

# The Nelson Thomlinson School



## Courses & Options

### Year 10 & 11

### September 2018

# List of subjects and page numbers

<b><u>Core and EBacc subjects</u></b>	<b><u>Page</u></b>
English	10
Mathematics	11
Science	12
Compulsory non-exam subjects	13
Languages (French and Spanish)	14
Geography	15
History	16

---

<b><u>GCSE and Other Option Subjects</u></b>	
Art and Design (Fine art or Textiles)	18
Business Studies	19
Child Development	20
Computer Science	21
Design Technology (Timber/Electronic Systems)	22
Drama	24
Economics	25
Engineering BTEC Tech Award	26
Food Preparation and Nutrition	27
Music	28
Physical Education	29
Religious Studies	30
Travel and Tourism BTEC Tech Award	31
Health and Social Care BTEC Tech Award	32
CoPE	33

# Introduction

Dear Parents/Guardians

Welcome to the 2018 Courses and Options Booklet. We have made a number of significant changes to our curriculum since the last version was published.

The options process is a key time for all Year 9 pupils because it gives them a chance to influence their curriculum in the future. Most pupils tackle the process with confidence and enthusiasm, but occasionally some pupils struggle to make their decisions because of clashes or because they don't have any career in mind. Please rest assured that help is at hand and we will always do what we can to assist.

We want every pupil to be successful, regardless of ability, both now and in the future. Selecting the right subjects is an important decision because it may have implications for choices made post-16 and beyond. Some subjects are more highly valued by quality universities and employers; the English Baccalaureate remains important, and those capable of achieving grades 4 to 9 in the 'Ebacc' options of French, Spanish, Geography and History should really be choosing from these subjects as a starting point.

However, as we have a variety of learners we also have a range of courses and a range of qualification types, and you will see that we offer a mixture of GCSEs and BTEC subjects.

There will be plenty of support in school for pupils and parents/guardians. You should contact school if there are difficulties or queries and talk to any of the staff listed.

**The all-important parents' evenings are scheduled for Monday 5<sup>th</sup> March (X Half) and Monday 12<sup>th</sup> March (Y Half). I do encourage you to attend and meet with all of your son's/daughter's teachers.**

**Finally, the deadline for handing in the Option Choices Form to me is Thursday 15<sup>th</sup> March.**

Mr N Parker  
Deputy Head - Curriculum

The following staff will be able to assist with the Options process:

Mr Parker (Curriculum Deputy)

Miss Southwell (Head of Year 9)

Mrs Banks (Pastoral Deputy)

Subject Teachers

Form Tutor

Mr Clark (Careers IAG Officer)

## ***Contents***

Section A <i>White</i>	<b><i>Courses in Years 10 and 11</i></b> Which subjects are compulsory? Which subjects are optional? Information about the 'Routes'	Page 5
Section B <i>Green</i>	<b><i>Compulsory Subjects</i></b> Information about each of the compulsory subjects	Page 10
Section C <i>Blue</i>	<b><i>'EBacc subjects'</i></b> Languages and Humanities	Page 14
Section D <i>Cream</i>	<b><i>Other Optional Subjects</i></b> Information about each of the optional subjects Subjects in alphabetical order	Page 17
Section E <i>Pink</i>	<b><i>Your Subject Choices Form</i></b> Step-by-step guide on how to fill in your Subject Choices Form.	Page 34

# Section A

## Courses in Years 10 and 11

### New courses and grading structure

From September 2018, all GCSEs will be new specifications, with new grades awarded from grade 1 (lowest) to 9 (highest). Grade 1 will be equal to the bottom of the old grade G, grade 4 will be equal to the bottom of grade C, and grade 7 will be equal to the bottom of grade A. Most BTECs will also be new Technical Award specifications, but will continue to be graded using Pass, Merit, Distinction and Distinction\*.

### Subjects you *have* to study (Compulsory Core)

These are subjects you have to take, and we have a statutory duty to provide them:

- English Language
- English Literature
- Mathematics
- Triple Sciences of Biology, Chemistry, Physics
- Non-examined PE/Games
- Non-examined PSHRE (Personal, Social, Health and Economic Education, combined with Religious Education, Citizenship and Careers Education)

For pupils likely to achieve at least Grade 4 in the English Baccalaureate (Ebacc), it is an expectation that pupils opt for 'Ebacc subjects'. The Ebacc is a collection of academic, 'gold standard' qualifications as follows:

- English Language
- English Literature
- Mathematics
- Two Sciences from Biology, Chemistry, Physics, Double Science, Computer Science
- A Modern Foreign Language from French or Spanish\*
- A Humanity from Geography or History

\*GCSE Spanish can only be taken if studied in Year 9

## **Subjects you can choose (Option Subjects)**

You can see the full list of option subjects below. The range and number of subjects available will depend on which "Route" you choose to take.

### **GCSEs:**

Art & Design (Fine art or Textiles)	French
Business Studies	Geography
Computer Science	History
Design Technology (Timber)	Music
Design Technology (Electronics)	Physical Education
Drama	Religious Studies
Economics	Spanish
Food Preparation and Nutrition	

### **Others:**

Cambridge National in Child Development (L2)  
BTEC Tech Award in Travel & Tourism (L2)  
BTEC Tech Award in Engineering (L1 or L2)  
BTEC Tech Award in Health and Social Care (L1)  
ASDAN Certificate of Personal Effectiveness (CoPE)

BTEC and Cambridge National courses are assessed using a scale of Pass, Merit, Distinction and Distinction\* where:

Pass is equivalent to GCSE grade 4  
Merit is equivalent to GCSE grade 5/6  
Distinction is equivalent to GCSE grade 7  
Distinction\* is equivalent to GCSE grade 8/9

To help make decisions that are appropriate to any pupil's ability, there are two 'Routes' to choose from:

- Route 1: The majority of pupils *are expected* to follow this route
- Route 2: Some pupils follow this route, and a few pupils have an individually tailored curriculum

## **ROUTE 1 – for most pupils**

This is the English Baccalaureate (EBacc) Route. You achieve the EBacc if you get grades 4 to 9 in the EBacc subjects and this will help you gain entry into the Sixth Form, or an Apprenticeship.

For Route 1, you must:

1. Choose **a Humanity** (either Geography or History)
2. Choose **a Language** (either French or Spanish). Spanish can only be chosen if you have studied it in Year 9.
3. Choose **1 additional subject** from **List A**.

**If you are *expected* to gain at least grade 4 in the EBacc subjects, you *are expected* to opt for Route 1. If you are unsure about your potential, speak to your tutor.**

## **ROUTE 2 – for some pupils**

This Route is for pupils who are less likely to achieve high grades in **all** the EBacc subjects, but either want to study all GCSEs, or a mixture of GCSEs and other qualifications. You should still be able to gain entry into the Sixth Form, as well as an Apprenticeship or College course.

If you opt for Route 2, you must choose 3 subjects:

1. **All from List A, or all from List B**
2. **A mixture from List A and List B**

## **Individually tailored programmes for a few pupils**

A small number of pupils will have a curriculum that is designed to cater for their very specific individual learning needs. This may include work experience placements, and/or practical activities in school, as well as studying an appropriate range of subjects. Choices from List B are most suitable here. **Staff in school will talk with those pupils and their parents for whom this provision may be most suitable.**

**Beyond the organisation of the curriculum and timetable, the route chosen is not important. What *is* important is that pupils choose courses that stretch and challenge them.**

## **Looking ahead to A Level**

It may seem a long way off, but people sometimes ask whether they can study a subject at A Level if they haven't done it at GCSE. The answer is that in some subjects it is possible and in others it isn't. Check with your subject teachers, or the sixth-form prospectus via our website.

## Subjects you may not have studied before

Business Studies, Travel and Tourism and Drama are three examples of subjects that you may not know much about. It is important that you find out about these if you are considering choosing them. We shall be arranging short information sessions to help you.

## Making the Right Decision

*You may or may not know which career you wish to pursue. Either way, your choice of courses can be important.*

Here are three GOOD REASONS for choosing a subject.

- *You are interested in it and enjoy doing it.*
- *You are good at it.*
- *You may need it for a future career or studies after Yr 11.*

You should only choose a subject for one or more of these reasons.

### ***THIS IS WHAT YOU SHOULD DO:***

#### ***(1) Find out all the facts which matter***

Which subjects interest me most?  
What will I learn in these subjects?  
Are there any new subjects I haven't studied before?  
Which methods of study does each subject use?  
Which special skills will I need to be successful?  
Where do my subject strengths and weaknesses lie?  
What do I need for my career, as I see it at the moment?  
What will I need for future study beyond the age of 16?

#### ***(2) Weigh up the facts in your mind***

Which option subjects are most important at this stage in my education?  
If my career plans change, will my subject choices still fit?  
How many career doors will I shut with each choice?  
What if my interests change as I grow older?

#### ***(3) Base your decisions on fact***

Read this booklet carefully. Ask for advice from teachers, the people listed on page 4, and your parents. Look at the careers charts displayed outside the Pastoral Offices in H Block.

#### ***(4) Give yourself a broad and balanced curriculum***

Follow the instructions carefully on the Subject Choices Form, paying particular attention to the course combinations that are **not** available. This is to ensure that your curriculum is broad and not focussed too heavily on one 'family' of subjects, or contains different qualifications in the same subject. Breadth and balance keep doors to your future open.

***THIS IS WHAT YOU SHOULD NOT DO:***

- Do not opt for courses based on what your friends are thinking of taking.
- Do not opt for what you think looks like an 'easy' subject. There is no such thing!
- Do not opt for subjects that are very similar, or you won't have a broad and balanced curriculum.

**Now read about all the subjects carefully.**

**Guidance on completing the Subject Choices Form can be found at the back of this booklet.**



All pupils take Mathematics in Years 10 and 11 and are placed in sets according to their ability.

All pupils will undertake a Linear GCSE with the examinations for all at the end of Year 11. The Higher Tier will enable pupils to achieve grades 1 - 9 and the Foundation Tier will enable pupils to achieve grades 1 - 5.

## **Assessment**

During the GCSE pupils will study Mathematics in the four main areas of number, algebra, statistics and geometry.

The scheme of assessment is all examination-based, with three question papers taken at the end of Year 11. This is the same for both Higher and Foundation tiers.

Paper 1: 33%

A written non-calculator paper.

Paper 2: 33%

A written calculator paper.

Paper 2: 34%

A second written calculator paper.

All pupils will study Science for six lessons a week throughout Year 10 and 11. The GCSE courses followed will depend on which route has been chosen.

At the beginning of Year 10, the assumption will be that **most** pupils will work towards gaining three separate GCSE qualifications in Biology, Chemistry and Physics (hence the large time allocation). The studying of individual GCSEs for each of Biology, Chemistry and Physics will provide a thorough preparation for those pupils wanting to study Science further (whether that be via A levels, College Courses or Apprenticeships) and it will also allow pupils to demonstrate their strengths, as some pupils may find that they are far stronger at one science than the others.

Where there is evidence that pupils are struggling with the demands of three separate GCSEs then there will be the possibility of changing to a two-GCSE Science curriculum in Year 11 which will lead to a double award qualification in Combined Science (equivalent to 2 GCSEs). The decision to change to the Combined Science option will be made by Science staff based on progress, and parents will be informed.

Each GCSE will be assessed via written exams.

A few pupils will only study Combined Science throughout Year 10 and 11, leading to the equivalent of two GCSEs. The course will be assessed by written exams.

## PSHRE

At Key Stage 4 all pupils will have one lesson of PSHRE per week. Through this lesson they will be taught four subjects. These are Religious Education; Personal, Social, Health and Economic Education; Citizenship and Careers Education.

**Religious Education** is a subject where critical opinion counts for a good deal. It offers the opportunity, through debate and reflective writing, for pupils to develop their own point of view in the light of current debates and differing viewpoints.

**Personal, Social, Health and Economic Education** contributes to personal development by helping pupils to build their personal identities, confidence and self-esteem, make career choices and understand what influences their decisions including financial ones. Pupils will develop self-understanding, empathy and an ability to work with others; this will help them to enjoy healthy and productive relationships in all aspects of their lives. Pupils will study a range of topics that are covered through the three core themes of Health and Well-being, Relationships and Living in the Wider World.

**Citizenship** equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms, and about laws, justice and democracy. These lessons will be supported by a programme of curriculum enrichment sessions throughout the year and by Citizenship Day in July.

**Careers:** Mr Clark, our Information, Advice and Guidance Officer, will provide one-to-one support regarding careers advice and all Year 10 pupils will take part in a Work Ready Day which involves a mock interview with an employer. This is supported by assemblies, talks by visiting speakers and lunchtime workshops. There is also the opportunity to take part in optional work experience with Innovia/Futamura in Wigton.

## Core PE/Games

A variety of activities is on offer in Years 10 and 11. Pupils are encouraged to extend skills, improve competence and perform safely to an optimum level in a selected team game and athletic activity. Opportunities will be given to officiate for others and to evaluate their own and others' work. There will be continued development of fitness in relation to the physiological requirements of the activity undertaken.

# ***Section C***

## ***EBacc subjects***

### Languages

Two languages are available, both at GCSE level: French and Spanish.

#### **Learning a foreign language....**

1. Helps you to communicate effectively when abroad.
2. Helps you understand grammar and linguistic structure.
3. Helps you with your literacy work in all subjects.
4. Involves learning about people in other countries and their culture.
5. Develops your skills in listening to and communicating with others.
6. Increases your chances of finding a good job.
7. Helps you make friends/contacts abroad.
8. Impresses employers or university admissions tutors.
9. Leads to a wider range of university courses as it is a 'facilitating' subject and can be combined with almost any subject.

#### **Jobs using languages:**

Translator/Interpreter  
International business  
Travel and Tourism  
International Media

In-demand Primary/Secondary Teacher  
Working abroad, e.g. Military  
UK businesses with international customers

#### **Did you know....?**

- 57% of science, manufacturing and engineering firms use foreign languages on a regular basis
- 47% of companies have lost business because of language barriers.

#### **Assessment**

The examinations will test you separately in four areas (speaking, listening, reading and writing). You may be entered at Foundation or Higher level:

If you enjoy words and communicating, like puzzles and applying rules and are creative, you will love GCSE French and Spanish. You will need a reasonable understanding of forming the 3 basic tenses (present, past and future) in order to achieve a higher grade at GCSE.

## **Only Geography and History count as “EBacc humanities”.**

### Geography

### GCSE

This GCSE combines Physical and Human Geography, giving the pupils core knowledge of the subject, which can be applied to places and current events through case studies.

The GCSE consists of three units as detailed below:

#### **Unit 1. Living in the UK today**

- Landscapes in the UK (rivers)
- People of the UK (UK economic development, settlement and population)
- UK environmental challenges (flooding, agriculture and energy)

#### **Unit 2. The world around us**

- Ecosystems of the planet (rainforests and coral reefs)
- People of the planet (global economic development and urbanisation)
- Environmental threats to our planet (climate change, hurricanes and drought)

#### **Unit 3. Geographical skills**

- Geographical skills (OS map skills, statistical skills, graphical skills and analytical skills)
- Fieldwork assessment (identifying questions for investigation, methods of data collection, data presentation, data analysis, conclusion and evaluation)

Throughout the GCSE, pupils will develop a wide range of skills including cartographic, analytical, graphical, literacy, numerical and diagrammatic skills. The pupils will also participate in two days of fieldwork.

#### **Assessment**

The GCSE will be assessed as three modular units. These will be examined at the end of Year 11. Units 1 and 2 consist of a 1 hour examination, each worth 30% of the final marks. Unit 3 consists of a 1 hour 30 minute examination which is worth 40% of the final marks.

#### **Progression**

The GCSE course enables pupils to develop a wide range of geographical knowledge, understanding and skills. This acts as a secure foundation for further study in the Sixth Form, where a wide range of geographical topics will be developed further.

GCSE History develops your studies from Year 9, both deepening your understanding and widening your knowledge of a wide range of topics. The events, people and ideas you will study shaped the world in which you now live.

Paper 1:

- Section A. America, 1920 – 1973: Opportunity and inequality.
- Section B. Conflict and tension in Asia, 1950 – 1975 (the Korean War and Vietnam War).

Paper 2:

- Section A. Britain: Health and the People: 1000 to the present day.
- Section B. British depth studies. Norman England, 1066 – 1100.

History encourages you to develop your analytical thinking. It is a subject that has something for everyone and is a very well-respected qualification. As well as an understanding of the past, GCSE History helps you develop important skills such as essay writing, note-making, source analysis and independent research. These provide a firm basis for careers in Business, Education, Law, Politics, Journalism and History.

## **Assessment**

At the end of Year 11 you will be examined through two written papers which count for 100% of your total mark.

# **SECTION D**

# **OPTION CHOICE COURSES**

Is GCSE Art about drawing? Yes, but it's about much more besides.

We offer a broad-based course, which will allow you the opportunity to develop skills in painting, drawing, sculpture, computer design and photography. The good thing is that while you learn new techniques and ways of working you will have lots of opportunity for making your own decisions, experimenting with materials and thinking creatively. Art is not about right and wrong answers.

Who is suitable?

We are looking for pupils who have an ability in Art, but more importantly we look for enthusiasm, motivation and the willingness to have a go.

During the course you will have the opportunity to visit Art Galleries both locally and further afield, and become involved in Art projects for example painting the scenery for the school play or working with a local artist.

There are many job opportunities in the fields of Art and Design. Everything that is made has to be designed. Art cultivates our senses, making us visually aware and visually literate, enabling us to interpret the world around us. Higher Education courses exist in a wide range of activities from video and photography to jewellery-making or graphic design. Such courses require a broad creative approach and a general Art course is an ideal grounding.

From GCSE, pupils can progress to A level and then on to college courses to specialise in specific fields.

## **Assessment**

Coursework is worth 60% of the overall mark and consists of a portfolio of work. The exam board sets a task which accounts for the remaining 40%. This is completed during the final months of the course in Year 11.

As a Business Studies pupil you will gain a rounded knowledge of the business world for the practicalities involved in setting up a new business, and how to cope with the problems forced upon businesses by the wider world.

You will study the following: how businesses recruit and motivate staff; how they may cut costs by using machines; how they effectively market and sell a product; how businesses manage their finances; how interest rates and exchange rates affect businesses; how the recession affects businesses; what sustainability is and why it is increasingly important.

Reference will also be made to everyday events. Pupils should have an appreciation of current affairs and how this influences businesses. Pupils also get the opportunity to take part in Enterprise Challenges, bringing their innovative product ideas into the Dragon's Den. Pupils apply their entrepreneurial skills and what they have learnt in their studies. These activities mirror the Young Enterprise competition format which is available for students in the Sixth Form.

Pupils will complete 2 units:

**Unit 1: Business activity, marketing and people** – Looking at how entrepreneurs develop business ideas and then a marketing campaign to make the product or service successful. As well as an introduction to the business environment (e.g. types of business ownership and public and private sectors), we will also look at Human Resource Management (e.g. recruitment and selection, training and motivation techniques).

**Assessment at the end of Yr 11: 1½ hour examination worth 50%.**

**Unit 2: Operations, finance and influences on business** – Studying methods of production suitable for small and large scale business and business accounts such as profit and loss and balance sheets. Pupils also consider economic factors such as interest rates and exchange rates, analysing the impact these will have on business performance.

**Assessment at the end of Yr 11: 1½ hour examination worth 50%.**

## **Progression**

Business Studies provides a good grounding in the world of work and possibly for setting up your own business in the future. The GCSE offers excellent progression to our successful A-level Business Studies course or other business-related college courses.

## **Who should take this course?**

Anyone who is interested in studying a new subject and has an interest in what is going on around them within the business world. You might be interested in setting up your own business in the future and may want to study Business Studies at A level or University, or might be interested in an Accountancy career.

This qualification is for pupils who wish to develop applied knowledge and practical skills in child development. It is expected that the course will run as a Level 2 award, equivalent to a GCSE.

Three mandatory topics will be studied:

- Health and well-being for child development (written examination 50%)
- The equipment and nutritional needs of children from birth to five years (centre assessed tasks 25%)
- The development norms of a child from birth to five years (centre assessed tasks 25%)

The written exam will test a pupils understanding of reproduction and the responsibilities of parenthood, antenatal care and preparation for the birth, postnatal development, childhood illnesses and child safety.

Centre assessed tasks will require pupils to conduct independent research and investigations. These will be based on choice of equipment for babies and children, as well as developing a knowledge of nutritional guidelines and feeding solutions for children from birth to five years.

Pupils will also study developmental norms of children and will need to be able to show how play affects the development of individual children.

Throughout the course, there will be an expectation to participate in practical tasks, including cooking, craft and designing activities for children.

The course is suitable for all ability ranges and would be a good foundation for preparing pupils for further qualifications and careers in Child Care, Health and Social Care, Psychology, Sociology and Biology.

This is an exciting and hands-on course in which you will build skills across the spectrum of computing applications vital in the world of work. You will enjoy the opportunity to show off your problem solving skills to write programs in a range of computer languages set in contexts such as gaming, web and mobile phone applications. You will learn about the computing hardware used within a computer including the microprocessor and memory types in addition to the hardware associated with networking and web applications.

This course has something for everyone; it's creative, challenging and practical. You will shortly be starting a career in a very technological world. This qualification will show employers that computing and the use of modern technology is in your skill set.

## **Course Structure**

### **Examined Components**

Each of the two written exams will be one and a half hours long and will consist of a mix of multiple choice, short-answer and longer-answer questions assessing a pupil's practical problem solving and computational thinking skills.

### **Controlled Assessment Task**

This will be a practical task set by the AQA exam board that will demonstrate your computational and programming skills. You will have 20 hours in lesson time to complete this task.

### **Future Prospects**

A good grade in GCSE Computer Science demonstrates a level of technical skill that will be welcomed by employers. It will help you in job applications whether or not you choose to specialise in this subject at a later date. It will lead to more advanced computing courses at A-level and university. There is already a wealth of career opportunities for people with computing qualifications and this is increasing all the time. This qualification is the first step to one of these exciting new careers.

# Design Technology

## (Timber/Electronic Systems)

GCSE

GCSE Design Technology has changed, as Resistant Materials and Electronic Products have been replaced by **one** GCSE in which pupils follow the same technical principles before selecting an area of specialism. We have selected specialisms which closely match the old qualifications, and these 'specialisms' are now termed **Timber** and **Electronic Systems**.

The subjects on offer are **no longer about just making**. An all-round skill base is required as is the desire to carry out independent research whilst good drawing and sketching skills are essential in order to communicate ideas through diagrams and pictures. There remains a reduced element of making where pupils will be expected to make test pieces and prototype components using hand tools, computers and computer controlled machinery competently and efficiently.

Additionally, the new GCSE Design Technology qualification includes more content relating to Mathematics and Science. Pupils will be expected to demonstrate their mathematical and scientific skills and knowledge in conjunction with being good designers and manufacturers.

In terms of teaching and learning for these two-year courses, core technical principles and specialist knowledge is taught throughout Year 10 to allow pupils to design and make a prototype in Year 11. Therefore, pupils should choose **either** Timber **or** Electronic Systems as their chosen path as a specialism. This specialism will be used to make the prototype for Year 11 and also be tested in greater depth in the exam.

### **Reasons to choose GCSE Design and Technology**

GCSE Design and Technology is a subject that brings learning to life, requiring pupils to apply their learning to real-life situations. This qualification aims to encourage authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Pupils will be required to use critical thinking leading to invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

The new schemes allow pupils to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

### **Assessment**

This qualification is linear. Pupils submit their coursework towards the end of the Spring term of Year 11 and sit the exam in early Summer. Assessment is split as follows: 50% exam and 50% non-exam assessment (Coursework).

The exam will be a 2 hour written paper worth 100 marks covering:

- Core technical principles
- Specialist technical principles (Systems or Timber)
- Designing and making principles

### **Non-exam assessment (NEA)**

The 'design and make' task is assessed through an iterative design process. Pupils will undertake a single 'design and make' activity, which will arise from investigating a contextual challenge set by the awarding body. Pupils will be given this challenge at the end of Year 10 in readiness for the start of Year 11. The NEA is also intended to test the same areas as the exam but through the practical application of these skills and knowledge.

To be successful in the NEA element, pupils should submit a prototype and a concise portfolio.

The portfolio will consist of an investigation into a contextual challenge; defining the needs and wants of the user; relevant research to formulate a design specification; design ideas with flair and creativity developed to formulate a final design solution (including modelling); manufacturing specification; final prototype that is fit for purpose and a final evaluation.

In total, the NEA in its entirety should take 30-35 hours to complete and consists of a working prototype and the portfolio of approximately 20 pages of A3 paper.

### **Summary**

If you have enjoyed Technology lessons in Year 7 to 9, or are thinking of a career involving design and manufacture, or simply want a challenging, more hands on qualification choose one of these subjects.

If you favour electronics choose **Design and Technology (Electronic Systems)**.

If you favour working with wood choose **Design and Technology (Timber)**.

*Note: You can only choose D&T once, specialising in either Electronic Systems or Timber.*

### **Further information**

Please see your Technology teacher, or Mr Lewis - Head of Industrial Technology. Additionally, you can access Edexcel's GCSE specification directly (this gives a greater indication of the course content) at:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>

This popular, exciting and practical course suits pupils with the maturity to work with others and often without direct teacher support. Pupils gain and develop a range of skills, many of which are transferable and highly valued. Personal attributes such as self-confidence, teamwork skills, self-motivation and the ability to present oneself effectively are valued in every job. The technical skills explored can lead to a host of interesting careers, world-wide, from film to theatre to music concerts.

**Previous pupils from NTS have excelled as actors, singers, dancers and musicians on stage and screen, become politicians, teachers, presenters and barristers. One ex-student even runs his own, highly successful, stage and performance lighting company servicing the West End shows and major music concerts.**

## **The Course:**

Pupils can choose to develop as *either performer or technician or both.*

### **Performers**

Performers write and create their own play and can be assessed as technicians or/and performers. The play must incorporate an element of script but the amount used could be as little as a few lines and pupils choose how much will be used. The teachers have no role in creating the play but will teach skills and offer broad support. Performers may choose to incorporate dance, singing and a range of naturalistic and more experimental acting skills.

### **Technicians**

Assessment can be any of the following technical skills:

- **Lighting** (you will learn to operate lighting, create and apply your own lighting design)
- **Sound Design** (you will learn to create and source effects and create and apply your own sound design)
- **Set Design** (you will learn to create and apply a set design for a performance)
- **Costume Design** (you will learn to design and create a costume (with hair and makeup) for a character)
- **Puppet Design** (you will create and design a puppet to be used in a performance)

## **Assessment:**

**Component 1** - Study of one play for a written exam (explored actively and practically) – **40%**

**Component 2** - Written performance – technical or acted performance – **40%**

**Component 3** - Performance (technical or acted) of play extract 1 and play extract 2 – **20%**

# Economics

# GCSE

Economics is a fascinating and challenging subject vitally important for any young person considering a career in industry, law or politics. The subject studies how the world works, looking at how individual markets operate, how the government manages the economy and also the impact of an increasingly interdependent global economy. It helps you understand more about how we can make the best use of the world's scarce resources as well as consider the difficult decisions governments have to make.

## **You will consider the following questions:**

- How can the Government use Fiscal policy to achieve economic growth?
- How are interest rates used to manage inflation?
- What policies can be implemented to reduce inequalities of income?

## **Course structure:**

Two units, assessed through examination at the end of Year 11:

**Introduction to Economics** – This unit exams the internal workings of individual markets for example analysing the impact of supply and demand when determining prices. Pupils will also study how wages are determined, considering issues as to why Wayne Rooney can earn millions when a nurse earns an average of £25,000.

**Assessment at the end of Yr 11: 1½ hour examination worth 50%.**

**National and International Economics** – This unit broadens the study of Economics, examining how Governments manage their economies by implementing strategies such as Monetary and Fiscal Policy. Pupils learn how different areas of the economy are interlinked e.g. how a cut in Corporation Tax impacts on other areas of the economy e.g. unemployment. Living in a global economy, pupils will analyse the impact of exchange rates on importers and exporters and how this affects our Balance of Payments. Pupils will also consider whether globalisation has been positive or negative.

**Assessment at the end of Yr 11: 1½ hour examination worth 50%.**

## **Progression**

Economics develops analytical and critical thinking skills and therefore provides the perfect spring board to advanced level study. It combines well with any A-level subject combination but offers excellent progression to our A-level Business Studies courses and other A-level courses.

## **Who should take this course?**

Economics topics are heading the front pages of our newspapers more than at any point in the past two decades. To this end it is expected that pupils are interested in current affairs as well as learning about how the world works.

## **A look to the future**

Economics graduates have one of the highest average earning potentials. Many people with Economics degrees move into banking, insurance or law professions.

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bioscience. People with engineering skills are always in demand.

## **Who is the qualification for?**

The Tech Award in Engineering is for pupils who wish to acquire technical skills through vocational contexts by studying mechanical, electrical/ electronic and engineering design. This BTEC complements the learning in GCSE Design and Technology by broadening the application of 'design and make' tasks, working with an engineering brief, testing and evaluation.

## **What does the qualification cover?**

The Award gives pupils the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance;

- The development of key engineering practical and technical skills, such as research observation, measurement, making, using computer-aided design (CAD) and disassembly
- The knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry
- The knowledge of the stages involved in planning and implementing an engineering project
- The knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief

**This is not a purely 'making' qualification.** There is also written and drawn work required through producing plans, producing records of investigation work and presenting design solutions to a given problem.

## **Components**

Pupils are required to complete and achieve all the three components listed in the table below to achieve the qualification.

<b>No.</b>	<b>Component title</b>	<b>Assessment</b>
1	Exploring Engineering Sectors and Design Applications	Internally by teacher. Researching and designing an engineering product using CAD /CAM in producing a solution to a problem presented in a design portfolio.
2	Investigating an Engineering Project	Internally by teacher. Dismantling an engineered product, working out what it is made from and how it is made. Planning and making a copy of an engineered product.
3	Responding to an Engineering Brief	Externally by BTEC. A 2 hour practical test and 1½ hour examination.

# Food Preparation and Nutrition

# GCSE

Food is of great interest to everyone, not only because of the enjoyment and sense of achievement you get when you have created an edible masterpiece but also because of the valuable knowledge you gain on food provenance and sustainability.

This GCSE will equip pupils with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating, to a variety of recipes. It will encourage pupils to cook and develop vital life skills that enable them to feed themselves and others affordably and nutritionally, now and later in life.

The qualification will also serve as an excellent foundation for pupils who wish to pursue a career in dietetics, health care and looking after children, or the wealth of jobs available in the catering industry.

The course will appeal to all pupils who are interested in developing their food preparation and cooking skills, organisation and time management. The development of independence and confidence in a practical environment will be encouraged. It is expected that ingredients will be provided from home on a weekly basis.

Assessment for the final GCSE grade will be as follows:

- 50% Written examination – testing theoretical knowledge
- 15% Food investigation – an extended written report, based on a topic provided by the exam board
- 35% Food preparation assessment – a timed practical exam with supporting portfolio, again based on a topic provided by the exam board

The music GCSE is based around four Areas of Study: Western Classical Music 1650 - 1910, Popular Music, Traditional Music, Western Classical Music since 1910. Enthusiasm is as important as skill. The course is most suited to those who are willing to take part in one or more of our many and varied musical activities. However, those who play by ear or enjoy singing, playing and listening to music should also consider this course. Music helps boost confidence and encourages both individual and group work. **A commitment to making music is vital.**

## **1. Performing (30%)**

This is a progression from your instrumental and singing work in Year 7 – 9. If you have been taking lessons for a number of years, you should find this easy and enjoyable. If you want to try another instrument or start to take formal lessons this is an ideal opportunity. You will eventually prepare two performances – one alone and one with other musicians. You can play any instrument or sing, or do both. **Individual instrumental lessons are offered for free to all GCSE Music pupils.**

## **2. Composing (30%)**

This builds upon the wide range of composing skills already learned. We will help you to create pieces in a variety of styles for different purposes. You will be able to use keyboards, instruments, voices, computer technology, even a multi-track recorder. Both pieces will include a score and a recording. Each will be linked to at least two of the Areas of Study. One piece must also link to the one of the strands of study chosen by the exam board, whilst the other can be written in any style you wish.

## **3. Listening to, and Appraising Music (40%)**

This section shows you how to listen more closely and perceptively to many different musical styles. You will also become familiar with musical language.

## **Assessment**

The performances and the compositions make up 60% of the final assessment. The performances can be recorded at any time during the course. The compositions are to be created within controlled assessment time but only after you have learned the necessary composing skills. The Listening and Appraising is assessed through a 1½ hour listening examination.

## **Future Prospects**

Music links easily to a number of subjects. Taking it at GCSE would be beneficial for anyone considering any kind of career in music, either classical or popular. The study of this subject can lead towards careers in the theatre, technology, and aspects of the entertainment industry and is useful for those considering teaching at primary level or working with young children or children with special needs. Success at GCSE level also opens up the possibility of further study at A level and, from there, employment or further education at university or music college.

Physical Education as a GCSE option is in addition to the Core PE/Games taken by all pupils. Those who wish to take this option must be enthusiastic about all aspects of sport and willing to perform at their highest level. However, pupils must also be interested in the science of sport and physical activity, all of which is learned in the theory lessons.

The GCSE course is assessed as follows: 40% internally assessed practical, 60% externally assessed theory examination.

## **Practical:**

Pupils must perform in one team sport and one individual activity and then their next best sport, which may be either team, or individual. This is worth 30% of the total marks.

One piece of guided coursework on 'Analysis of performance'. This is worth 10% of the total marks.

**More detailed information on the activities is available at the Sports Hall.**

## **Examination:**

Two papers – 1½ hours each

### **Paper 1**

- Anatomy and Physiology
- Movement Analysis
- Physical Training
- Use of Data

### **Paper 2**

- Sports Psychology
- Socio-Cultural Influences
- Health, Fitness and Well-Being
- Use of Data

# Religious Studies – Philosophy & Applied Ethics

GCSE

Opting for the GCSE in Religion, Philosophy and Ethics provides an opportunity for pupils to follow a challenging and varied course, focussing on the study of Christianity and Islam, philosophical questions and ethical issues.

The content of the course is divided into three units of study, all assessed through written examinations:

## **Unit 1 – Christianity (25%)**

Beliefs about God  
Core beliefs  
Worship and Prayer  
Pilgrimage

## **Unit 2 – Islam (25%)**

Beliefs about Allah  
Core beliefs  
The Five Pillars  
Jihad

## **Unit 3 – Religion, Philosophy and Ethics in the modern world (50%)**

1. Religious teachings about the nature and purpose of families in the 21<sup>st</sup> century. Issues related to gender prejudice and discrimination.
2. Religious attitudes and teachings towards war, pacifism and terrorism, including the role of religion and belief in 21<sup>st</sup> century conflict and conflict resolution.
3. The arguments supporting the existence of God, and ways in which God might be understood through religious experiences.
4. Potential clashes between religion and law, as well as potential clashes between religion and medical science.

### **Why take this course?**

This course encourages you to engage with serious philosophical and ethical questions relevant to the 21<sup>st</sup> Century looking at them from a range of different viewpoints. Through covering ethical and moral issues it gives you the opportunity to engage in issues related to politics, law and medical science. You will be encouraged to explore your own responses to difficult ethical questions as well as evaluating and considering the viewpoints of others. You will gain a wide range of study skills including note-taking, research, analysis and interpretation and gain valuable experience in debate and discussion.

This course is ideal for those considering further education and is highly recommended for careers in the police force, health service, social services, education, law and politics. It also encourages the development and exploration of your own personal views. It's fun too!

This BTEC course provides knowledge and practical skills in preparation for work within customer focused industries or further study. It will provide opportunities for pupils to develop a range of skills and techniques, together with personal qualities and attitudes for successful performance in working life.

The course consists of 2 core units and 2 optional units as detailed below:

## **Unit 1: UK Travel and Tourism Sector (Examination)**

In this unit, you will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs.

## **Unit 2: UK Travel and Tourism Destinations (Portfolio)**

This unit will give you an understanding of what the UK travel and tourism industry has to offer to tourists. It will enable you to identify and locate tourist destinations, major UK airports and seaports, as well as to discover sea routes.

## **Unit 4: International Travel and Tourism Destinations (Portfolio)**

Throughout this unit you will be asked to locate and analyse numerous international holiday destinations. You will also be asked to investigate natural features, local attractions, accommodation and transport options. This information will be used to plan holidays to suit a variety of customers in various destinations.

## **Unit 6: UK Travel and Tourism Customer Experience (Portfolio)**

In this unit you will look at the definition of customer service and what the main aims of customer service are; this may differ depending on the size and type of the travel and tourism organisation. Customer service skills will be demonstrated through role plays.

The portfolio elements of the course will encourage the pupils to develop their research and ICT skills. In addition to role plays and discussion activities, there is a significant amount of written evidence that the pupils will need to produce as part of this course.

## **Assessment**

25% Examination

75% Portfolio

## **Progression**

The course includes a strong business element and would be advantageous for pupils who wish to move into employment, training or further education in another sector, such as business, finance or retail. It also provides a good grounding for Business Studies at A Level.

This Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- Skills and processes, such as interpreting data to assess an individual's health and designing a plan to improve their health and well-being.
- Attitudes, namely the care values that are vitally important in the sector and the opportunity to practise applying them
- Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services and factors affecting people's health and well-being.

The course has two internally assessed components and one that's externally assessed:

### **Component 1: Health Lifespan Development (*Weighting 30%*)**

- Explore how individuals develop physically, emotionally, socially and intellectually over time
- Investigate how various factors, events and choices may impact on individuals' growth and development
- Discover how people adapt to life events and cope with making changes

### **Component 2: Health and Social Care Services and Values (*Weighting 30%*)**

- Learn which health and social care services are available
- Identify why people might need to use these services
- Discover who's involved in providing these services
- Explore what might stop people from accessing the services they need
- Look at the care values the sector has to make sure people get the care and protection they need

### **Component 3: Health and Well-being (*Weighting 40%*)**

- Learn what 'being healthy' means to different people
- Explore the different factors that might influence health and well-being
- Identify key health indicators and how to interpret them
- Assess someone's health using what they've learned
- Create a health and well-being improvement plan for that person, which includes targets and recommendations of support service available
- Reflect on the potential challenges the person may face when putting the plan into action

## CoPE (Certificate of Personal Effectiveness)

This is a practically-based course intended to develop social and practical skills. To achieve the CoPE award pupils must complete a range of challenges and collate evidence in a portfolio, which will be submitted to ASDAN for moderation.

Pupils must prove that they can:

- Work with others effectively
- Improve own learning and performance
- Solve their problems
- Complete research
- Take part in a discussion
- Complete an oral presentation

All units of work are internally assessed and externally moderated, and pupils must pass all six challenges to achieve the full CoPE award.

# Section E

## *Subject Choices Form*

### **Instructions for completing the Subject Choices Form**

1. Select the route you will follow and tick the box next to it
2. Read the list of compulsory subjects in the grey box
3. Follow the instructions from left to right across the page
4. Select **one** reserve choice subject – see below

We always do our best to meet your first choices. However, there may be circumstances where this is not possible. For this reason you **must** select a reserve subject. Put a letter "R" in the subject box to show your reserve choice.

### **Route 1 Restrictions:**

If you choose Route 1, you may **not** choose:

- Any course on List B marked as L1
- Both GCSE D&T (Electronics) and GCSE D&T (Timber)

### **Route 2 Restrictions:**

If you choose Route 2, you may **not** choose:

- Both OCR Child Development and BTEC Health and Social Care
- Both GCSE D&T (Electronics) and GCSE D&T (Timber)

### **Parents' Evenings**

**X Half – Monday 5<sup>th</sup> March**

**Y Half – Monday 12<sup>th</sup> March**

### **Deadline**

**Thursday 15<sup>th</sup> March 2018**

