

# ***KS4***

# ***Options***



***St Edward's RC/CE VA School***

***2017 -2019***

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## Letter from the Deputy Headteacher

Dear Parents/carers,

This KS4 Option booklet sets out the courses available to all students in Years 10 and 11 (Key Stage 4) and is designed to help students make the right decisions.

As students look forward to joining Year 10 and beginning their examination courses, it is important that they choose the courses which are right for them. They must think very carefully about choosing which route would best enable them to progress to the next stage of their education or training beyond Year 11. Having a genuine interest and enthusiasm in a subject is always a sound basis from which to start their selection. The choices are for students' parents and carers to make decisions together. Students should not choose a particular course because they get on well with a teacher or because a friend chooses it. The chances are that they will have different teachers and may not be in the same class as their friends.

As you may be aware the English education system has undergone a period of dramatic change. However we remain focussed on providing a broad and balanced curriculum offer that allows personalisation for individual aspirations. The KS4 curriculum continues to provide vital skills and abilities preparing our students for adult life. It instils the expectations of high standards for all.

Currently students will achieve the English Baccalaureate standard, when they gain a grade 5 or better in GCSE English, Maths, Science, a Modern Foreign Language and either Geography or History. Our recommendation is that if there is a reasonable possibility that your child will want to go to one of the more established Universities and study an academic subject, they should seriously consider these particular subjects as they will have an advantage if they have got a GCSE in a Modern Foreign Language and a GCSE in either Geography or History.

Along with this booklet, we have produced a personalised letter for each student, making some recommendations for their KS4 curriculum. I hope that you will find it useful as you make these important decisions.

Please remember that our independent careers advisor is available to your child for advice and support, and we as a school also subscribe to advisor online which gives online careers advice to both parents/carers *and* students. You can access this via the 'Information for Parents' section on the school website.

I do hope you find the information in this booklet helpful. If you need to seek clarification from me, subject staff or any of my colleagues, please do not hesitate in approaching any of us.

Mr Chris Barnett  
Acting Deputy Headteacher

## Options 2017

### Options Evening

**Thursday 19 January 2017**

Information and guidance evening including a presentation about Key Stage 4 choices and independent careers advice. Option booklets given out.

### Y9 Parent / Carer Consultation Evening

**Wednesday 25 January 2017**

An opportunity to meet with Subject Teachers

### Options Request Form Deadline

**Friday 10 February 2017**

Individual student's Option Request Forms to be submitted to the Acting Deputy Headteacher (Mr Barnett).

### Final Confirmation of Subject Allocations

**Easter 2017**

Letter sent to parents confirming KS4 subject choices for their child.

## Useful information

### GCSE Qualifications

GCSEs (General Certificate of Secondary Education) are the main qualifications taken by 14-16 year olds. The qualification mainly involves studying the theory of a subject, sometimes together with an investigation (controlled assessment). Some GCSEs are more practical. GCSE subjects are now examined at the end of Year 11 following the removal of the modular exam system testing through a two year course. For GCSE's we have seen the introduction of a new grading system of 1 to 9 that will replace the current A\*-G grades. The most recent guidance suggests the benchmark 'C' grade will be equivalent to a grade 5 in the new system.

### English Baccalaureate

The English Baccalaureate was introduced in 2010. It is not a qualification in itself. The measure recognises where students have secured a C grade or better across a core of academic subjects – English, mathematics, history or geography, the sciences and a language. The subjects that are included are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression. For students hoping to go to university, the English Baccalaureate is likely to be an important factor for entry to degree courses at Russell Group universities. The Russell Group represents 24 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector.

### BTEC and Technical Qualifications

BTEC and Technical qualifications are widely recognised by both employers and Universities. They are different to GCSE's because less of the final grade is based on written examinations and there is more emphasis on assignments completed during the course, but they are equally demanding.

## Curriculum Overview

All students study a core curriculum:

Subject	Leading to ...	Number of Teaching Hours per Fortnight
English	GCSE English Language and GCSE English Literature	10
Mathematics	GCSE Mathematics	8
Core PE		2
RE	GCSE in Religious Education	5

Students will be guided towards the Science course that is most suitable.

Subject	Leading to ...	Number of Teaching Hours per Fortnight
Combined Science	Two GCSEs in Combined Science	10
Triple Science	Three separate GCSEs in Biology, Chemistry and Physics	15

Students then have three 'Option Choices'.

If Triple Science has been recommended, and a student decides on this route, Science will also take up one of the option blocks in order to ensure there is enough curriculum time to deliver the three separate science GCSEs.

With a view to the coming introduction of compulsory MFL for all students nationally as part of the EBacc group of subjects in two years time, we are keen to ensure that as many students as possible take a foreign language to GCSE level. As a result we have made it compulsory, for around half of the year group, as one of their option choices. The other half of students are offered MFL as an optional subject, and in many cases it is one that we would encourage students to choose. Please bear in mind that the decision on which students to put into which group is made in conjunction with MFL staff, is based on current projections, and is often marginal, so if you have any questions at all regarding the curriculum model or whether language study to GCSE is the best option for your son or daughter, please don't hesitate to contact Mr Lenarduzzi, Subject Leader for MFL or your son/daughter's current MFL teacher.

For a small number of students, we have suggested Additional Literacy, Numeracy or our BTEC in Personal and Social Development. Each of these choices would also take up one option block.

There is always a possibility that a particular subject may not be popular enough this year to make up a viable class; we reserve the right to withdraw subjects in this case. The reserve choices made will be automatically inserted to replace a withdrawn subject. Students and parents/carers will be kept fully informed if this happens. It is also possible that more students wish to take a subject than can be accommodated; in this case some students will be asked to move to a reserve choice. The decision to allocate students will be made on a "first come first served" basis. While it is our aim to ensure as many students as possible can study their first choices, the school cannot guarantee that students will get their first choices.

**CORE  
GCSE****English Language and English Literature****Course Description**

In Years 10 and 11, students work towards completing two GCSEs: English Language and English Literature. All examinations in the subject will be taken at the end of Year 11. Students should also be aware that examinations are closed text (they will not be allowed any of the books in the exam with them) and that they are un-tiered i.e. all students will sit the same paper; differentiation will be by outcome.

During the course, students will study a series of topics which integrate the skills of, reading, writing and speaking and listening. They should develop in accuracy, detail and appropriateness in these areas. They particularly need to consider the implications of words they use and read.

Students are helped to read accurately and fluently, understand and respond to literature and analyse and evaluate a range of other texts. Students will read:

- One Shakespeare play and a C.19<sup>th</sup> novel ('Macbeth' 'Dr Jekyll and Mr Hyde' for example.)
- Modern texts, including 'Lord of the Flies' 'An Inspector Calls' or 'Animal Farm'
- A range of poetry by both heritage and modern poets on a theme such as 'conflict'
- A range of media, fiction and non-fiction texts from the C19<sup>th</sup>- present day.

**Writing**

The emphasis at this stage is on:

- Writing in a wide variety of forms for different purposes.
- Developing and communicating ideas, using a wide vocabulary and effective style, structuring sentences grammatically.
- Accurate punctuation, correct spelling and legible handwriting.

**Method of Assessment**

Exam Board: AQA

External Assessment in the form of 4 exams

**Course Contact**

Sarah Eden-Ellis

Head of English

[seden-ellis@st-edwards.poole.sch.uk](mailto:seden-ellis@st-edwards.poole.sch.uk)

**Pathways after Year 11**

GCSE English Language and English Literature form the basis for all education or employment pathways after Year 11 as they contain the elements of reading, writing and speaking and listening which underpin all further education qualifications and jobs.

In the Sixth Form, a large number of students choose to continue studying English Language and English Literature at A Level. A good qualification in GCSE English Language and Literature as two of the core subjects, will definitely open doors, illuminate pathways and offer opportunities to explore other subjects and qualifications.

**CORE  
GCSE****Mathematics****Course Description**

GCSE Mathematics allows you to develop your skills and understanding across Number, Algebra, Geometry, Measures, Statistics and Probability. You will learn about the relationships between these areas of Maths and where and how they apply to real-life situations.

Existing Maths knowledge will be expanded and applied to new and more in-depth challenges. You will learn to make informed mathematical assumptions and prove or disprove them yourself. Your problem-solving skills will be honed and improved; skills that are applicable and valuable in many other subjects within school and careers in the future.

**Method of Assessment****Course Contact**

Exam Board: AQA

Mr J Hulme

External Assessment 100%

[jhulme@st-edwards.poole.sch.uk](mailto:jhulme@st-edwards.poole.sch.uk)

Examination one – Non Calculator

Examination Two – Calculator

Examination Three - Calculator

**Pathways after Year 11**

Mathematics GCSE is a requirement for a huge number of Post 16 courses and for all University degree level courses. It is highly valued by employers, not only for showing your numerical ability, but also to show your ability to learn new skills and processes.

At St Edward's a large number of students choose to study A-level Mathematics. This is a challenging, yet rewarding course for both gifted and hard working Mathematicians. A number of students every year go on to read Mathematics at university. However, A-level Mathematics is also valued by admission tutors of other degree subjects.

**CORE  
GCSE****Combined Science****Course Description**

Science is a compulsory core subject at KS4. Students will follow the AQA GCSE specifications for 'Combined Science' which assess across Biology, Chemistry and Physics. Students will have the opportunity to learn about how living organisms grow, change and control their internal conditions. They will discover how and why chemicals react. They will learn about the fundamental forces that control the way objects move and the way in which electricity is used.

Students will be able to develop their practical skills and complete experiments to further develop their understanding of the key concepts that underpin the subjects. Students will also complete compulsory practical work which will be assessed across all examination papers in the summer of Year 11.

As each course is comprised of topics from Biology, Chemistry and Physics, students will gain a broad foundation in science. Students will need to display a similar ability in each subject as the two GCSE grades awarded at the end of the course contain marks from each subject area. The course can be followed at either foundation or higher tier and the suitability for a student to follow a particular route will be made based upon the evidence gathered in Year 10 and finalised in Year 11.

**Method of Assessment****Course Contact**

Exam board – AQA

Assessment structure – 100% written examination

Exam structure – 6 x 1 hour 15 minute written exams each of 70 marks in the summer of Year 11 (two papers from each of Biology, Chemistry and Physics.) Exams completed at either Higher or Foundation tier.

Stuart Keene

Science Subject Leader

skeene@st-edwards.poole.sch.uk

**Pathways after Year 11**

Science qualifications are a central part of the EBacc and attainment 8 measures. The grades students attain will support further study at A-level and access to other education programmes. Students can progress onto A-Levels in Sciences from these two science qualifications including Biology, Chemistry, Physics and Psychology. Students will need to sit all examinations at higher tier to gain the entry requirements for A-level study in the Sciences.

**CORE  
GCSE****Religious Education****Course Description**

GCSE RE is a vibrant subject that helps prepare students for modern life in a rapidly changing world. It teaches students about different belief systems and how these have an impact upon peoples' lives and the decisions they make. GCSE RE at St Edward's is also a very successful subject; in 2016 64% of students achieved A\*-C and 14% achieved an A or A\*; more top grades than any other subject of our scale.

As part of the wider GCSE reforms, RE has seen a significant level of change both in terms of content and the way in which it is examined. The new course is rigorous and engaging. Students learn about the beliefs, teachings and practices of two religions; Christianity and Judaism. They also examine how these religions respond to a range of contemporary moral issues.

RE helps students to develop and refine a number of key transferable skills such as evaluation and critical thinking. The philosophical and theological elements help students to think in abstract ways and the ethical and moral dimensions encourage empathy and respect for the views of others. The new focus on the use of scripture encourages students to engage with original texts and be selective in their use of evidence to support an argument. These skills will help students in their studies for other subjects and help to prepare them for many KS5 courses too.

**Method of Assessment**

Exam Board: WJEC Eduqas

External Assessment in the form of two 2 hour examinations.

**Course Contact**

Chris Farrow

Subject Leader for RE

[cfarrow@st-edwards.poole.sch.uk](mailto:cfarrow@st-edwards.poole.sch.uk)

**Pathways after Year 11**

RE is widely recognised and valued as a rigorous academic subject, but it is much more than that. It provides students with another qualification to help them take their next steps into education, training or employment, but GCSE RE will also help them to explore their own beliefs and values so that they can more deeply consider what direction they want their life to take. It is a subject that will challenge them in many ways and help to prepare them for life in a changing and challenging world.

In the Sixth Form, students can continue their study and the A Level allows for further exploration of some of the ideas touched upon at GCSE as well as introducing exciting new concepts. The main areas of study are Philosophy of Religion, Religious Ethics and Developments in Christian Thought. The A Level is usually very popular with around 30% or more of the Y12 cohort opting to study it.

<b>Option GCSE</b>	<b>Art &amp; Design</b>
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### Course Description

A student selecting Art and Design requires a motivated and enthusiastic approach and should show a genuine involvement in this subject. An independent approach to learning enables students to make full use of their class time and a motivated attitude to homework is essential in a practical subject where a portfolio of work is selected from all work produced during the GCSE course. During the course it is hoped that students will have the opportunity to experience a wide range of materials and techniques such as drawing and painting, printmaking, collage and three-dimensional work. An important requirement of the course is that the student demonstrates an awareness of Art outside the classroom in both its historical, cultural and contemporary contexts. Therefore it is hoped that a student will have the opportunity to visit an art gallery during the course.

The GCSE course in Art & Design is assessed on a portfolio of coursework completed during Years 10 and 11 and a final Externally Set Task in Year 11:

Portfolio of work – 60% of total marks

A portfolio of coursework will be selected from work undertaken during the course and will show the development of at least two themes from observational studies and sketches through to concluding pieces of work. There is no limit to the number of pieces of work the portfolio may contain.

Externally set task – 40% of total marks

Assignment papers are issued in the Spring Term of Year 11 and students select one question to explore. Students will have a period of preparation time to prepare preliminary studies. A ten hour period of supervised time will be allocated in which to produce their concluding piece of work.

### Method of Assessment

Exam Board: AQA

**Unit 1: Portfolio of Work**

**Unit 2 Externally Set Task**

### Course Contact

Melanie Biggs & Cathy Morris

Joint Head of Art

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[cmorris@st-edwards.poole.sch.uk](mailto:cmorris@st-edwards.poole.sch.uk)

### Pathways after Year 11

A GCSE in Art & Design can lead on to AS or A level Art & Design and is also an excellent foundation for AS or A level Photography. Many of our students then go on to a one year foundation course which leads on to a wide range of creative degrees and industries such as illustration, model making, fashion, make up for film or television, architecture, fine art or photography.

<b>OPTION GCSE</b>	<b>Business</b>
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<b>Course Description</b>	
<p>The study of business is a dynamic and fascinating one. We will be using contemporary business contexts to provide a real and relevant insight into the running of a business in an ever changing world. The course will provide students with the opportunity to study local business examples in Theme 1 through to the study of international brands students recognise in Theme 2.</p>	
<b>Theme 1 - Investigating Small Business</b>	
<p>Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. Many young people will be thinking about setting up their own business in the future and this unit will provide an excellent insight into the skills and qualities required. It provides a framework for students to explore concepts through the lens of an entrepreneur setting up a business.</p>	
<b>Theme 2 - Building a Business</b>	
<p>This unit builds on the first unit and examines how a business develops beyond the start-up phase. It explores topics such as marketing, operations, finance and human resources. It uses these key business concepts to explore the issues and decisions required to help grow a business. It also considers the impact of the wider world on the decisions a business makes as it grows. This will include the ethical and social decisions international businesses have to make in a complex globalised economy.</p>	
<b>Method of Assessment</b>	<b>Course Contact</b>
<p>Exam Board - Edexcel</p> <p>2 external examinations (50% each at end of Year 11)</p>	<p>Colin Kilpatrick</p> <p>Subject Leader Business</p> <p>ckilpatrick@st-edwards.poole.sch.uk</p>
<b>Pathways after Year 11</b>	
<p>Business Studies GCSE aims to develop students' understanding of many concepts and situations that will be encountered after leaving school. It is an excellent foundation for Advanced level courses in Business and Economics, or simply to develop some of the key skills and knowledge required to set up your own business.</p> <p>Such is the real and relevant use of case studies that students will be more informed of the globalised nature of business and the economy. This will be important knowledge when pursuing any career in a dynamic economy such as the UK. The course can also act as a catalyst to pursue careers in areas such as accountancy, marketing, human resources and public relations.</p>	

**OPTION  
GCSE**
**Computer Science**
**Course Description**

Firstly, what is the difference between ICT and Computer Science? In summary Computer Science is applied Maths whereas ICT is applied English. Computer Science enables you to become a digital producer - write software, understand computer hardware, design networks, etc., whereas ICT enables you to be a digital consumer - use existing software effectively to produce professional business documents and multi-media artefacts.

Why study Computer Science? Our World is on the cusp of a new epoch: The Internet of Things. Computer Science students will be immersed in this new emerging world and shown how it is being built so that they can join in at its conception. Creativity and an interest in all things Computer Science is required alongside perseverance and tenacity. Students will be pushed and they will need to be able to overcome problems independently.

The reward for studying this course is a passport to the future. Just as Maths and English are the keys to open most doors, Computer Science is fast becoming recognised by employers as an essential skill set to enable them to work effectively in the 21<sup>st</sup> century.

The current theory module topics are as follows:

Data representation, computer hardware, software development, databases, security, computer communications and networking.

**Method of Assessment**
**Course Contact**

Exam Board – OCR

Christiaan Murray

Unit 1: Computer systems exam (40%)  
Unit 2: Computational thinking, algorithms and programming exam (40%)  
Unit 3/4: Programming project – Non-exam Assessment (20%)

Subject Leader of Computer Studies  
cmurray@st-edwards.poole.sch.uk

**Pathways after Year 11**

Computer Science is an ever expanding industry, touching or enveloping all others as it does so. It is an area where experience is respected equally with academic qualifications so apprenticeships at all levels are highly valued. Computer Science students are enabled to get careers that are financially rewarding. Also, as there are broad opportunities from developing solutions that remove physical or mental barriers for disabled people, to enabling the growth of more food or enabling oppressed people to be heard, it is also spiritually rewarding. A Computer Science student really has the power to change the World for the better.

## OPTION GCSE

## Drama

### Course Description

#### Is this the right subject for me?

Do you enjoy:

- ✓ expressing yourself in an active and innovative way
- ✓ analysing and performing in published plays
- ✓ exploring social, cultural and historical contexts of plays and playwrights
- ✓ developing your own pieces of drama from stimulus
- ✓ working in a group contributing your ideas and evolving those of others
- ✓ understanding and developing empathy
- ✓ acting a wide range of roles
- ✓ visiting the theatre?

If the answer is **YES**, then GCSE Drama is the perfect subject choice for you.

During the course you will learn how drama is created, from both from an acting and technical perspective, and how it transfers from 'page to stage'. You will learn about the historical and cultural context of our set plays and the playwrights. You will use themes, issues and stimulus to create your own pieces of drama and employ the techniques of a range of practitioners including Stanislavski and Brecht.

You will also have the opportunity to see productions in both local and West End theatres.

#### Units of Study

**Component 01/02 Devising Drama:** using stimulus, students devise and perform a piece of drama, or take the role of a designer, and create a written portfolio **30%**

**Component 03/04 Presenting and Performing Texts** Students explore a text and perform two scenes to a visiting examiner. Students can work as either performers or designers completing a pro forma and a final performance showcase. **30%**

**Component 05 Drama: Performance and Response, Written examination:** Students will answer questions on a set text and write an evaluation of a play they have been to see. **40%**

#### Method of Assessment

Examination Board	Practical	Written Examination
OCR	60%	40%

#### Course Contact

Giselle Sinnott  
Head of Drama  
gsinnott@st-edwards.poole.sch.uk

#### Pathways after Year 11

Drama is a subject that is celebrated and appreciated in all walks of life and proves advantageous to an eclectic range of careers. Universities and employees widely acknowledge that Drama is the unification of both an academic and practical subject, and one which helps empower people by improving their written and oral communication, self-confidence and empathetic skills. Successful Drama students have gone on to use their skills in Acting and Technical Theatre, Law, Medicine and Health Service, Public Relations, Teaching, The Police, Tourism, Journalism, Presenting, Management to name but a few.

## OPTION GCSE

## Food and Nutrition

### Course Description

#### GCSE Food Preparation and Nutrition

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

Food, nutrition and health, Food science, Food safety, Food choices, Food provenance.

Students will be able to gain these skills through a variety of practical and theory work. It will also involve some experimental work. It is important that students are aware of the presence and importance of theory work in this course.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries. This course links in well with other subjects at GCSE e.g. PE or Science

Assessment will include:

Written exam – 50% of mark sat in a 1hr 45min exam

NEA(formerly controlled assessment) – 50% of exam. Two tasks all completed in Year 11.

Students will have a 3hr practical exam which will be planned for in advance in Year 11.

At this stage GCSE specifications are being finalised and small changes to this course may be made.

### Method of Assessment

#### Controlled Assessment

Students will complete units with theory and practical work.

Level	Examination Board	Subject	Written Examination	Controlled Assessment
GCSE	AQA	Food and Nutrition	40%	60%

### Course Contact

Kathryn D'Arcy

Head of Technology

kdarcy@st-edwards.poole.sch.uk

### Pathways after Year 11

This course will provide a solid foundation for progression to further Health and Social Care studies and will also support PE studies, Biology, related sciences and medical studies, hospitality and catering.

## OPTION GCSE

## Geography

### Course Description

In our modern, globally interconnected society, it is more important than ever that people understand the world around them. This new specification gives you the chance to learn about those changes.

**Paper 1: Living with the physical environment** will give you a sound understanding of the natural world processes such as earthquakes and volcanoes, ecosystems, the atmosphere and climate and the water cycle.

**Paper 2: Challenges in the human environment** focuses on human geography. You will study how populations grow and change, where people live and work and how they exploit and use resources.

**Paper 3: Geographical applications** focuses on practical geography. This requires field study skills and techniques.

### Method of Assessment

AQA Exam based - No coursework

**Paper 1 & 2**, each worth 35% of GCSE. Exam papers are resource based. You will have maps, photographs and diagrams to help you answer the questions. Questions will range from short questions up to larger extended writing questions.

**Paper 3**, worth 30% of the GCSE Geographical applications, is a decision making exercise based on resources given. These will consist of a colour resource booklet on a geographical issue or location. Questions will assess your understanding of the resources in relation to environmental issues and sustainability. You will also be expected to apply your fieldwork knowledge and skills to respond to a range of questions.

In **Geography GCSE** there is **no Controlled Assessment (Coursework) unit**. Instead you will complete two fieldwork and data collection enquiries for knowledge and skills experience, to aid preparation for Paper 3.

### Course Contact

Craig Major  
Head of Geography  
cmajor@st-  
edwards.poole.sch.uk

### Pathways after Year 11

**Geography is a broad based academic subject which is well respected by employers and educational establishments. GCSE Geography may well be the first step to further education. Geography graduates have one of the highest rates of graduate employment.** Geographers enter a very wide range of career areas, the main benefit of studying geography is that the investigation focus will allow young people to develop an incredible range of transferable skills as well as important transferable attributes such as communication, presentation and team-working. Some of the well-paid jobs geographers go into include; engineering, planning, researching and sciences, travel and tourism, banking and insurance, law, journalism, government, marketing, presenting, health services and management.

<b>OPTION GCSE</b>	<b>Product Design</b>
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**Course Description**

This stimulating course provides opportunities for students to carry out design-based activities that focus specifically on visual impact, communication and manufacture. Students will need to work in both two and three dimensions and will be expected to develop and communicate their ideas linked to problems set. A three-dimensional outcome using semi-resistant materials will be produced for external moderation.

Techniques used will include computer-aided design (CAD) and manufacture (CAM), freehand drawing, technical illustrations and working drawings. These may then be enhanced with other appropriate media. A final idea may take the form of a prototype or scale model constructed using a range of modelling materials. Technical drawing skills and the understanding of formal 'drawing language' form part of the course. Using CAD CAM to design and manufacture through the Laser cutter, 3d printer giving a high level professional finish to the modelling.

The materials area will appeal to anyone who enjoys the creative process of design. Imaginative ideas can be communicated in drawing, models or computer simulations. With a 3 dimensional physical outcome.

This is an excellent GCSE for all students with creative and computer design skills and ambitions, using resourceful creativity to problem solve, project manage and devise inspired original design solutions.

<b>Method of Assessment</b>	<b>Course Contact</b>
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**ASSESSMENT**

**Controlled Assessment**

Students will complete a single project for final assessment.

A design portfolio and practical realisation must be completed, to satisfy the exam criteria.

A Terminal Examination tests theory and subject knowledge.

GCSE	Edexcel	Graphic Products	Exam 50%	Coursework 50%
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Kathryn D'Arcy

Head of Technology

[kdarcy@st-edwards.poole.sch.uk](mailto:kdarcy@st-edwards.poole.sch.uk)

**Pathways after Year 11**

AS and A2 Product Design at St Edward' s follows on from GCSE Technology. This is an ideal course for students who intend to pursue a career in Architecture, Graphic design, Product design, Engineering, Surveying and design linked courses such as Animation. The processes of design and the systematic planning of product manufacture is a key area in all fields of employment.

This is an ideal base for University degrees, Vocational courses and Apprenticeships in a vast array of technical based industries, especially those involved with CAD CAM.

## OPTION GCSE

## History

### Course Description

"To be ignorant of what happened before you were born is to remain always a child" said Cicero, a famous chap from ancient Rome. Whether or not this is true you can't deny that without understanding the choices people from the past made, today's mixed up world simply makes no sense. This is the brand new GCSE course which enables students to study a wide range of fascinating topics which set the scene for the modern world. It celebrates the highs, lows and bizarre features of mankind over the last thousand years with units on British and global historical events. We also hope to take students to Belgium and France to study the First World War battlefields which forms a core part of the course.

### Method of Assessment

AQA – GCSE History (Code: 8145) has 2 external exams (1 hr 45 minutes each)

Paper 1: Understanding the Modern World

- The causes and events of World War One: 1894-1918
- Germany: Democracy and Nazi Dictatorship: 1890-1945

Paper 2: Shaping Britain

- Power and people 1170 to the present day. Includes a study of major events in Britain.
- Elizabethan England 1567-1603. Major events include American exploration, English rebellions and the Spanish Armada.

### Course Contact

Jeff Adams

Head of History

jadams@st-edwards.poole.sch.uk

Also, for more details, please look at the GCSE section on the History Department's website.

### Pathways after Year 11

History is worth studying because it's interesting but it's good to know the skills are essential in many lines of employment. Students will be taught how to present intelligent arguments in debates and also how to structure their written work so that they can present these in writing as well. Additionally, the ability to challenge and look at evidence is an important one so that you don't merely accept anything at face value. Therefore, History is excellent for anyone considering a career which involves writing, like journalism or a job which requires evaluating evidence and drawing conclusions such as doctors, lawyers, police and even a career in business. Additionally, History also involves looking at different accounts of events written by individuals; those who wish to have jobs interacting with people, such as teachers and nurses, may find the insight invaluable.

<b>CORE / OPTION GCSE</b>	<b>Modern Languages – French and German</b>
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<b>Course Description</b>				
<p>In our globalised society and internationally-competitive employment market, a GCSE qualification in a foreign language is increasingly stated as desirable, and in some cases a requirement, for entry to many of our top universities. It is also hugely advantageous in many careers, and a compulsory constituent of the EBacc group of subjects that are being strongly promoted.</p> <p>But the fact that languages are important is far from the only reason to choose them. Learning languages to GCSE level is also enjoyable, challenging and interesting. As well as opening doors, language skills also open eyes and minds to other cultures, giving students an enhanced understanding of the world and of our closest and most important partner nations.</p> <p>The GCSE course is designed to develop students' cultural understanding as well as their language skills and unlike previous specifications focusses on true ability in the language for use in real-world situations. Assessment is through 4 exams in listening, reading, writing and speaking which are sat at the end of Year 11.</p> <p>Topics studied include; holidays and travel, the world of work, school life, social issues, technology, the environment, where we live and hobbies.</p> <p>As well as the learning that takes place inside the classroom, we also offer students the opportunity to travel abroad to use their language skills in context and to experience life in Germany and France for themselves.</p>				
<table border="1"> <tr> <td style="background-color: #d9e1f2;"><b>Method of Assessment</b></td> <td style="background-color: #d9e1f2;"><b>Course Contact</b></td> </tr> <tr> <td> <p>Exam Board: AQA</p> <p><b>Unit Assessment:</b> All assessment is by final external exam with an even 25% split between 4 assessed skills: Listening, Reading, Speaking and Writing</p> </td> <td> <p>Matthew Lenarduzzi</p> <p>Subject Leader- Modern Foreign Languages</p> <p>mlearduzzi@st-edwards.poole.sch.uk</p> </td> </tr> </table>	<b>Method of Assessment</b>	<b>Course Contact</b>	<p>Exam Board: AQA</p> <p><b>Unit Assessment:</b> All assessment is by final external exam with an even 25% split between 4 assessed skills: Listening, Reading, Speaking and Writing</p>	<p>Matthew Lenarduzzi</p> <p>Subject Leader- Modern Foreign Languages</p> <p>mlearduzzi@st-edwards.poole.sch.uk</p>
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<b>Pathways after Year 11</b>				
<p>One of the great things about learning a language is that it is so much more than a subject - you will be acquiring a skill which, with practice, you can retain for the rest of your life. After Year 11 you will have the opportunity to continue studying your chosen language to A-level. This enables you to achieve a strong level of fluency in the language, and additionally, as one of the small group of "facilitating subjects", languages at A-level will enable students to apply for entry to a range of courses at any university. Languages give students a clear edge in their future lives and careers.</p>				

<b>OPTION GCSE</b>	<b>Music GCSE</b>
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### Course Description

GCSE music is an exciting and enjoyable course about making and listening to music. It covers performing, composing and listening to a wide variety of musical styles – popular music, world music and classical music. There are also opportunities to use music technology to create your own compositions, as well as rehearsing and performing on your instrument/voice individually and in a group.

You will enjoy this course if you want to study a subject that:

- Involves performing on your own and with others
- Involves listening to and understanding a wide range of music
- Involves composing or arranging music on your own and with others e.g. in a rock group, band or orchestra
- Will broaden your knowledge of music theory

### Method of Assessment

There is one exam in the summer worth 40% of the final grade. You will listen to a CD and answer questions on different pieces you have studied as well as unfamiliar pieces.

Coursework consists of two compositions (15% each) and two performances (one solo and one ensemble both 15% of final grade) which are worth 60% of the total mark.

### Course Contact

Justin Sloan

Head of Music

[jsloan@st-edwards.poole.sch.uk](mailto:jsloan@st-edwards.poole.sch.uk)

### Pathways after Year 11

GCSE music develops a wide range of vital skills including confidence to perform in front of others, the ability to work effectively in a team, analysis skills, essay writing, target setting and creativity. The skills are essential for further study or any career you choose to pursue after Key Stage 4.

GCSE music is highly regarded by universities and leads on perfectly to A Level Music as well as BTEC Level 3 Music.

<b>OPTION GCSE</b>	<b>PE Studies</b>
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### Course Description

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

The aims and objectives of the course are

- To develop theoretical knowledge and understanding of the factors underpin physical activity
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in at least 3 different sports
- Develop the ability to analyse and evaluate to improve performance in physical activity

Method of Assessment	Course Contact
<ul style="list-style-type: none"> <li>- <b>Written Paper – 1 hour 45 minutes (Externally Assessed) 36%</b></li> <li>- <b>Written paper 2- 1hour 15minutes (Externally assessed) 24%</b></li> <li>- <b><i>Practical performance (30%)</i></b></li> <li>- <b><i>Personal exercise programme (10%)</i></b></li> </ul>	<p>Sam Pope</p> <p>PE subject leader</p> <p>spope@st-edwards.poole.sch.uk</p>

### Pathways after Year 11

A Level options: AS/A Level PE studies, BTEC level 3 Subsidiary diploma in Sport.

Progression routes: Degree level – teaching, coaching and physiology courses.

Careers: PE teacher, Coach, Management in the leisure industry, Sports Events organiser, participant as an athlete, Physiotherapist, Sports Psychologist, Sports Nutritionist, Sports Development and Coaching manager within the City Council, working with disabled performers and young people

**OPTION  
GCSE**
**Triple Science**
**Course Description**

Nationally the Triple Science programme is regarded as being a very demanding course which comprises the Combined Science content along with extension content. The extension material looks in more detail at the way our bodies are regulated and the way humans interact with the environment. The Chemistry material includes greater focus on energy changes in chemical reactions and using the periodic properties to describe trends and patterns in chemical reactions. The Physics extension material includes using light and the natural phenomena of how light behaves along with describing electrical transfer in more detail.

Students that are invited to select the Triple Science option (based upon their prior attainment in Science) will follow all three sciences such that the GCSEs awarded recognise achievement in each of Biology, Chemistry and Physics. Students cannot drop any one subject, each must be followed throughout Years 10 and 11.

Students that select this course as an option will need to be prepared for a significant part of the timetable to be filled by science subjects (20% of all lessons, 15 lessons per fortnight) and as such they should display both a strong aptitude and passion for the subject.

**Method of Assessment**
**Course Contact**

Exam board – AQA

Assessment structure – 100% written examination

Exam structure – 6x 1 hour 45 minutes written exams each comprised of 100 marks in the summer of Year 11 (three papers from each of Biology, Chemistry and Physics.)

Stuart Keene

Science Subject Leader

skeene@st-edwards.poole.sch.uk

**Pathways after Year 11**

Students that follow this course will no doubt want to continue to study sciences at A-level. The course supports the transition from GCSE to A-level in Biology, Chemistry and Physics as the extension topics are all seen again in the first topics of A-Level study. Students that wish to follow careers in Medicine, Engineering, Conservation and Ecology, Marine Studies and Chemical engineering or similar professions should consider selecting this option should their prior attainment indicate they will cope with the demand of this challenging course.

**OPTION  
BTEC**
**BTEC First Award in Music**
**Course Description**

Do you love making music? Do you have an interest in the music industry? Would you like to learn how to record and produce your own music? We are excited to offer the new BTEC First in Music, which is a level 2 qualification (equivalent to one GCSE grade A\* - C). This qualification is ideal for students who have a keen interest in music performance and production, but are perhaps less interested in Western Classical Music and traditional music theory. This BTEC First in Music will allow you to:

- Be inspired and enthused into considering a career in the music industry.
- Develop a broad knowledge and understanding of, and develop skills in the music industry, e.g. The live sound industry, solo or group professional performance, or music promotion and publicity.
- Have the opportunity to use music technology facilities to record, edit and produce their own music
- Work with industry specialists on creative music projects and visit recording studios and other relevant music venues to gain an insight into the music business.

**Method of Assessment**

The qualification consists of four units each worth 25% of the final grade. Three of the projects are coursework based:

- Introducing Music Performance
- Introducing Music Composing
- Managing a musical product

The fourth project is an in-depth study into the music industry and is assessed through a 1-hour exam.

**Course Contact**

Justin Sloan

Head of Music

jsloan@st-edwards.poole.sch.uk

**Pathways after Year 11**

The Music BTEC is an excellent foundation for any student that has an interest in or would like to work in the music industry. You will gain a solid understanding of how each area of the industry works and will have developed a range of vocational skills such as planning a performance, monitoring rehearsal schedule, working in an ensemble, composing to a brief, writing up reports, taking part in production meetings and promoting a musical product.

The course leads perfectly onto the Level 3 BTEC which builds on what has been taught at Level 2.

**Option  
BTEC**
**BTEC First Award in Sport**
**Course Description**

The new BTEC Firsts are a level 2 qualification (equivalent to one GCSE) graded at Pass, Merit, Distinction and Distinction\*. There is also an opportunity for learners to gain a level 1 qualification. This new suite of BTEC First qualifications will offer learners:

- an understanding of how organisations in sport operate
- the key skills required to work in the industry
- and key concepts and principles related to the world of sport

Whilst some of the course is practically based there is a requirement that students present their ongoing assessment material in electronic form, so access to ICT at home and in school is essential. Internal assessment can be in a variety of forms, from projects, portfolio's, planning, recording and evaluating evidence, completion of activity/practical diaries, refereeing/coaching qualifications, first aid qualification, written reports, witness testimony and observation records to name but a few.

It is a course that is designed to create pathways for a variety of students that have a passion for sport and are possibly looking to pursue their involvement beyond the age of 16.

**Method of Assessment**
**Course Contact**

**Exam Board:** Edexcel

**On line exam:** 25%- Mandatory unit

**Internal assessment:** 75% split across 3 units.

Sam Pope

PE subject leader

spope@st-edwards.poole.sch.uk

**Pathways after Year 11**

A Level options: AS/A Level PE studies, BTEC level 3 Subsidiary diploma in Sport.

Progression routes: Degree level – teaching, coaching and physiology courses.

Careers: PE teacher, Coach, Management in the leisure industry, Sports Events organiser, participant as an athlete, Physiotherapist, Sports Psychologist, Sports Nutritionist, Sports Development and Coaching manager within the City Council, working with disabled performers and young people

<b>OPTION Technical Award</b>	<b>Materials Technology</b>
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<b>Course Description</b>	
<p>Equivalent to 1 GCSE, Materials Technology is a highly technical, hands-on subject choice. This course is well suited to those students who enjoy creative manufacture and want to study materials in a practical way. Practical and technical projects will lead to a strong understanding the working properties of woods, metals and polymers.</p> <p>Within the Technology block we have the facilities to manufacture products using a full range of material processing techniques including, welding, brazing, casting, wood and metal lathe turning, polymer forming, fabricating and traditional wood working. There will also be opportunities to use a CNC router and laser cutter to industrial standards.</p> <p>Students will build on the key skills already achieved in key stage 3.</p> <p>The course includes 3 units:</p> <p>Unit 1 – SKILLS DEMONSTRATION. Working solo and in teams, students manufacture a series of technical mini projects to display 12 practical skills. A 12 page portfolio will evidence their skills.</p> <p>Unit 2 - EXTENDED MAKING PROJECT. Students will showcase the skills they have learnt by producing an extended, detailed made outcome. By responding to a practical brief they will develop skills in planning, making, testing, evaluation and communication.</p> <p>Unit 3 – FUNDAMENTS of MATERIALS TECHNOLOGY. Students will study the theory behind complete manufacture and learn about industry careers. They will be assessed on their knowledge and understanding in a written exam.</p>	
<b>Method of Assessment</b>	<b>Course Contact</b>
<p>Students will complete 3 mandatory units over 120 guided learning hours.</p> <p>Unit 1 - Internally assessed with evidence with portfolio (12 pages), 30% of qualification.</p> <p>Unit 2 – Internally assessed making project, 30% of qualification.</p> <p>Unit 3 – Externally assessed 1 ½ hour written exam, 40% of qualification.</p>	<p>Kathryn D'Arcy</p> <p>Head of Technology</p> <p>kdarcy@st-edwards.poole.sch.uk</p>
<b>Pathways after Year 11</b>	
<p>AS and A2 Product Design at St. Edward's follows on from TECHNICAL AWARD: Materials Technology. This course is very well suited to students who enjoy manufacturing and are considering careers in engineering, furniture production, mechanical and ship building construction and other related opportunities. Upon completion, learners can also progress to Technical Certificates and other Level 3 vocational qualifications such as an NVQ Carpentry or Manufacturing and Production.</p>	

<b>OPTION Technical Award</b>	<b>Fashion &amp; Textiles Technology</b>
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<b>Course Description</b>
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Textiles is an exciting area of technology in which students are encouraged to develop their practical skills as well as their individuality and creativity.

The early part of year 10 is dedicated to students improving their knowledge and practical skills through two projects; decorative skills and fashion construction skills. This will prepare students for the controlled assessment which is worth 60% and for the final exam.

The controlled assessment consists of two units. Students will demonstrate different fashion and textile skills through made outcomes and a portfolio for unit 1. During unit 2 students will undertake an extended making project showing skills in planning and development, making, testing and evaluation.

The department has a wide range of equipment including computerised sewing machines, embellishers and sublimation printing facilities. The Laser cutter and 3d printer bring the subject into the 21<sup>st</sup> century, with the use of smart materials to enhance designs.

At all stages of this course, students are taught traditional skills and innovative techniques for improving their practical knowledge and manufacturing skills.

Method of Assessment	Course Contact
Unit 1: Skills demonstration 30%	Kathryn D'Arcy Head of Technology kdarcy@st-edwards.poole.sch.uk
Unit 2: Extended making project 30%	
Unit 3: Fundamentals of fashion and textiles 40%	

<b>Pathways after Year 11</b>
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St Edward's offers a BTEC Level 3 in Fashion and Clothing. This also leads to many vocational opportunities in retail and Further Education courses in many Fashion and Textiles subject areas. This can lead onto many jobs such as stylist, interior designer, costume designer for films, pattern cutter, manufacturing etc.