have had experience in contemporary or ballet to do the course and be prepared to work hard and commit to rehearsals when completing coursework and in preparation for practical exams. All GCSE students must be involved in a dance activity in school e.g. Senior Dance Club, Ballet Club or SYCD Company (audition only).

## Performance

Students regularly have technique classes to develop and improve their dance skills. Students will experience a variety of dance styles and will be required to perform a solo and either a duo or trio which is examined towards the end of the course.

## Choreography

In the same way that music students learn how to compose a piece of music, dance students learn the skills and methods needed to choreograph dance. They will study the process of choreography and learn how to structure, create and develop movement material in response to a variety of stimuli. Students are required to choreograph either a solo or group dance in response to stimuli chosen by AQA.

## Dance Appreciation

This part of the course will enable students to study the knowledge and appreciation of the choreographic processes and performing skills, the critical appreciation of their own work and a variety of professional dance works. This is taught practically and theoretically, although is examined through a written paper at the end of the course.

## How am I assessed?

### **Component 1: Performance and Choreography** - 60% of GCSE

PERFORMANCE = 30% of GCSE

- 1) Set phrases through a solo performance = 1-1.5 minutes
- 2) Duo/Trio performance = 3.5-5 minutes

CHOREOGRAPHY = 30% of GCSE

- 1) Solo or Group choreography = solo, 2-2.5 minutes, group 3-3.5 minutes

### **Component 2: Dance Appreciation** - 40% of GCSE

Written paper – 1 hour 30 minutes.

Questions based on students' own practice in performance and choreography and the GCSE Dance Anthology.

*\*\* Students have the opportunity to be involved in a variety of extra-curricular clubs on offer and it is an expectation that all students should attend the weekly senior dance club if no other contemporary or ballet dance training is taking place outside of school \*\**

## What examination board will I follow?

AQA

## Who should I speak to for further information?

Miss Meeking or Miss Davies

## Core PE – Option 4 BTEC Dance

### **What is the BTEC Dance Tech Award all about?**

The BTEC Tech Award is equivalent to one GCSE and runs over two and a half hours per week. The practical course enables students with an interest in a variety of Dance styles to learn more about the dance sector. Students will be expected to participate in practical dance classes as well as theory lessons focusing on coursework submissions. You need to have had some experience in Dance to do the course but most importantly you must be prepared to work hard and commit to rehearsals and clubs after school when completing coursework. We would strongly encourage all BTEC students to be involved in a dance activity in school e.g. Senior Dance Club, Ballet Club or one of the resident companies; SYCD or Tuxedo (audition only).

### **What topics will I cover?**

The course is made up of **three components**: two that are internally assessed and one that's externally assessed. The three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge.

### **Component 1 = Exploring the Performing Arts**

Internally assessed task = 30% of the course

Students will explore performance styles, creative intentions and purpose as well as investigate how practitioners create and influence what's performed through looking at performance roles, skills, techniques and processes.

### **Component 2 = Developing skills and techniques in the Performing Arts**

Internally assessed task = 30% of the course

Students will take part in workshops, classes and rehearsals and gain physical, interpretative, vocal and rehearsal skills. These skills will then be applied in performance and reflected upon.

### **Component 3 = Performing to a brief**

Externally assessed task = 40% of the course

Students work in groups of between 3 and 7 members to create a performance based on a set brief.

### **How am I assessed?**

There is one externally assessed task worth 40%, but this is carried out practically in groups. The remaining 60% is all coursework based and can often help those students who find examinations difficult.

### **What examination board will I follow?**

Pearson

### **Is there any additional information about this course?**

You will participate in a combination of practical and theory lessons to ensure each component is covered. It is important that you are able to meet strict coursework deadlines.

### **Who should I speak to for further information?**

Miss Meeking or Miss Davies

## Personal Development (PD)

### **What is Personal Development all about?**

Personal Development (PD) covers PSHE (Personal, Social and Health Education), Relationships and Sex Education, Religious Education, citizenship, and work-related learning modules. Personal Development enables students to develop the knowledge, skills and understanding required to become informed, active and responsible members of local, national and global communities. It provides students with opportunities to address real-life issues and shows them ways in which they can make a difference.

### **What topics will I cover?**

In Year 10 and 11 students study Personal Development lessons once per week on the statutory RSHE and Religious Studies strands. Content such as careers, citizenship, study skills and financial wellbeing are delivered during morning tutorial time by form tutors.

The modules covered across year 10 and 11 are:

- Health and wellbeing
- Relationships
- Living in the wider world
- Religion in the modern world
- Study skills

### **How am I assessed?**

Work is assessed by your teacher on an on-going basis.

### **What examination board will I follow?**

There is no examination or coursework for PD.

### **Who should I speak to for further information?**

Mr Kemp

# **Section B: Option Subjects**

Fine Art  
Astronomy  
Business  
BTEC Enterprise  
Computer Science  
Design & Technology  
Drama  
Economics  
Food  
French  
Geography  
German  
History  
Hospitality and Catering - WJEC  
Media Studies  
Music  
BTEC Music  
Religious Studies  
Photography  
Spanish  
Textiles

# Fine Art

## What is GCSE Fine Art all about?

- Fine Art is creative, exciting and fun
- It combines theory and practice
- Studying Fine Art will teach you transferable skills such as research, problem-solving, thinking skills, designing, analysing and evaluating as well as practical skills
- Studying Fine Art will give you a range of opportunities for your future

Fine Art offers you the opportunity to develop your painting and drawing skills producing a range of experimental and personal work. You will also explore printmaking and work in mixed media and produce a range of final pieces.

## What topics will I cover?

The course will involve looking at professional artists, designers and photographers, to aid the building of a portfolio of coursework and the keeping of sketchbooks. You will study a range of topics such as still life, portraits, landscapes and develop 2D and 3D art work as a response. The course includes visits to galleries and museums.

## How am I assessed?

An external examination will be taken at the end of the course. The coursework is worth 60% of the final mark and the exam will be worth 40%.

## What examination board will I follow?

Edexcel

## Is there any additional information about this course?

You will be required to purchase sketchbooks, an art portfolio and some art materials during the two year course.

## Who should I speak to for further information?

Mrs Kelly, Ms Owens, Ms Button



# Astronomy

## What is GCSE Astronomy all about?

The course will enable students to understand our position in the universe, the movements of planets and stars, the cycles in the night and daytime sky, and the way in which we use technology to observe and interact with space. Students will follow an incredible story of how scientists, from ancient civilisations to the modern day, have used their imagination and carefully recorded visual measurement to explore the Universe in which we live.

## What topics will I cover?

There are two units in the course: Naked-eye astronomy and telescopic astronomy. The content overview is below:

Naked-eye Astronomy	Telescopic Astronomy
Planet Earth	Exploring the Moon
The lunar disc	Solar astronomy
The Earth-Moon-Sun system	Exploring the Solar System
Time and the Earth-Moon-Sun cycles	Formation of planetary systems
Solar System observation	Exploring starlight
Celestial observation	Stellar evolution
Early models of the Solar System	Our place in the Galaxy
Planetary motion and gravity	Cosmology

## How am I assessed?

Two examinations will be taken at the end of the course covering the units above, each are 1 hour and 45 minutes and worth 50% of the final qualification.

## What examination board will I follow?

Edexcel

## Is there any additional information about this course?

Please note that this course sits outside the main option block and will be delivered as a **twilight session** for one hour per week.

This course will be most suited to those who are motivated and achieving highly in science and mathematics. Students will have to conduct significant work outside school, including observational tasks that obviously need to be completed at night.

Since this is a new course at Sandringham, it will run only if sufficient numbers of students elect to have it as an option.

## Who should I speak to for further information?

Miss Semple

# GCSE Business

## What is GCSE Business?

On this course you will find out how businesses start up, grow and manage their day-to-day affairs. The course examines how businesses operate in the global economy. The course focuses on the key areas of business, such as; marketing, finance, operations and human resource management, and investigates how businesses are affected by their external environment. As part of the course, you will also learn a variety of ways to analyse and evaluate real situations and, therefore, make recommendations based on business strategy.

## What topics will I cover?

### Theme 1: Investigating Small Business (Year 10):

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business



### Theme 2: Building a Business (Year 11)

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions □ Making human resource decisions

You will learn about types of ownership, why businesses conduct market research and how they apply a marketing mix to attract their customers. You will consider why they analyse the market. You will also reflect on the skills and attributes of entrepreneurs, the main forms of business ownership and legal issues. You will study how businesses manage their finance and the sources of finance available to them. Simple economic concepts are introduced. You will gain an insight into how large businesses are run successfully and why they fail. Throughout the course, you will make links across the different areas of business to consider, for example, the implications for finance of launching a marketing campaign on a national scale.

## How am I assessed?

You will be assessed through two external examinations, each lasting 90 minutes and worth 50% of the overall qualification. The papers assess your knowledge, and ability to apply, analyse and evaluate problems in a specific business context using a mix of multiple-choice questions, calculations, short answer questions, case study questions and extended responses.

- **Paper 1 covers: Theme 1: Investigating small business**
- **Paper 2 covers: Theme 2: Building a business**

## What examination board will I follow?

Edexcel

## Who should I speak to for further information?

Mrs Harding or Mr Brown

# BTEC Technical Award in Enterprise

## What is BTEC Enterprise all about?

A BTEC Technical Award in Enterprise is a level 2 course, equivalent to one GCSE qualification. On this course, you will be able to learn Business practically. You will delve into the world of finance, marketing and promotion to gain a hands on experience of the business world. As part of the course you will also learn a variety of ways to analyse and evaluate real situations and, therefore, make judgements surrounding business strategy.



## What topics will I cover?

During this course you will study:

- The characteristics of enterprises and skills needed by entrepreneurs
- Market research and competitor behaviour
- Factors that contribute to the success of an enterprise
- How to plan and pitch a micro-enterprise activity
- The different promotional methods used by enterprises
- The importance of keeping financial records
- Ways that an enterprise can improve its performance

In the first component, you will learn how to set up and run a small business and reflect on the skills and attributes of entrepreneurs. You will learn about types of marketing; how and why businesses conduct market research and how they apply a marketing mix to attract their customers. This component will require you to research a small business to understand why it is so successful. Building on from this you will then develop your own plan for a small business opportunity and pitch it to a provider of finance. You will finally study how businesses promote their products and manage their finances. Throughout the course you will develop transferable skills, such as report writing, research, presenting and pitching an idea, data analysis and self-reflection.

## How am I assessed?

### Exploring Enterprise

- Coursework (30% of the assessment)

### Planning and Pitching for an Enterprise Activity

- Coursework (30% of the assessment)

### Promotion and Finance for Enterprise

- Examination (40% of the assessment)

## What examination board will I follow?

Edexcel

## Who should I speak to for further information?

Mrs Harding, Miss Borman or Mr Brown

# Computer Science

## What is GCSE Computer Science all about?

This course will give you an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. To use an analogy, if the study of ICT is equivalent to driving a car, Computer Science is learning how the car works and how to design and build the car. As part of this, you will investigate computer hardware and programming, which many students find challenging and interesting. This course will equip you with skills and knowledge that are an ideal stepping-stone to further study of Computer Science and are in increasing demand by employers in the technology sector and wider science, engineering and creative sectors.

## What topics will I cover?

The course of study is made up of two examined components, each covering a broad range of topic areas. Alongside the practical nature of Computing, comes the science and mathematical theories and content which exist at the foundation of this subject. There is also a substantial practical programming element that underpins the course theory

### COMP1: Computer Systems

This unit covers the body of knowledge about computer systems, including:

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

### COMP2: Computational Thinking, Algorithms and Programming

This unit applies knowledge and understanding gained in component 01. Students will develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. Students will develop their skills to design, write, test and refine programs using the Python language.

## How am I assessed?

COMP1 and COMP2 are each worth 50% of the overall qualification and are assessed through a two 1.5 hour examinations. Students will be assessed on programming skills during the written examinations, in particular component 02.

## What examination board will I follow?

OCR

## Is there any additional information about this course?

Home access to a computer and the internet is essential to practise for practical work and home learning. Practising programming and problem solving outside lessons will be essential in being able to access the highest grades in the examinations. You should be comfortable with problem solving in Mathematics as there is a strong overlap with this course.

## Who should I speak to for further information?

Mr Allday, Mr Weier or Mr Moane

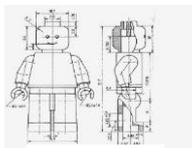
# Design & Technology

## What is Design & Technology all about?

Design & technology is an exciting course; it involves investigating, designing, planning and making quality products using a variety of materials. It provides students with the opportunity to develop communication skills, problem-solving and show **flair, imagination and creativity** in a range of activities.



**Investigate**



**Design**



**Make**



**Analyse  
and evaluate**

## What topics will I cover?

A qualification in Design and Technology will prepare you to become a creative and critical thinker, developing your skills to design and make prototypes that solve real life problems.

During the two year course you will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics. You will also develop an understanding of systems, programmable components and mechanisms to support any potential design solutions you may develop later on. In Year 10 students learn how to use various tools and equipment including Computer aided manufacture safely and appropriately, to make high quality products. You will complete your design challenge in Year 11, where you will 'investigate' real needs and contexts, 'design and make' solutions and 'analyse and evaluate' how well the needs have been met and the problem solved. The GCSE course also requires you to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of design & technology as a pivotal STEM subject.

## Where can the qualification take me?

The study of design and technology can lead to future careers in product design, engineering, architecture, and graphic design; it will develop your design and thinking skills that open up a world of possibility, providing the tools to create the future.

## How am I assessed?

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

The Design & Technology course offers two exciting units to students:

Coursework (NEA)	Iterative Design Challenge Investigate; Design; Make; Analyse and evaluate Create a working prototype and portfolio of evidence	50% of course
Exam 2 hours	Core technical principles Specialist technical principles Designing and making principles	50% of course

## What examination board will I follow?

AQA

## Who should I speak to for further information?

Mr Neville and Miss Richards

# Drama

## What is GCSE Drama all about?

This course is an extremely varied one which introduces you to most, if not all, aspects of Theatre. From acting and directing through to devising and designing original pieces of theatre. GCSE Drama is a fantastic way of learning and applying both subject specific and easily transferable skills.

Throughout the course you will continue to develop your acting skills, including the use of; voice, physicality, characterisation and improvisation. Lessons are very practical and involve a great deal of collaborative work, though there are also possibilities to create solo work if you wish. The course is very flexible and offers options for not only actors, but also those wishing to explore design elements, including lighting, sound, costume and even puppetry!

Alongside these practical skills we also undertake the study and analysis of play texts to experience how a production team of actors, designers, technicians and directors might transfer a play from 'page to stage'. Finally, you will attend various live theatrical performances to support you in both the performance and written aspects of the course.

## What topics will I cover?

### Component 1: Devising – 30% - 60 marks

Students will create their own devised performance based on one of a range of stimuli which is published by the exam board. In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing their performance.

### Component 2: Presenting and Performing Texts – 30% - 60 marks

Students will take part in a showcase, demonstrating their chosen skills in a live performance. Students will perform in or design for two performances from one text. Students will also be required to produce a short accompanying document which outlines their intentions for and approach to the performance showcase.

### Component 3: Drama: Performance and Response – 40% - 80 marks

This requires students to study text and performance. For Section A, students study one performance text in detail from a set list given by the exam board. In Section B, students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology.

## How am I assessed?

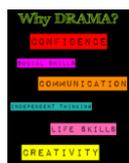
**Component 1:** Teacher assessed performance and a Portfolio documenting your ideas.

**Component 2:** Performance of two extracts from one performance text to a visiting examiner.

**Component 3:** Written paper (1hr 30) split into two sections:

- Section A: Set text – 8 questions formed of short and longer answers
- Section B: Live Theatre Analysis – 1 question formed of a longer response

## What possibilities are there to extend your understanding of Drama?



GCSE Drama allows progress to A Level Theatre Studies, University degrees in Drama, Theatre Studies or the technical crafts associated with theatre e.g. stage management, costume design, lighting. Careers in performance, stage craft, journalism, law, management (the latter requiring good powers of oratory and confidence in

## What examination board will I follow?

OCR

## Who should I speak to for further information?

Ms Hardacre or Ms Quinn

# Economics

## What is GCSE Economics?

On this course you will find out how individuals and firms operate in the UK and global economy. You will study how recent events such as BREXIT may impact the UK and Europe and understand the role of the political environment in which we exist.

## What topics will I cover?

The course is split into two elements consisting of Microeconomics and Macroeconomics. The break down can be seen below:

### Microeconomics:

- Introduction to Economics
- How prices are determined
- Production, costs, revenue and profit
- Competition in markets
- The role of money and financial markets



### Macroeconomics:

- Government objectives
- How the government manages the economy
- Limitations of markets
- International trade and the global economy

You will gain an insight into what is happening in the current economic climate and strategies the government can use to influence the economy. You will study supply and demand and consider how to achieve sustainable growth in developing nations. If you enjoy debate and current global affairs, this could be a course worth considering!

## How am I assessed?

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>• Introduction to Economics</li> <li>• The role of markets and money</li> </ul>	<p><b>Introduction to Economics (J205/01)*</b></p> <p>80 Marks</p> <p>1 hour 30 minute written paper</p>	<p><b>50%</b> of total GCSE (9–1)</p>
<ul style="list-style-type: none"> <li>• Economic objectives and the role of government</li> <li>• International trade and the global economy</li> </ul>	<p><b>National and International Economics (J205/02)*</b></p> <p>80 Marks</p> <p>1 hour 30 minute written paper</p>	<p><b>50%</b> of total GCSE (9–1)</p>

## What examination board will I follow?

OCR

## Who should I speak to for further information?

Ms Harding or Mr Brown

# GCSE Food

## **What is GCSE Food Preparation and Nutrition?**

In Food Preparation and Nutrition GCSE you will discover the essentials of food science, build strong practical cookery skills and a good understanding of nutrition.

Throughout the teaching of Food Preparation and Nutrition, you will gain an understanding of the huge challenges that we face globally to supply the world with nutritious and safe food.

Food Preparation and Nutrition GCSE will help you to discover the essentials of the food science behind cooking and bring learning to life.

## **What topics will I cover?**

Food preparation skills – integrated into four sections:

- Section A: Nutrition
- Section B: Food (food provenance and food choice)
- Section C: Cooking and food preparation
- Section D: Skills: preparation and cooking techniques

## **How am I assessed?**

- Food Preparation and Nutrition examination paper – 1 hour 30 – 50% of total GCSE
- Project Work – 50% of total GCSE
  - Food Investigation Task – 15%
  - Food Preparation Task – 35%

## **What examination board will I follow?**

OCR

## **Who should I speak to for further information?**

Mrs Flahive or Mrs Holmes

# French

## What is GCSE French?

The main aim of the course is to give you a sound grammatical knowledge of the French language so that you can understand and communicate with native speakers in everyday situations and read and write in French. You will learn to construct sentences with confidence using topic-based vocabulary so that you will also have the tools to study a language at a higher level, should you choose to.



## What topics will I cover?

We will equip you to understand the situations you are likely to encounter as a visitor to a foreign country. The course covers the grammar of the language plus three main themes:

- Theme 1: Identity and Culture
- Theme 2: Local, national and global areas of interest
- Theme 3: Current and future study and employment

## How am I assessed?

**Listening, reading and writing** assessments are by examinations at the end of Year 11. Students are entered for either Higher or Foundation levels across all skills.

**The speaking** assessment is completed in April/May of Year 11 and will last around 12 minutes.

The skills have the following weightings:

- |  |     |
|--|-----|
| • Listening                            | 25% |
| • Reading and translation into English | 25% |
| • Writing and translation into French  | 25% |
| • Speaking                             | 25% |

## What examination board will I follow?

AQA

## Is there any additional information about this course?

Students will need to work independently to build up topic vocabulary over the course, using a variety of online resources.

## Who should I speak to for further information?

Your French teacher or Mr Williams

# Geography

## What is GCSE Geography all about?

GCSE Geography will help you examine some of the most pressing contemporary issues our planet faces, considering the causes, consequences and responses to major threats to both the physical world and human landscapes. You will be encouraged to deepen your understanding of your role in society by considering different viewpoints, values and attitudes. Additionally, you will continue to develop key geographical skills to build a more considered application of concepts and theories to often dynamic geographical locations.

## What topics will I cover?

### 1. Living with the Physical Environment

- ***The Challenge of Natural Hazards*** – An investigation into tectonic hazards (earthquakes, volcanoes), meteorological hazards (tropical storms and extreme weather) and climate change
- ***The Living World*** – An exploration of ecosystems, tropical rainforests and deserts
- ***Physical landscapes in the UK*** – A study of coastal processes, landforms and management and river processes, landforms and management

### 2. Challenges in the Human Environment

- ***Urban Issues and Challenges*** – An examination of urbanisation, urban growth in a LIC/NEE, urban growth in a city in the UK and sustainable urban change
- ***The Changing Economic World*** – A study of the global development gap, economic change in a LIC/NEE and economic futures in the UK
- ***The Challenge of Resource Management*** – An investigation into the use of essential resources in the UK, and a focus on global energy futures

### 3. Geographical applications and Geographical skills

- ***Issue Evaluation*** - critical thinking and problem-solving using pre-released material
- ***Fieldwork*** – two enquiries, one human geography investigation and one physical geography investigation carried out during residential fieldtrip
- ***Geographical Skills*** - cartographic skills (including map skills), graphic skills, numerical skills, statistical skills, literacy skills and enquiry skills.

## How am I assessed?

**Paper 1** – Living with the Physical Environment [35%]

**Paper 2** – Challenges in the Human Environment [35%]

**Paper 3** – Geographical Applications and Skills [30%]

## Fieldwork

There is a compulsory field trip within the UK where you will investigate both human and physical processes, using fieldwork techniques to collect primary data used to improve your understanding of geographical concepts.

## What examination board will I follow?

AQA

## Who should I speak to for further information?

Your geography teacher or Mr Miller



# History

## **What is GCSE History all about?**

GCSE History will enable you to study some of the most significant and exciting events in British, European, and American history. Your studies will develop your understanding of cause, consequence, significance, and source analysis.

## **What topics will I cover?**

**The Cold War:** A study in depth that examines the main events of the tensest and exciting years of the twentieth century and includes the Cuban Missile Crisis, the nuclear 'Arms Race', and the Berlin Wall.

**Weimar and Nazi Germany:** A study in depth of one of the most notorious periods in European History. The topic includes the rise to power of the Nazi Party, life in Nazi Germany, Hitler's leadership style, and the Holocaust.

**Crime and Punishment:** A gruesome breadth study of how crime and punishment has changed from medieval to modern times. The topic includes an in-depth look at crime in White Chapel at the time of Jack the Ripper!

**Anglo-Saxon and Norman England:** A study of one of the most iconic figures in British History: William the Conqueror! The study examines his style of leadership, how he conquered Britain, and how he remained in control.

## **How am I assessed?**

**Paper 1 (30%)** = Crime and Punishment

**Paper 2 (40%)** = The Cold War and Norman England

**Paper 3 (30%)** = Nazi Germany

There is **no controlled assessment** (coursework) in GCSE History.

## **What examination board will I follow?**

Edexcel

## **Who should I speak to for further information?**

Mr Leat or Miss Constable.

# Hospitality & Catering WJEC

## What is Hospitality & Catering all about?

Hospitality and Catering is an exciting new course designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.



## What topics will I cover?

A qualification in Hospitality and Catering will prepare you to become more aware of the skills required to go into Hospitality and catering for large-scale events.

In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

## Where can the qualification take me?

Employment in hospitality and catering can range from catering assistants to chefs, hotel or bar managers and food technologists in food manufacturing. All of these roles require further education and training through apprenticeships or further and higher education.

## How am I assessed?

### Unit 1: The Hospitality and Catering Industry (externally assessed)

This will be an online assessment that will test you on the skills and knowledge that you have learnt over the 2 years.

*Duration:* 90 minutes

### Unit 2: Hospitality and Catering in Action (internally assessed)

This will be a practical exam where you will have been tasked to produce a variety of dishes and outcomes to a set brief in exam conditions. You will also be producing a research folder showing your planning and management of ingredients.

## What examination board will I follow?

WJEC

## Who should I speak to for further information?

Mrs Howells-Flahive or Mrs Holmes

# Media Studies

## **What is GCSE Media all about?**

The mass media (television, radio, cinema, newspapers and magazines, advertising, popular music, the internet) are an important and developing part of everyday life. We live in an age in which the media orientated landscape continues to grow and develop continually. We believe it is vitally important that young people cannot only access but understand how this world works.

Media Studies is concerned with understanding the ways in which the media works and how this information and entertainment is communicated to its audience. It also aims to help you learn to develop the skills to use the media effectively to communicate your own ideas. How are media texts targeted at particular audiences and how do they respond? To what extent does the media attempt to influence its audience – and how? And why? These are some of the questions we will explore.

## **What topics will I cover?**

As a Media Studies student you will study a number of media texts from a range of different platforms. This could include looking at the marketing of films and analysing film trailers, studying music promotion, television drama, internet advertising or the news media, for example: You will develop an understanding of the key concepts that underpin Media Studies – Media Language, Genre, Representation, Audience, Institutions and Values – and learn how to apply these to the texts you have studied and to the texts you will create.

You will also be trained in the use of media technology; for example the use of digital cameras and relevant software to create and manipulate images and the use of video cameras and professional editing software to create your own moving image productions. Media Studies has a dedicated classroom in G block equipped with 23 PCs and the Adobe Creative Suite package of professional media software.

## **How am I assessed?**

### **Textual Analysis – Written paper 35% of GCSE**

Learners will explore how media products follow generic conventions, use media language, represent events, issues, places, individuals and social groups, address audiences and reflect their industrial context.

### **Exploring Media – Written Paper 35% of GCSE**

Learners will apply the theoretical framework and theoretical perspectives to three in-depth studies.

### **Creating Media – Practical 30% of GCSE**

Learners will create media products through applying knowledge and understanding of media language and representation from the theoretical framework to express and communicate meaning to an intended audience.

## **What examination board will I follow?**

OCR

## **Who should I speak to for further information?**

Mr Whorrod

# Creative iMedia



## **What is Creative iMedia all about?**

This course allows students to engage into media production industries. Students will plan, produce and edit media products that will enhance practical skills and gain insight into different media industries.

## **How am I assessed?**

### **UNIT R081: Pre-production Skills ( 1.30 minute examination)**

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the knowledge and skills needed to create digital media products and gain an understanding of their application.

### **UNIT R082: Creating Digital Graphics (Controlled assessment)**

This unit builds on unit R081 and learners will be able to apply the skills, knowledge and understanding gained in that unit. The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

**The following units may change year on year but will be of a similar nature.**

### **UNIT R085: Creating a Multipage Website (controlled assessment)**

This unit builds on units R081 and R082 and learners will be able to apply skills, knowledge and understanding gained in those units. Multipage websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms. This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.

### **UNIT R087: Creating Interactive Multimedia Products**

This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

## **Who should I speak to for further information?**

Mr Whorrod

# Music

## What is GCSE Music all about?

- Do you enjoy listening to a wide range of music?
- Do you enjoy performing as a soloist and with others?
- Do you enjoy developing your own musical ideas?

If the answer to these questions is yes, then you should study GCSE Music!

## What topics will I cover?

Topics covered are:

- Western classical tradition 1650–1910
- Western classical tradition since 1910
- Popular music
- Traditional music



## Instrumental Studies

Students in this course should be aware that:

- The school contributes to the cost of 20 minutes' tuition for every GCSE student. This is a privilege and you must attend all lessons
- All students must learn a musical instrument or take singing lessons. You should aim to be Grade 4 standard by the end of the course
- All GCSE students must be involved in a musical activity in school e.g. Jazz Band, Sinfonia, Show Choir, Rock School, student bands etc.

## How am I assessed?

• Unit 1	Understanding Music <i>Written exam</i>	40%
• Unit 2	Performing Music <i>Controlled assessment</i>	30%
• Unit 3	Composing Music <i>Coursework</i>	30%

## Coursework

- Two pieces of composition
- One individual performance and one group performance

## Exams

- Listening exam (90-minute paper) taken in Year 11

## What examination board will I follow?

AQA

## Additional information

Students can attend GCSE composition workshops on Monday lunchtime and after school on a Monday or Wednesday. This is an optional activity but will help with the progression of your coursework.

## Who should I speak to for more information?

Miss Stothard, Mrs Paul or Mrs Beaton

# BTEC Music

## What is BTEC Music all about?

This course allows you to **engage with the music industry** and develop a range of relevant **practical** and **technical** skills. You will explore music product development and events management, and apply your knowledge in new and practical industry-related contexts.

This course is ideal for anybody who enjoys making their own music using Garageband or Logic and wants to learn more about music technology, recording equipment and the music industry.

## What topics will I cover and how will I be assessed?

You will study the following two units listed below, covering the fundamental knowledge, skills and understanding required for the music sector:

- the music industry (a 1 hour exam)
- managing a music product (coursework that requires you to plan, develop and promote a music product)

Your remaining coursework will allow you to build on the knowledge gained in these by exploring a number of sub- sectors of the music industry, covering areas such as:

- Introducing live sound (to set up, understand and operate concert PA systems)
- Introducing music recording (using technology to create multitrack recordings)
- Introducing music sequencing (creating music using loops and software instruments)

## What examination board will I follow?

Pearson

## Additional information

This is a practical and creative qualification that could lead to apprenticeship, college or to sixth form study of Music Technology at A-level

## Who should I speak to for more information?

Ms Stothard

# Religious Studies

## **What is GCSE Religious Studies all about?**

If you select Religious Studies you will be following the full GCSE course. You will be examining two different religious perspectives. As you are aware from your experience of PRE so far, you do not need a religious faith to study the course.

The GCSE is designed to move with the times. Therefore, it is important that you have an interest in what's going on in the world. We frequently look at current issues that affect both religious and non-religious people in our society along with expressing your own personal view on these issues.

The skills you can develop in PRE are extremely helpful once you leave school. Being able to express your opinion clearly, discuss and debate in a reasoned way, and possess developed writing skills, will all be important whether you decide to stay on in the Sixth Form, go to college, or start an apprenticeship.

The new GCSE Religious Studies qualification reflects the demands of a truly modern and evolving religious studies environment. This new qualification allows students to apply a wide range of concepts allowing them to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter.

## **What topics will I cover?**

- **Christian Beliefs**
- **Marriage and the family**
- **Living the Christian life**
- **Matters of life and death**
- **Muslim Beliefs**
- **Living the Muslim life**
- **Crime and Punishment**
- **Peace and Conflict**

## **How am I assessed?**

The GCSE culminates in two 1 hour 45 minute examinations at the end of Year 11.

## **Which examination board will I follow?**

You will be following the Edexcel GCSE Full Course in Religious Studies B: Beliefs in Action.

## **Is there any additional information about this course?**

Universities highly value the study of PRE because the skills and knowledge you acquire can help you in a variety of subjects. There are also many occupations that require an understanding of other people's beliefs and lifestyles: from doctors and nurses, from police officers to lawyers.

## **Who should I speak to for further information?**

Mrs Russell, Mr Lacey or Ms Strydom

# Photography

## **What is GCSE Photography all about?**

Photography is an exciting subject that offers students the potential to develop their ideas using a range of traditional and contemporary photographic processes and techniques. If you choose photography, you will study a range of topics and develop work to a chosen theme. You will plan photoshoots and develop personal photographic work.

## **Why study photography?**

- Photography is creative, exciting and fun
- It combines theory and practice
- Studying Photography will teach you transferable skills such as research, problem-solving, thinking skills, designing, analysing and evaluating as well as practical skills
- Studying Photography will give you a range of opportunities for your future

## **What topics will I cover?**

You will study the work of contemporary and historical photographers and use this to help you develop your own ideas. You will learn how to use an SLR camera as well as less complex cameras. You will have the opportunity to learn traditional techniques in our new photographic darkroom, as well as Photoshop techniques in our Mac Suite. You will be able to use our professional lighting facilities to take high quality photographs.

## **How am I assessed?**

An external examination will be taken at the end of the course. The coursework is worth 60% of the final mark and the exam will be worth 40%.

## **What examination board will I follow?**

Edexcel

## **Is there any additional information about this course?**

You will need to have your own camera to carry out work at home. You will be required to purchase sketchbooks, an art portfolio and some photographic materials during the two-year course. You will have to print your photographs and artist research.

## **Who should I speak to for further information?**

Mrs Kelly



# Spanish

## What is GCSE Spanish all about?

The main aim of the course is to give you a sound grammatical knowledge of the Spanish language so that you can understand and communicate with native speakers in everyday situations and read and write in Spanish. You will learn to construct sentences with confidence using topic-based vocabulary so that you will also have the tools to study a language at a higher level, should you choose to.



## What topics will I cover?

We will equip you to understand the situations you are likely to encounter as a visitor to a foreign country. The course covers the grammar of the language plus three main themes:

- Theme 1: Identity and Culture
- Theme 2: Local, national and global areas of interest
- Theme 3: Current and future study and employment

## How am I assessed?

**Listening, reading and writing** assessments are by examinations at the end of Year 11. Students are entered for either Higher or Foundation levels across all skills.

**The speaking** assessment is completed in April/May of Year 11 and will last around 12 minutes.

The skills have the following weightings:

- |  |     |
|--|-----|
| • Listening                            | 25% |
| • Reading and translation into English | 25% |
| • Writing and translation into Spanish | 25% |
| • Speaking                             | 25% |

## What examination board will I follow?

AQA

## Is there any additional information about this course?

Students will need to work independently to build up topic vocabulary over the course, using a variety of online resources.

## Who should I speak to for further information?

Your Spanish teacher or Mr Williams

# Textiles

## **What is GCSE Art Textiles all about?**

Textiles offers you the opportunity to develop your painting and drawing skills as well as learning textiles skills which will enable you to express yourself using fabrics and threads. If you like using texture, pattern and colour then this course will suit you.

## **Why study Textiles?**

- Textiles is creative, exciting and fun
- It combines theory and practice
- Studying Textiles will teach you transferable skills such as research, problem-solving, thinking skills, designing, analysing and evaluating as well as practical skills
- Studying Textiles will give you a range of opportunities for your future

## **What topics will I cover?**

You will research a variety of textile designers to help you develop your own ideas, produce a range of experimental samples using different textiles techniques including weaving, felt making and silk painting and you will learn to use a sewing machine. If you choose Textiles, you will study a range of topics and develop final pieces that show off your skills.

## **How am I assessed?**

An external examination will be taken at the end of the course. The coursework is worth 60% of the final mark and the exam will be worth 40%.

## **What examination board will I follow?**

Edexcel

## **Is there any additional information about this course?**

You will be required to purchase sketchbooks, an art portfolio and some Textiles materials during the two-year course. Although not essential, it would be an advantage for students to have their own basic sewing machine at home. Teachers can advise about the best kind to buy.

## **Who should I speak to for further information?**

Mrs Kelly or Ms Owens



# THE SANDPIT THEATRE

## COMING SOON...

Bookings and further information contact the SandPit Box Office on **01727 799565**  
Mon to Fri 11:30am - 3:30pm  
or book online at [www.sandpitheatre.co.uk](http://www.sandpitheatre.co.uk)

**FOSS  
POP QUIZ**  
FRIDAY 31ST JANUARY  
7:30PM

**VELOCITY 2020**  
THURSDAY  
6TH-SAT 8TH  
FEBRUARY  
2PM SATURDAY  
MATINEE  
AND 7PM

**KINKY  
BOOTS**  
THE MUSICAL  
SUNDAY 9TH  
FEBRUARY  
7:00PM

**IN SEARCH  
OF MOZART**  
SUNDAY 23RD  
FEBRUARY  
3:00PM

**IN SEARCH  
OF CHOPIN**  
SUNDAY 1ST MARCH  
3:00PM

AN EVENING WITH  
**STEVE  
PERRYMAN  
AND OSSIE  
ARDILES**  
MONDAY 9TH MARCH  
7:30PM

**IN SEARCH  
OF HAYDN**  
SUNDAY 5TH  
APRIL  
3:00PM

**EASTER  
IN ART**  
SUNDAY 12TH APRIL  
5:00PM



**Sandringham School**  
*'Everybody can be Somebody'*