



Year 9  
Guided Choices  
2020

## Table of contents:

### Introduction:

Introduction to Guided Choice- options from Mr Hampton - Page 3

Welcome and explanation from Miss Plummer - Page 4

### Overview:

How should I choose my GCSE subjects - Page 5

Making the right choices - Page 6

Useful websites to visit - Page 6

### Full list of subjects.

#### Core Curriculum- these are compulsory for all students.

English Lang & Lit	Page 7-8
--------------------	----------

Maths	Page 9
-------	--------

Science	Page 10-11
---------	------------

RE	Page 12
----	---------

#### All students are expected to pick at least one highlighted EBacc\* subject.

French	Page 13-14
--------	------------

Spanish	Page 15-18
---------	------------

History	Page 19
---------	---------

Geography	Page 20
-----------	---------

#### Optional subjects: All Students are expected to pick two from the following.

Art	Page 21
-----	---------

Performing Arts	Page 22-24
-----------------	------------

Design Technology (Graphics)	Page 25
------------------------------	---------

Design Technology (Textiles)	Page 26
------------------------------	---------

Music	Page 27-28
-------	------------

PE	Page 29-30
----	------------

Business	Page 31-32
----------	------------

IT	Page 33-34
----	------------

Citizenship	Page 35
-------------	---------

Psychology	Page 36
------------	---------

Dance	Page 37-38
-------	------------

# Introduction to Guided Choices – Options



Dear Year 9 Students / Parent or Carer,

Thank you for taking the time to read through this important booklet, that sets out all the information needed to make the significant decisions around which subjects you will choose to continue studying to GCSE level and take exams in at the end of Year 11.

As you will see, each subject both Core and Optional, have set out in detail the requirements of the course skills. you will learn and potential future career paths that might be open to students studying these subjects in the future.

Some subjects have to be studied and these are the core curriculum of Maths, English Language and Literature, Combined Science and RE. The others are chosen by students in a process that is supported by staff that we call guided choices.

During the week of 18th to 22nd of May, all Year 9 students will have the home learning timetable suspended to allow you time to complete taster lessons in all of the option subjects, along with some careers activities to ensure that you have thought about the skills and knowledge you may require in the future to pursue your career aspirations.

When picking the three option choices, it is important that you have a broad and balanced spread of subjects. This means that all students **must choose at least one of the EBacc subjects in yellow** below. The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future university careers. It consists of the core subjects of Maths, English and Science, and a Humanities (History or Geography) and a language (French or Spanish).

It is important that you take time to think carefully about these choices because when they have been made and the courses timetabled, it is often not possible for changes to be made.

We will require the guided choices form to be completed by the parent/carers in discussion with the student.

This form will be completed electronically, and a link will be sent out and it will be available on SMHW with instructions also on SMHW on Friday 22 May. The deadline for the completion of forms is Friday 27th May.

The form will require you to rank your choices in preference from first to third with a reserve 4<sup>th</sup> choice in case of problems (for example, if not enough students choose a subject it might not be possible to run it).

I hope that this explains everything but if you have any questions at all, please don't hesitate to contact me on [lhampton@stmarksacademy.org.uk](mailto:lhampton@stmarksacademy.org.uk)

Yours faithfully,

Mr L Hampton.  
**Vice Principal**

# Welcome.

At St Mark's Academy our aim is to ensure that every student is well-educated, has the opportunity to attend university, and is able to lead a happy and fulfilled life. Our aims are underpinned by our core values of Love, Hope and Trust.



We know what a truly amazing experience it is to be part of the St Mark's community, how highly our students can achieve and how successful they can be in the classroom and beyond.

You will soon be entering a very important and challenging part of your school life. When you move up into Key Stage 4, you will be beginning a range of courses most of which will lead to public examinations. Some of these courses will be familiar but others will offer you new opportunities. You will be able to extend the interests you have developed in Key Stage 3 and will be able to explore some new ones.

For the first time, you have some choice about which subjects you learn and because Key Stage 4 should provide you with good preparation for further study or the world of work, it is very important that you make the choices which are best for you. These choices should give you a stimulating, balanced and relevant programme. This Options Information Booklet is to help you make these choices and to let you know more about Key Stage 4 (Years 10 and 11). We hope you will refer to it when discussing your options with your parents.

It is a good idea to ensure that your choices are broad and balanced – even if you have a specific career in mind. You may change your mind over the next few years. Keeping your curriculum broad ensures that you keep as many doors as possible open. It also shows that you are a well-rounded person.

Take your time with this process, look through all that is presented to you. This booklet provides an overview on each subject, whether they are compulsory or a possible option for you. Seek advice from all around you, fully immerse yourself into this process and take all you can. Take part in the career's advice, take part in each taster session- ask questions to your subject teachers and seek advice from them.

As you will need to access SMHW for virtual options week and events, if you have any problems with Show My Homework, accessing or completing the work, or, if you need support with home learning, please email: [HomeLearning@stmarksacademy.org.uk](mailto:HomeLearning@stmarksacademy.org.uk)

The support and encouragement parents can provide at this important stage of a child's education is also critical. We are looking forward to working directly with the parent of every child in the year and working together to ensure all our students at St Mark's Academy are successful. Enjoy this process and know we are here to fully support, advice and help, do contact me [cplummer@stmarksacademy.org.uk](mailto:cplummer@stmarksacademy.org.uk) if I can be of any assistance.

With best wishes,

Ms C Plummer  
**Progress Leader for Year 9**

## How should I choose my GCSE subjects?

There's no "right" way to choose your GCSE options, but it does help if you think about your future when making your decisions. For example, if you know whole-heartedly that you **want to be a doctor**, then choosing subjects related to that job like physics, chemistry and biology will certainly be useful.

### What career do I want to have?

You should also consider whether your chosen career will require you to get more qualifications in the future. For example, in order to become a doctor, you'll also need to have A-levels and then go on to study medicine **at university**. Although it may seem like a long way away, you might want to consider what qualifications you'll need to get into university (if that's your plan) because the subjects you take at GCSE level could have an impact.

### Should I keep my GCSE options open?

On the other hand, if you don't have a clue what career you want in the future (like most students in Year 9, 10 and 11), then you should probably aim to keep your options open. Studying a range of subjects will provide you with a good overview of different topics and different ways of studying, which can help you identify what subjects you're best at. Talk to your careers advisor to see if you can get a feel for **what kind of career you might like to do**.

### **Ask Yourself These Questions**

Which subjects do I like?

Which subjects am I good at?

**Remember it is not picking the subject with your favourite teacher!**

Do I need a particular subject for a higher educational course or the career I have in mind?

Do I like practical subjects and will I organise materials for them?

Am I good at exams?

Am I good at coursework?

Which subjects do I know enough about to make a good and informed choice?

Which subjects do I need to find out more about?

Have I discussed my choice(s) with my parents or carers?



## **MAKING THE RIGHT CHOICES**

It is very important that students and their parents and carers think carefully about the choice of study at GCSE level.



There are several factors which need to be considered:

Level of interest and ability in a particular subject:

Future education and career aspirations. Some university courses will require students to have studied specific subjects at GCSE level and certain career paths will require specific subjects.

Previous track record in a subject.

Advice and guidance from Subject Leaders.

Students should select a course because:

The student is good at a particular subject and will enjoy the subject.

It links to a career idea/aspiration.

It fits well with other subject choices.

It will help develop knowledge and skills of interest to the student.

The student wants to continue to study the subject at Post 16 level.

Student research shows that it will interest and motivate students. We emphasise that enjoyment of a subject should be the most important criteria for making option choices.

## **CAREER PLANS**

Some students may have a clear idea about their career plans. However, there is no need to worry at this stage if your son/daughter does not have a particular career in mind. If they have no career plans, it is wise to select a good balance of subjects that keep open as many opportunities as possible. Future employers will look for a person who is flexible and adaptable to changing situations.

## **WHAT STUDENTS CAN DO**

Making future choices can be quite daunting, but it is actually the opportunity for students to take control of their education and shape their future. Everyone needs help with decision-making.

Option choices are too important to leave to chance so students need to make sure they all get the help and support needed. Students should be seeking advice, information and guidance from Parents and Carers, Subject Teachers, Ms Glymidou, Miss Plummer and Mr Hampton.

Parents, carers and students can also access a very useful website on the internet, which has been developed by the Government to support parents in making choices for their children. The address is [www.gov.uk](http://www.gov.uk) and click on the link to Education and Learning/Schools and Curriculum/National Curriculum.

### **Some useful Websites:**

<http://www.careerpilot.org.uk/info/your-choices-at-14>

<https://icould.com/stories/choosing-your-gcse-options/>

<https://www.bbc.co.uk/bitesize/articles/zrjh92p>

<https://nationalcareersservice.direct.gov.uk/>

[www.sciencecareerpathways.com](http://www.sciencecareerpathways.com)

<http://www.careersadviceforparents.org/2015/01/choosing-gcse-subjects-essential-guide.html>

<https://www.studential.com/GCSEs/choosing-your-GCSE-subject-options>

<https://www.theuniguide.co.uk/advice/gcse-choices-university/how-important-are-gcse-choices-when-it-comes-to-university>

# GCSE English Language - Core



## Explorations in creative reading and writing

The aim of this paper is to engage you as students in a creative text and inspire you to write creatively themselves by:

In section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers

In section B, writing your own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

## Writers' viewpoints and perspectives

The aim of this paper is to develop your insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage you to demonstrate your skills by:

In section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader

In section B, producing a written text to a specified audience, purpose and form in which they give

<b><u>Paper 1 (Component 1)</u></b>	<b><u>Paper 2 (component 2)</u></b>	<b><u>Component 3 (Speaking and Listening)</u></b>
<b>50% of total qualification</b>	<b>50% of total qualification</b>	<b>You need to pass it but it does not contribute to the overall grade</b>
<b>Exam 1 hour 45 min</b>	<b>Exam 1 hour 45 min</b>	

# GCSE English Literature - Core



Today a reader,  
tomorrow a leader

~ Margaret Fuller



## Paper 1: Shakespeare and the 19<sup>th</sup> century novel

**Section A Shakespeare:** You will answer one question on Romeo and Juliet. You will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** students will answer one question on A Christmas Carol. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

## Paper 2: Modern Texts and Poetry

**Section A Modern texts:** You will answer one essay question from a choice of two on An Inspector Calls

**Section B Poetry:** You will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict cluster

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

**Exam Board: AQA**

**Website:**

<https://www.aqa.org.uk/subjects>

<u>Paper 1 (Component 1)</u>	<u>Paper 2 (component 2)</u>
40% of total qualification	60% of total qualification
Exam 1 hour 45 min	Exam 2-hour 15 min



# GCSE Maths - Core



**Exam Board:** Edexcel

**Aims/ introduction of the course:**

Mathematics plays a central role in pupils' education at St Marks Academy. It is an essential skill for the pupils, teaching them good work practices, and is often of great benefit to other subjects. The pupils enjoy the rigour and discipline needed to tackle the trickier problems, and thrive under the high expectations set by the Department.

The Mathematics Department aims to have high expectations of all pupils and to differentiate effectively, so that all pupils are appropriately challenged. We wish to instil in all pupils a love and understanding of Mathematics, whatever their ability level, and to ensure they achieve their potential.

**Specification:**

We follow the Pearson Edexcel GCSE (9-1) in Mathematics (1MA1) specification. The specification aims to:

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

**The assessments will cover the following content headings:**

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

**Two tiers are available: Foundation and Higher (content is defined for each tier). Each student is permitted to take assessments in either the Foundation tier or Higher tier.**

**Assessment method:**

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long. Each paper has 80 marks. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where

9 is the highest grade. Individual papers are not graded. Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9 (grade 3 allowed).

# GCSE Science Combined

Contact: Mr Dalton, Director of Science



“Is climate change real?”, “Do vaccinations cause autism?”, “Are GM foods bad for our health?”, “What do we do if we run out of oil?”, “What is the car of the future?”, “How is the Corona Virus transmitted?”, “Can we clone human beings?”

We live in a world that is full of theories, questions and answers, and regardless of your chosen career, a knowledge of Science will mean being able to make decisions and have opinions on issues with a full understanding of the facts. Students will also get an insight into how scientists work and the exciting developments in technology due to the research carried out worldwide.

It is a government requirement that all GCSE students study Science at this level. It is important to understand Science in order to appreciate the things that affect our everyday lives.

## GCSE content

Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 8. Key ideas	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics (Triple only)

## Assessment

Biology (2 x 16.7%)		Chemistry (2 x 16.7%)		Physics (2 x 16.7%)	
Paper 1	Paper 2	Paper 1	Paper 2	Paper 1	Paper 2
75 min	75 min	75 min	75 min	75 min	75 min

### Option 1: GCSE Combined (Double Award)

This course focuses on scientific explanations and models, and gives students an insight into how scientists develop scientific understanding of ourselves and the world we inhabit. The course still enables students to study Science at AS or A Level but is taught at a pace suitable for all abilities. The examinations consist of 6 papers of 75 minutes each. 2 papers for each of Biology, Chemistry and Physics. All 6 papers are added together to give a combined mark. This will result in 2 GCSE qualifications. *This option will be the course that all foundation and most higher students will be completing.*

### Option 2: GCSE Separate (Higher Triple Award)

To be successful, students need to be prepared to work at a faster pace in lesson and complete work to a consistently high standard. This option allows students to who wish to study one of the Sciences at AS an A level. There are a number of ideas taught at the end of the course that are revisited in AS teaching and students get an insight into the nature of each Science throughout studying them separately. This will result in 3 GCSE qualifications. *This will be the option that those students who are achieving at the highest levels in science will complete.*

Biology (2 x 50%)		Chemistry (2 x 50%)		Physics (2 x 50%)	
Paper 1	Paper 2	Paper 1	Paper 2	Paper 1	Paper 2
105 min	105 min	105 min	105 min	105 min	105 min

**100% Exam Based. Exam Board: AQA <https://aqa.org.uk>**

#### Where next?

A Level Biology, Chemistry or Physics.

BTEC Applied Science or Health and Social Care.

**Degrees:** Medicine, Science, Dentistry, Engineering, Optometry, Environmental Science, Forensic, Veterinary Science, Radiography, Nursing, Physiotherapy

**Career:** Doctor, Dentist, Nurse, Food Scientist, Engineer, Researcher, Pharmacologist, Veterinarian

#### Quote

*"The important thing is not to stop questioning. Curiosity has its own reason for existence."*

- Albert Einstein

# GCSE Religious Education - Core

## **Exam Board: AQA GCSE Religious Studies A (8062)**

### **Aims/ introduction of the course:**

This course gives students the opportunity to tackle questions and make decisions on some of the biggest questions in life and belief, through discussion debate and engagement. Students will need to be able to construct a process of reasoning and reach justified conclusions based on evidence, examples and argument. Topics covered include:

### **Paper One:**

- Christian Beliefs
- Christian Practices
- Islamic Beliefs
- Islamic Practices

### **Paper Two**

- Theme A: Relationships and Families: *covering issues such as sex outside of marriage, divorce, the use of contraception and gender equality.*
- Theme B: Religion and Life: *covering issues such as the use and abuse of the environment, abortion, euthanasia and life after death.*
- Theme C: The Existence of God and Revelation: *including the difference between general and special revelation, ideas about the divine and various arguments for and against the existence of God.*
- Theme E: Religion Crime and punishment: *The causes of crime, the treatment of prisoners, the use of corporal punishment and the death penalty.*

Specification: GCSE Religious Studies A (8062)

### **Assessment method (s):**

Examinations: Paper One: Christianity and Islam (50% of qualification) -1 hour 45 minutes

Paper Two: Themes Paper (50% of qualification) -1 hour 45 minutes

## GCSE French

The French GCSE curriculum will extend each student's knowledge of a range of vocabulary and grammar concepts to allow them to use the language independently, purposefully and creatively to confidently express their own ideas and opinions. Students will also develop their cultural understanding of the world around them, focusing on French speaking countries.

We will focus equally on the four key skills (**listening, reading, speaking and writing**) and use authentic sources where possible to enable students to both understand and use the language successfully. We believe that our programme of study will develop confident and passionate linguists, with a desire to use their skills to communicate and explore the wider world.

### GCSE content

The course in French covers five main themes:

- 1: Identity and culture**
- 2: Local area, holiday and travel**
- 3: School**
- 4: Future aspirations, study and work**
- 5: International and global dimension**

### Assessment

**100% Exam Assessment**

### Why study French?

- Speak one of the most popular European languages and one of the most important for worldwide Business.
- Develop communication and creative skills
- Learn about a wide range of topics with links to Science, Geography, Art and Culture
- Build confidence and public speaking skills
- Improve literacy and vocabulary
- Travel easily to neighbouring France and other French-speaking countries



The course is assessed with final exams in the four skills (listening, reading, speaking and writing) in the summer of year 11. Each exam is worth 25% of the total mark. There is the option to be entered into Higher or Foundation level GCSE. The maximum grade achievable is a grade 9 in the Higher tier and a grade 5 in the Foundation tier.



**Exam Board:**  
**Pearson Edexcel**

**Website:** [https://  
qualifications.pearson.com](https://qualifications.pearson.com)



# GCSE Spanish



Paper 1 Listening (25%)		Paper 2 Speaking (25%)		Paper 3 Reading (25%)		Paper 4 Writing (25%)	
Foundation	Higher	Foundation	Higher	Foundation	Higher	Foundation	Higher
35 minutes	45 minutes	7-9 minutes	10-12 minutes	45 minutes	1 hour	1 hour 10 minutes	1 hour 20 minutes

## Quick facts:

### Where next?

A Level French

Degrees: degree in French, International Relations, French with other subjects such as Business, Economics and Law.

Careers: business, interpretation, translation, opportunities for travel, journalism.

### Did you know?

Research shows that by 2025, French will surpass German as the **most spoken language** in Europe!

The Spanish GCSE curriculum will extend each student's knowledge of a range of vocabulary and grammar concepts to allow them to use the language independently, purposefully and creatively to confidently express their own ideas and opinions. Students will also develop their cultural understanding of the world around them, focusing on French speaking countries.

We will focus equally on the four key skills (**listening, reading, speaking and writing**) and use authentic sources where possible to enable students to both understand and use the language successfully. We believe that our programme of study will develop confident and passionate linguists, with a desire to use their skills to communicate and explore the wider world.

### **GCSE content**

The course in Spanish covers five main themes:

- 1: Identity and culture**
- 2: Local area, holiday and travel**
- 3: School**
- 4: Future aspirations, study and work**
- 5: International and global dimension**

### **Assessment**

**100% Exam**

### **Why study Spanish?**

- Speak one of the world's most spoken languages!
- Develop communication and creative skills
- Learn about a wide range of topics with links to Science, Geography, Art and Culture
- Build confidence and public speaking skills
- Improve literacy and vocabulary
- Travel with ease to Spain and South American countries



The course is assessed with final exams in the four skills (listening, reading, speaking and writing) in the summer of year 11. Each exam is worth 25% of the total mark. There is the option to be entered into Higher or Foundation level GCSE. The maximum grade achievable is a grade 9 in the Higher tier and a grade 5 in the Foundation tier.

**Exam Board:**  
**Pearson Edexcel**

**Website:** [https://  
qualifications.pearson.com](https://qualifications.pearson.com)



Paper 1 Listening (25%)		Paper 2 Speaking (25%)		Paper 3 Reading (25%)		Paper 4 Writing (25%)	
Foundation	Higher	Foundation	Higher	Foundation	Higher	Foundation	Higher
35 minutes	45 minutes	7-9 minutes	10-12 minutes	45 minutes	1 hour	1 hour 10 minutes	1 hour 20 minutes

100% Exam

## Quick facts:

### Where next?

A Level Spanish

Degrees: degree in Spanish, International relations, Latin American studies, Spanish with other subjects such as Business, Economics and Law.

Careers: business, interpretation, translation, opportunities for travel, journalism.

### Did you know?

There are **more than 400 million** native speakers of Spanish, making it second only to Chinese in terms of the **most spoken languages in the world**.

# GCSE History



Contact: Mr Wallbank - Head of history



## **Exam Board: AQA**

### **History (8145)**

Studying history for GCSE at St. Mark's will mean that you continue to learn about the big ideas in our history curriculum which are international relations, government, change, gender roles, diversity, protest and religion. All of these ideas are included at history GCSE and studying them in the past helps us to know more about the world we live in today.

### **Specification:**

Paper One- Understanding the Modern World		
One period study	America, 1920-73: Opportunity and Inequality (AD)	
One wider world depth study	Conflict and tension between East and West, 1945–1972 (BC)	

Paper Two- Shaping the Nation		
One thematic study	Britain: Power and the People c1170 to the present day (AB)	
One British depth study including the historic environment	Elizabethan England, c1568–1603 (BC)	

### **Assessment method:**

At GCSE there are two written exams – Paper 1 and 2 are each worth 50% and last for 2 hours each. These exams consist of short answer questions and longer, essay type questions.

# GCSE Geography- Optional



**Exam Board:** AQA Specification

**Aims of the course:**

- ✓ To develop a sense of place and an appreciation of the environment
- ✓ To understand their role in the world and the significance and efforts of people's values and attitudes
- ✓ To develop communication, interpersonal, problem solving, entrepreneurial, graphical and cartographical skills.

**Specification:**

The GCSE course builds upon the key concepts introduced through the KS3 Geography Curriculum, which focuses on a range of issues that affect people, places and the environment. Students will travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). By studying Geography, learners will be able to equip themselves with ideas, knowledge and skills that will be of great importance in our ever-changing world.

*Paper 1: Living with the Physical Environment*

This unit is concerned with the dynamic nature of physical processes and systems (meteorological, geomorphological, tectonic and biological), and human interaction with them in a variety of places and at a range of scales.

*Paper 2: Challenges in the Human Environment*

This unit is concerned with human processes, systems and outcomes and how these changes both spatially and temporally. Topics such as development, urbanisation, and resource management will be studied in a range of places at different stages of development.

*Paper 3: Geographical Applications*

The Geographical Applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study.

**Assessment methods:**

There are three external examinations which will be taken in the summer of Year 11. This will include Paper 1 (Living with the Physical Environment), Paper 2 (Challenges of the Human Environment) and Paper 3 (Geographical Applications) which is based on fieldwork. The fieldwork will be completed in Year 10 and Year 11 and all learners will need to attend these fieldtrips. The types of assessment questions range from multiple choice, short answers, levels of response and extended prose.



# GCSE Art - Optional



## **Exam Board: AQA**

### **Aims/ introduction of the course:** GCSE Art

You will develop your drawing and painting skills as well as exploring print making, mixed media, photography, sculpture and installation art depending on your personal interests! You will also learn how to hone your analytical skills and how to develop your ideas and your individual, artistic personality.

Most of the work is carried out in class and is therefore informally supervised. Some work which aids the development of the submission (homework, research, gallery visits) may be completed without direct supervision.

Where possible, you will be expected to visit galleries, museums and exhibitions. There will be a school visit to an Art Gallery (London based) as part of the personal portfolio. In addition, you need to explore locations within your environment for research purposes which will assist you in the development of your individual project work.

You will need a sketch-book for each unit. We encourage/recommend that students buy a set of sketching pencils, small paint brush and if possible a set of gouache paints and/or acrylics. A set of oil pastels is also useful. Access to a camera will be necessary for research and development work.

The acquisition of a visual language and good basic drawing skills forms a desirable part of an Art course and students must be prepared to keep sketchbooks to record observations both in school and at home. You will have the opportunity to explore and experiment with different materials, methods and techniques of image making. Your ideas, the work in progress, as well as any finished pieces of work are the subject of assessment and evaluation.

### **Specification:** Fine Art

#### Personal Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

#### Externally Set Assignment

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

### **Assessment method (s):**

There are two components to the course which are examined separately; Controlled Assessment (personal portfolio) which carries 60% of the marks, and a Controlled Test at the end of the course, which carries 40% of the marks.

## BTEC Level 1/Level 2 Tech Award in Performing Arts



Studying the BTEC Level 1/Level 2 Tech Award in Performing Arts qualification as part of Key Stage 4 learning will help Students to make more informed choices for further learning, either generally or in this sector. The choices that students can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve
- Study of Performing Arts post-16 through the study of a technical certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the performing arts sector.

### GCSE content

Component 1	Component 2	Component 3
<ol style="list-style-type: none"> <li>1. Creative intention and purpose.</li> <li>2. Performance and non-performance roles and related responsibilities.</li> <li>3. The processes, techniques and approaches used by practitioners</li> <li>4. The interrelationships between constituent features within the created performance work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Select a performance strand, associated style and role.</li> <li>2. Discuss the requirements in terms of technical and interpretative skills.</li> <li>3. Develop technical and interpretative skills.</li> <li>4. Apply rehearsal skills during.</li> <li>5. Performing, learn and memorise a chosen piece of repertoire.</li> <li>6. Interpret and design an element of repertoires.</li> <li>7. Apply technical, stylistic and interpretative skills to the workshop performance.</li> <li>8. Reflect on development &amp; application of skills&amp; techniques.</li> </ol>	<p>Synoptic External Assessment.</p> <p>Students will be assessed on 4 Activities...</p> <ul style="list-style-type: none"> <li>- Understand how to respond to a brief</li> <li>- Select and develop skills and techniques in response to a brief.</li> <li>- Apply skills and techniques in a workshop performance in response to a brief.</li> <li>- Evaluate the development process and outcome in response to a brief.</li> </ul>

## Assessment



### **BTEC Level 1/Level 2 Tech Award in Performing Arts**

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The development of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques
- The development and application of skills such as: practical and interpretative, rehearsal and performance. in acting, dance and/or musical theatre, through workshops and classes
- Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

There is one external assessment, component 3 that provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3: Responding to a Brief requires learners to apply performances skills and techniques in response to a brief and stimulus developing group performance workshop for a selected audience. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task/external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the total guided learning hours of the qualification and is weighted accordingly in the calculation of the overall qualification grade

<b><u>(Component 1)</u></b> Exploring the Performing Arts	<b><u>(component 2)</u></b> Developing Skills and Techniques in the Performing Arts	<b><u>(Component 3)</u></b> Responding to a Brief
<b>30% of total qualification</b>	<b>30% of total qualification</b>	<b>60% of total qualification</b>
<b>Written Presentations &amp; Practical</b>	<b>Written Presentations &amp; Practical</b>	<b>Exam 3 hours &amp; Practical</b>

### Exam Board: Edexcel

#### Website:

[https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628\\_BTEC\\_L1L2\\_AWD\\_PA\\_SPEC.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628_BTEC_L1L2_AWD_PA_SPEC.pdf)

#### Where next?

**Post 16:** A Level Drama and Performing Art BTEC level 3 & Apprenticeship

**Degrees:** Drama & Theatre, Acting, A stage management degree, Film studies & Directing Degree

**Careers:** Teacher, Arts administrator. Arts administrators manage projects & activities in the creative sector, Barrister, Broadcast journalist, choreographer, Cinematographer, Circus performer, Copywriter & Actor

#### Quote

*"Love the art in yourself and not yourself in the art.*

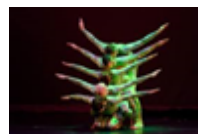
*Remember: there are no small parts, only small actors.*

*Unless the theatre can ennoble you, make you a better person, you should flee from it."*

Konstantin Stanislavski

#### Did you know??

*Art influences society by changing opinions, instilling values and translating experiences across space and time. Research has shown art affects the fundamental sense of self. Painting, sculpture, music, literature and the other arts are often considered to be the repository of a society's collective memory.*



## GCSE Design and Technology Graphics - Optional



**Exam Board:** OCR

### **Aims/ introduction of the course:**

*"The UK creative industries are the envy of the world, we set the bar in excellence, innovation and entrepreneurship,"* - letter to Education Secretary from designers including John Ivy – Apple

**What is GCSE Graphics?** Sustainability, Improving the lives of users, thinking about how products affect the environment and computer technology is at the heart of Graphic Design. You will become skilled at using mediums of graphic illustration such as pencils, pastels and magic markers to design by hand, computer technology such as CAD and CAM. You will learn to design surface graphics, professional nets, present products and model using paper, card and board materials. You will be inventing new and creative 2D illustrations, patterns and 3D products.

**What types of Design Projects can I create?** You will be skilled in the design process and use it to design and make products. Examples of Projects in Graphic Design will use Computers and Card & Board materials to create products. Examples of projects from the past have included: Sportswear packaging, Surface Graphics, Products for brands such as Ikea such as storage and Lighting, A dining experience for an Airline and Packaging Design for cosmetics. You can also re brand existing companies to update and refresh them - from London Underground, Nike, Cadbury's or even Apple!

**Graphic Design Skills and the real world** ~ The design skills you learn train you for A Levels or a BTEC in Design and are the same skills and Design Process used by real life designers all over the world.

**The Graphic Design knowledge I will have after this GCSE** ~ Your knowledge will build on the Big ideas in Design such as EXPLORE – Research, Design – Drawing, Create – Prototyping by hand and on CAD, MAKE – using CAM technology such as a laser cutter, Printer and Vinyl Cutter and Evaluate (which is done throughout projects) testing products with Users for Function and Aesthetic Qualities.

### **Specification:**

**The GCSE D&T Qualification:** This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Learners will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

### **8 Topics for Examined and Non-Examined sections**

The content of the qualification has been divided up to identify the requirements of examined and non-exam assessment. There are eight topic areas to guide both components and give clarity, these are: **1.** Identifying requirements **2.** Learning from existing products and practice **3.** Implications of wider issues **4.** Design thinking and communication **5.** Material considerations **6.** Technical understanding **7.** Manufacturing processes and techniques **8.** Viability of design solutions.

### **Assessment method (s):**

- **50% NEA – Design Project**
- **50% Exam – Design and Technology Written paper with a focus on Card and Board**

# GCSE Design and Technology Textiles - Optional



## **Subject: GCSE Design and Technology Textiles**

**Optional. Exam Board: OCR**

### **Aims/ introduction of the course:**

*"My clothes have a story. They have an identity. They have a character and a purpose. That is why they become classics. Because they keep on telling a story. They are still telling it."* - Vivienne Westwood British Fashion Designer

**What are GCSE Textiles?** Sustainability, Improving the lives of users, thinking about how fabrics, fashion and fabric products affect the environment and the lives of users is at the heart of textiles. You will become skilled at researching fabrics and textiles innovation, drawing design ideas on models and in 3D, using colour pencils, pastels and magic markers and using sewing machines and CAD. You will learn to design textiles products, create patterns, produce samples of stitching and textiles techniques, and model using paper and fabrics. You will be inventing new and creative textiles products, prints, fashions and accessories.

**What types of Design Projects can I create?** You will be skilled in the design process and use it to design and make products. Examples of Projects in Textiles will use Computers and Card & Board materials to create products. Examples of projects from the past have included: Designing smart storage for the home, Domestic design – fabrics and furnishings, Fashion accessories for men, women and children, designing a Prom Dress, Designing for Seasons, Uniform design. You can also create concepts for existing companies i.e. Adidas, Burberry, Gucci or Paul Smith!

**Graphic Design Skills and the real world ~** The design skills you learn train you for A Levels or a BTEC in Design and are the same skills and Design Process used by real life designers all over the world.

**The Graphic Design knowledge I will have after this GCSE ~** Your knowledge will build on the Big ideas in Design such as EXPLORE – Research, Design – Drawing, Create – Prototyping by hand and on CAD, MAKE – using CAM technology, Sewing Machines, Over lockers and Evaluate (which is done throughout projects) testing products with Users for Function and Aesthetic Qualities.

### **Specification:**

**The GCSE D&T Qualification:** This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Learners will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

### **8 Topics for Examined and Non-Examined sections**

The content of the qualification has been divided up to identify the requirements of examined and non-exam assessment. There are eight topic areas to guide both components and give clarity, these are: **1.** Identifying requirements **2.** Learning from existing products and practice **3.** Implications of wider issues **4.** Design thinking and communication **5.** Material considerations **6.** Technical understanding **7.** Manufacturing processes and techniques **8.** Viability of design solutions.

### **Assessment method (s):**

- **50% NEA – Design Project**
- **50% Exam – Design and Technology Written paper with a focus on Card and Board**



# GCSE Music - Optional



## **Exam Board: AQA**

### **Aims/ introduction of the course:**

In this exciting course you will explore Music through the key skills of Listening and Appraising, Composing and Performing. Music GCSE is largely practical and you will be spending much of your time practising an instrument/ singing, writing music in the form of songs and instrumental pieces and studying music from around the world from different periods in history. You will have the opportunity to explore the works of composers and song-writers representing many different genres, from early classical music to pop music, film and gaming music. You will explore how music is composed, performed and heard, developing your understanding of key musical techniques in your own compositions and performances. The music department is equipped with a suite of computers using software programmes Cubase and Sibelius and you will learn how to use music technology to record and perform your creations!

### **How do I know if GCSE Music is right for me?**

The GCSE music course is designed to suit everyone, from beginner-level to advanced musicians.

### **Above all you will need:**

- A passion for music- whether this is listening to music at home, writing music and/or song lyrics, performing to friends or family, thinking about how music is used in everyday life (e.g. films, games, the media)
- A strong commitment to practising your instrument and/or singing skills- you will need to practise on your own in a school practice room or at home for at least 15 minutes, four times a week. Your music teacher will show you what to practise and you will need to be prepared to act on their feedback and take responsibility for attending your lessons
- A willingness to join a music enrichment session each week- whether you love singing, playing the keyboard, steel pans or playing in a rock-group, there will be an activity designed to suit your needs and interests
- An open-minded attitude to music of many different cultures, traditions and periods in music history. The more music you listen to, the more ideas you will have for your own compositions

### **Useful but not essential**

- The ability to read music to some level
- An instrument at home (there are lots of hire and schemes through our music hub- please see [www.mmf.org.uk](http://www.mmf.org.uk) for more details)
- Experience learning and playing an instrument or singing
- Remember, you can use the time away from school to build on your skills. Any questions, please contact me on [cfgerald@stmarksacademy.org.uk](mailto:cfgerald@stmarksacademy.org.uk)

### **Specification:**

Music GCSE is a two-year course, during which you will study music from four

Areas of study:

1. Western classical tradition 1650–1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910.

You will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.

The Subject content is divided into the three components:

- **Understanding music 40%**
- **Performing music 30%**
- **Composing music. 30%**

### **Assessment method (s):**

#### **Component 1: Understanding music**

##### **What's assessed**

- Listening
- Contextual understanding

##### **How it's assessed**

Exam paper with listening exercises and written questions using excerpts of music

##### **Questions**

- Section A: Listening – unfamiliar music (68 marks)
- Section B: Study pieces (28 marks)

The exam is 1 hour and 30 minutes.

This component is worth 40% of GCSE marks (96 marks).

#### **Component 2: Performing music**

forming music

##### **What's assessed**

Music performance

##### **How it's assessed**

As an instrumentalist and/or vocalist and/or via technology:

- Performance 1: Solo performance (36 marks)
- Performance 2: Ensemble performance (36 marks)

A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.

This component is 30% of GCSE marks (72 marks).

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification.

#### **Component 3: Composing music**

How it's assessed

- Composition 1: Composition to a brief (36 marks)
- Composition 2: Free composition (36 marks).

A minimum of three minutes of music in total is required.

This component is 30% of GCSE marks (72 marks).

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

# GCSE Physical Education

Contact: Mr Rutledge, Head of PE



The Sports Science and leisure industry is one of the biggest growing industries in the world. People are being trained for jobs in this area that don't even exist yet!

GCSE PE will provide you with an insight into a range of different sport, science and sociology topics. "How does the body move?", "How does diet and nutrition effect top level performance?", "How much of an impact does an athlete's mind really have on their performance?" "How do my heart, lungs and skeleton allow me to compete?"

Health and fitness play a big role in everybody's lives around the world. Science and medicine are changing the way athlete's and professional sports people compete at the top level. Studying Physical Education at GCSE level will provide you with a solid foundation of knowledge into the world of sports science as well as an opportunity for you to perform your sport at a high level.

## GCSE content

Component 1	Component 2	Component 3	Component 4
5. Skeleton and muscles 6. Cardio-respiratory system 7. Anaerobic and aerobic exercise 8. Biomechanics 9. The components, principles and methods of training 10. Sports injuries 11. Use of data in sport	9. Sedentary lifestyles 10. Diet and Nutrition 11. Sports Psychology 12. Sport in the media 13. Commercialisation 14. Socio-cultural issues within sport	<b>Practical Performance</b>  Students will be assessed in 3 sports... <ul style="list-style-type: none"> <li>- <b>Team</b> sport</li> <li>- <b>Individual</b> sport</li> <li>- Sport of <b>choice</b></li> </ul>	<b>Personal Exercise Program (coursework)</b>  6-week training program for a sport you are being assessed in.

## Assessment

### GCSE Physical Education

The course provides students with an opportunity to show off their skills practically in both team games and individual sports. It also provides students with an in-depth knowledge of the science around sports performance as well as sport within society in the 21<sup>st</sup> century.

The coursework element of the course allows students to develop, implement and evaluate their own personal training program, tailored for a sport of their choice. They are expected to personally carry out this program over a 6-week period.

Due to the nature of the course and 60% of the final grade coming from exam results, we will be liaising with the science department to establish how students are performing in their science lessons when choosing GCSE PE as an option. A high level of knowledge in Biology is essential for students wishing to take GCSE PE.

The practical element of the course requires students to be performing their sport competitively. We would expect all students choosing GCSE PE to be taking part in competitive sport either inside or outside of school, as well as regular participation at school clubs.

<u>Paper 1</u> <u>(Component 1)</u>	<u>Paper 2</u> <u>(component 2)</u>	<u>Component 3</u> <u>(Practical)</u>	<u>Component 4</u> <u>(Coursework)</u>
<b>36% of total qualification</b>	<b>24% of total qualification</b>	<b>30% of total qualification</b>	<b>10% of total qualification</b>
<b>Exam 1 hour 45 min</b>	<b>Exam 1 hour 15 min</b>		

#### Exam Board: Edexcel Website:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

#### Quote

*"Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it."*

Michael Jordan

#### Where next?

**Post 16:** A Level Sport and PE, BTEC Sport

**Degrees:** Sports Science, Sports Nutrition, Sports Therapy, Physiotherapy, Sports Journalism, Sports Coaching, Sports Management

**Careers:** Teacher, Physiotherapist, Sports Therapist, Sports Nutritionist, Coach, Personal Trainer



#### Did you know??

*The Sports Science industry contributes £4Billion to the UK economy every year.*

## BTEC Enterprise/Business Studies- Optional



<b>NAME OF COURSE</b>	<b>BTEC Level 1/Level 2 Tech Award in Enterprise</b>
<b>EXAMS BOARD</b>	<b>Edexcel-Pearson</b>
<b>COURSE TEACHER</b>	<b>MR. Techie-Mensah mtechieme@stmarksacademy.org.uk</b>

### INTRODUCTION/DESCRIPTION OF THE COURSE

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise, is for learners who wish to acquire knowledge and skills through academic and vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise (business) idea as part of their Key Stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment. Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden learners experience and understanding of the varied progression options available to them.

### WHAT DOES THIS COURSE COVER?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

## COMPONENTS OF THE COURSE AND HOW THEY ARE ASSESSED

Component number	Component title	Guided Learning Hours	Level	How they are assessed
1	Exploring Enterprises	36	1 or 2	Coursework
2	Planning for and Pitching an Enterprise Activity	36	1 or 2	Coursework
3	Promotion and Finance for Enterprise	48	1 or 2	External Examination

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification.

### WHAT CAN THIS QUALIFICATION LEAD TO?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that a learner makes post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2, post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and communication skills covered in the qualification will help them to achieve well in their post 16 studies.



# BTEC Digital Information Technology - Optional



**Subject:** Digital Information Technology

**Optional Course**

**Exam Board:** Edexcel Pearson

## **Aims/ introduction of the course:**

The **Tech Award** gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The focus is on four areas of equal importance, which cover the:

- *development of key skills that prove your aptitude in digital information technology, such as project planning, designing, and creating user interfaces, creating dashboards to present and interpret data*
- *process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct*
- *attitudes that are considered most important in digital information technology, including personal management and communication*
- *knowledge that underpins effective use of skills, process, and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security, and legal and ethical issues.*

**Specification:** BTEC L1/L2 Tech Award in Digital Information Technology

**Assessment method (s):**

**Component 1: Exploring User Interface Design Principles and Project Planning Techniques**

**Aim:** how to project plan the design and development of a user interface

**Assessment:** internally assessed assignment (30%)

**Weighing:** 30 % of the total course

During Component 1, the students will:

- **Explore** user interface design and development principles
- **Investigate** how to use project planning techniques to manage a digital project
- **Discover** how to develop and review a digital user interface

### **Component 2: Collecting, Presenting and Interpreting Data**

**Aim:** process and interpret data and draw conclusions

**Assessment:** internally assessed assignment(s)

**Weighting:** 30% of total course

During Component 2, the students will:

- **Explore** how data impacts on individuals and organizations
- **Draw** conclusions and make recommendations on data intelligence
- **Develop** a dashboard using data manipulation tools

### **Component 3: Effective Digital Working Practices (40%) externally assessed exam**

**Aim:** explore how organisations use digital systems and the wider implications associated with their use

**Assessment:** scenario-based external 1hr30 min written exam where students demonstrate their knowledge to propose digital solutions to realistic situations

**Weighting:** 40% of total course

To achieve this aim, the students will:

- **Explore** how modern information technology is evolving
- **Consider** legal and ethical issues in data and information sharing
- **Understand** what cyber security is and how to safeguard against

# GCSE Citizenship Studies- Optional



## Aims

In GCSE Citizenship Studies you will acquire and develop the knowledge and skills needed to be a truly informed, responsible and active member of society.

GCSE Citizenship aims to provide you with a deeper knowledge of democracy and government, the law, rights and responsibilities and how we live together in society. You will debate ideas, think critically, evaluate evidence, make persuasive arguments and justify your conclusions, all of which are essential skills valued by higher education and employers. You will acquire the knowledge, understanding and skills to take responsible citizenship actions, play a positive role in public and democratic life as an informed and active citizen.

## Specification

The exam board we will be using is AQA. The specification is split into four exciting themes that you will study:

- **Active Citizenship** – this is where you will work either individually or within a group to investigate, research and collect information about a specific issue. Your active citizenship work will be examined in one of the final exams and will contribute 15% of the final marks.
- **Life in Modern Britain** – you will learn about your identity within the UK, the reasons for migration, the UK's cultural diversity as well as the role rights and responsibilities of the media. You will also consider the UK's role within international organisations such as NATO, the UN and the Commonwealth discuss the benefits and problems associated with the UK's foreign aid programme.
- **Rights and Responsibilities** – you will learn about the role and powers of the police; how criminal and civil law courts work and different types of crime and punishment. You will also learn about human rights and international law.
- **Politics and Participation** – you will learn about different types of government e.g. dictatorship and democracy, how and why it is important to vote, different types of elections, how an MP is elected and what their role requires, the role of the Prime Minister, a look at the Houses of Parliament and how ordinary citizens can bring about change.

## Assessment

You will be assessed by two exams, each contributing to 50% of your final grade. The questions are a range of multiple-choice, short answer, source-based and extended answer questions.

**Taking GCSE Citizenship as an option** can open the door to careers such as a Barrister, Solicitor, Religious Leader, Police Officer, Social Worker, Politician, Economist, Journalist, Charity Organiser and Community Worker.

If you believe that your voice matters, your opinion matters and your actions matter (which they do), and you want to make a positive difference in your community, your country and your world, then GCSE Citizenship is for you. Ultimately, Citizenship will empower you to:

# GCSE Psychology- Optional



## Aims:

Psychology is the study of the brain, mind, and behavior. You will learn about memory, sleep and dreaming, psychological disorders, social influence, and even criminal behavior. Studying psychology will give you a better appreciation of the human experience.

Time for change report that one in ten young people experience a mental health problem; that's three in an average classroom - so striving to improve young people's mental health knowledge is crucial.

Studying psychology will give you;

- Critical thinking skills developed by engaging with contemporary scientific research including experiments, fMRI scans, electroencephalograms and mores.
- Presentation skills developed by engaging in classroom debates
- An understanding of the scientific process gained through creating your own mini-research studies
- Effective new study practices by exploring the science of memory

## Specification

Content Overview	Assessment Overview	
<ul style="list-style-type: none"><li>• Criminal Psychology</li><li>• Development</li><li>• Psychological Problems</li><li>• Research Methods</li></ul>	<b>Studies and applications in psychology 1* (01)</b> 90 marks Written paper 1 hour 30 minutes	<b>50% of total GCSE</b>
<ul style="list-style-type: none"><li>• Social Influence</li><li>• Memory</li><li>• Sleep and Dreaming</li><li>• Research Methods</li></ul>	<b>Studies and applications in psychology 2* (02)</b> 90 marks Written paper 1 hour 30 minutes	<b>50% of total GCSE</b>

<https://www.ocr.org.uk/Images/309306-specification-accredited-gcse-psychology-j203.pdf>

# GCSE Dance

Contact: Mrs Carter



GCSE Dance will help develop your skills, knowledge and understanding of choreography and how to communicate ideas, thoughts and meaning through a range of dance styles. You will also develop a critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. As GCSE dance students you will demonstrate your abilities in the three practical elements of the course worth 60%, as well as your theory and understanding in the written paper, worth 40%

## Course Content and Assessment

- ❖ For the solo performance element, the teacher will select two of the following set phrases for each student to perform as a soloist, from the four choices set by AQA; Breathe/ flux/ shift/ scoop.
- ❖ The duet or trio may be choreographed by the teacher, dance artist or by collaboration between teacher(s) and/or dance artist(s) and students. The two phrases that have been used in a student's solo performance must not be used again in their duet/trio performance

Component 1 60% of overall GCSE	
<b>Performance</b>  <b>40 marks</b>  <b>30% of GCSE</b>	<b>Set Phrases (12 marks)</b> Students will learn three set phrases from the exam board and perform them through a solo performance (one minute in duration) <b>Duet/trio performance (24 marks)</b> Students will perform in a Duet/trio performance created by the teacher and students consisting of technical dance movement and the three set phrases (three and a half minutes in duration) <b>Mental skills (4 marks)</b>
<b>Choreography</b>  <b>40 marks</b>  <b>30% of GCSE</b>	<b>Solo or group choreography (40 marks)</b> Students will create a dance based on a given stimulus set by the exam board and will get to decide whether they create a solo or group choreography. <b>Solo-</b> Two to two and a half minutes <b>Group dance for two to five dancers-</b> Three to three and a half minutes
Component 2 40% of overall GCSE	
<b>Written paper</b>  <b>80 marks</b>  <b>40% of GCSE</b>	<b>Dance appreciation (80 marks)</b> Students will have to answer questions based on their: <ul style="list-style-type: none"> <li>• Knowledge and understanding of choreographic processes and performing skills.</li> <li>• Critical appreciation of own work.</li> <li>• Critical appreciation of eight professional works from the GCSE Dance anthology.</li> </ul> The written paper is 1 hour 30 minutes duration



**Exam Board: Edexcel**  
**Website:**  
<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236>



For the Written Paper we will study six short professional dance works each between 12- and 30-minutes duration. We will explore and compare different categories;

- ❖ different dance styles and fusions of style
- ❖ a selection of established and emerging choreographers
- ❖ different numbers and combinations of dancers
- ❖ a variety of choreographic approaches
- ❖ different choreographic structures
- ❖ a variety of types of performance environment
- ❖ a variety of aural settings
- ❖ inclusive dance
- ❖ dance influenced by other cultures.

<u>Dance work</u>	<u>Dance company</u>	<u>Choreographer</u>
Artificial Things	Stopgap Dance Company	Lucy Bennett
A Linha Curva	Rambert Dance Company	Itzik Galili
Infra	The Royal Ballet	Wayne McGregor
Shadows	Phoenix Dance Theatre	Christopher Bruce
Within Her Eyes	James Cousins Company	James Cousins
Emancipation of Expressionism	Boy Blue Entertainment	Kenrick H2O Sandy

### Where Next?

This course provides a strong foundation from which students can take other courses in dance and performing arts. These include A-level dance, higher education dance, and professional training. In addition, the skills acquired such as teamwork, problem-solving, management and motivation of others are transferable to almost any career and further studies.

### Future Career Pathways

Dancing professionally  
Dance therapy  
Choreographer

Teaching  
Fitness instructor  
Physiotherapy

Charity work  
Youth work  
Theatre critic

#### Quote

*"Make sure you are prepared to work hard and be fully committed. Just because its practical doesn't mean it's easy!"*  
Lucy Crosby



#### Quote

*"As well as loving to dance, I also took the course as a creative option to balance out my classroom-based subjects. You must have a passion for dance and experience performing inside and outside of school to equip you with choreography ideas, technique and performance skills."*  
Megan Siarey





Thank you for reading through.

St Mark's would like to wish you  
the very best with your choices  
and future studies here.