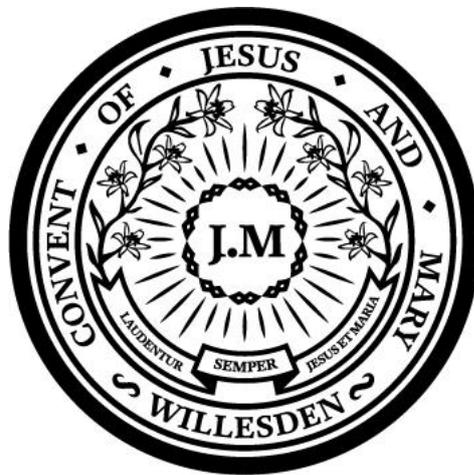


The Convent of Jesus and Mary Language College



Year 8 Options 2019

**For the Academic Year September 2019 – July
2020**

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INTRODUCTION

Making GCSE subject choices is an important step towards success. Our objective is to ensure that we guide our girls in making the right choices to ensure they succeed. To help them do this, we offer a curriculum that meets the needs of all students. We have a range of pathways for students to follow so that all are challenged and supported in their aim for excellence.

In this booklet you will find an outline of the GCSE courses offered at the Convent of Jesus and Mary Language College. Curriculum Leaders have pulled together all the relevant information about their subject area so you have an idea of what is expected and how you will be assessed. There is also information about possible careers so you are able to see how valuable the subject is to your future decisions. There will be an opportunity - on 28th February - for you to attend the KS4 Information and Options Fair with your parents, where you will be able to find out further information about each subject.

Firstly it is important that the structure of the Key Stage 4 curriculum is understood.

Courses are divided into *Core* and *Optional*.

Core subjects are taken by everyone. There are 7 *core* subjects:

English Language
English Literature
Mathematics
(Combined/Separate) Science
Religious Studies
A Modern Foreign Language (either French or Italian or Spanish)

A further **two options** are then selected, **at least one of which must be a Humanity**. These are referred to as the *optional subjects*. It is important that a number of factors are considered when choosing an option subject. For example:

- Do you meet the criteria for the subject?
- Do you have strengths in the subject that will allow you to achieve your best?
- Are you interested and enthused by the subject?
- Will you be committed to studying independently in the subject?

Options are chosen from the subjects below:

A Humanity	Other choices
Geography	Art and Design
History	Business
	Child Development
	Fashion and Textiles
	Health and Social Care
	Music
	Performing Arts (Drama or Dance)
	Physical Education

Whilst some subjects are more creative and suited to a variety of ability levels, others are more challenging.

If you are thinking ahead to A Level, it is important to be aware that some A Level courses do not require the subject to be taken at GCSE (Sociology, Government and Politics, Economics). This is

why it is important to choose GCSE subjects that you enjoy and in which you are able to achieve your best. For example, students will be able to choose both Humanities if they so wish.

All students also follow non-examination courses in Physical Education and Personal, Social, Health and Citizenship Education (PSHCE).

The Government measures a school’s performance based on its students’ outcomes in the subjects making up the **English Baccalaureate**. EBacc entry and attainment have been published for the first time in the 2016 performance tables and by 2022 it is expected that 75% of all students should be entered for the EBacc (English, Maths, Science, a Language and Humanity – History or Geography) at GCSE. We therefore expect our students to study one or 2 Humanities next year. Another key indicator as regards school performance is **Progress 8**, which is the average progress made across a suite of 8 subjects – English, Maths, 3 subjects from the EBacc group and 3 other GCSEs.

Changes to GCSE Assessment and Grades

The government has introduced a number of changes to the GCSE qualifications. There are significant changes to the structure in most subjects. English and Mathematics started teaching new courses in September 2015. Geography, History, Sciences, French, Spanish, Art, Drama, Music and Food Technology began their new courses in September 2016. All remaining subjects began teaching new specifications in 2017.

At the heart of these changes, is a change to the nature of assessment, and the change to numerical grades 9 – 1. The assessment will be mainly by examination, with other types of assessment used only where they are needed to test essential skills. The specification content is more demanding, in line with government recommendations. **All academic subjects will be terminally assessed at the end of the three year course.** The new grading system does not apply simply, but a **rough equivalence** is shown below:

GCSE Grades Comparison Table

Old GCSE Grades	U	G	F	E	D	C	B	A	A* and additional skills components	
New GCSE Grades	U	1	2	3	4	5	6	7	8	9

- ✓ The bottom of grade **4** is anchored to the **old C/D** borderline
- ✓ Grade **5** is aligned with the **top third** of the **old C** grade and the **bottom third** of the **old B** grade. It is now the internationally benchmarked grade (as grade C used to be) in an aim to raise standards
- ✓ The bottom of grade **1** is aligned to the **bottom** of a grade **G**. This bunches the lower 4 old grades of **G→D** into 3 new grades **1→3**
- ✓ Grades **C→A*** will be replaced by 6 higher grades **4→9**
- ✓ The new grade **9** includes material that was previously considered above the old GCSE grades. Grade 9 is the highest and likely to be the top 3% of students achieving this

In light of these changes formal assessments for all students will be held at least twice per year. We believe this will best equip them to succeed in their final exams.

THINGS EVERY YEAR 8 SHOULD KNOW

How do universities select students?

Universities will use these criteria when selecting students for entry.

1 GCSE Examination Results

Your GCSE results will be listed in your application form and the admissions tutors pay close attention to these. Another way in which your GCSE results are important is that they will dictate which Sixth Form courses you will be able to access. As you will have to stay in education until you are 18, you have to ensure you achieve the best grades of which you are capable, having chosen subjects in which you know you can be successful.

2 Personal Statement

This is written by you and outlines your ambitions and why you are a good candidate for the university. This is difficult to write and consequently you will be taught how to produce an excellent statement. This is completed early in Year 13.

3 Predicted Grades

Each of your subject teachers will give you a predicted grade and this will be broadly in line with your achievements to date. This forms part of the school reference.

4 The School Reference

The school reference draws together reports from your subject teachers and combines these with comments on your contributions outside lessons and suitability for the course. We have a team of specialists who write the references and we believe in positive references.

5 Interviews and Tests

The most competitive universities interview and any candidate for interview will be given a lot of instruction including a number of mock interviews. A few universities conduct tests e.g. Oxford and Cambridge, and some subjects such as Medicine and Law have special tests. Any of our candidates who have tests will be given help to prepare. Test sophistication is an important factor!

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Exam Board: AQA

Syllabus Code: 8700 Language
8702 Literature

COURSE CONTENT:

English Language:

Paper	Type of UNSEEN sources	What reading skills will the paper assess?	What writing skills does the paper assess?
Paper 1	1 unseen extract fiction from the 20 th and 21 st century	Basic and explicit understanding of UNSEEN fiction. Inference skills Understanding the intended purpose of a text Understanding of how writers use language and methods Understanding of how writers use structure	Descriptive and/or narrative writing - specifically students are assessed on their choice of content, organisation of ideas, sentences, spelling and grammar.
Paper 2	2 unseen extracts 1 non-fiction from the 20 th /21 st century and 1 non-fiction extract from the 19 th century	Basic and explicit understanding of UNSEEN non-fiction. Inference skills Understanding the intended purpose of a text Comparison skills Understanding of how writers use language and methods to get their message across	Writing to argue/persuade - specifically students are assessed on their choice of content, organisation of ideas, sentences, spelling and grammar.

English Literature:

Paper 1: Shakespeare's *Macbeth* and Dickens' *A Christmas Carol* (literary heritage).

Paper 2: Priestley's *An Inspector Calls* and 16 poems on conflict poetry (pre and post 20th century).

Analysis of unseen poetry

ASSESSMENT:

ENGLISH LITERATURE - 100% EXAMINATION

Paper 1: (40%) Shakespeare and the 19th century novel

1 hour 45 minutes

Section a

Shakespeare: students will answer one question on *Macbeth*. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Students will not have the text in front of them: they will need to know it and learn quotations off by heart.

Section b

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

Students will not have the text in front of them: they will need to know it and learn quotations off by heart.

Paper 2: (60%) modern texts, poetry, and unseen poetry.

2 hours and 15 minutes

Section a

Modern texts: students will answer one essay question on *An Inspector Calls*.

Students will not have the text in front of them: they will need to know it and learn quotations off by heart.

Section b

Poetry: students will answer one comparative essay question based on the 16 conflict poems that they have studied.

Students will not have the text in front of them: they will need to know all of their poems and learn quotations off by heart.

Section c

Unseen poetry: students will answer one question on an unseen poem and compare to another unseen poem.

ENGLISH LANGUAGE - 100% EXAMINATION

ALL THE TEXTS IN THE EXAMINATION ARE UNSEEN

Paper 1: 50% (1 hour 45 minutes)

Section a: READING

4 analytical questions based on one unseen literature fiction text (including 19th century fiction)

Section b: WRITING

1 writing task: narrative or descriptive writing

Students are assessed on quality and suitability of content and on grammar.

Paper 2: 50% (1 hour 45 minutes)

Section a: READING

4 analytical and comparative questions on two non-fiction texts

Section b: WRITING

1 writing task presenting a topical viewpoint

Students are assessed on quality and suitability of content and on grammar.

COURSE PROGRESSION:

You will have regular timed assessments to develop timed essay writing. You will also have mini-fact testing assessments just to ensure that you know your texts.

English Language GCSE and English Literature are two separate qualifications.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

- Acquiring skills that will help you pass almost all of your other GCSEs.
- Achieving GCSEs which secure jobs and places at universities.
- Reading a wide range of enriching literature which will promote independent thinking skills.
- Achieving great results!

MATHEMATICS

Exam Board: Pearson

Syllabus Code: 1MA1

COURSE CONTENT:

GCSE Mathematics follows closely on and builds on learning at KS3. The course is made up of five components, but there are many links between the different areas:

1. Number
2. Algebra
3. Ratio, Proportion and Rates of Change
4. Geometry
5. Probability and Statistics

The Mathematics course aims to develop mathematical knowledge and oral, written and practical skills in a manner that encourages confidence. You will:

- understand and use mathematical notation
- develop a feel for number
- apply mathematics to everyday situations
- solve problems
- apply mathematics to other subjects
- appreciate patterns and relationships

You have the benefit of online resources to support your learning, including ActiveLearn and MyMaths.

ASSESSMENT:

Assessment is carried out throughout the course through periodic testing of topics to ensure that you are maintaining an appropriate level of progress. Homework is set twice a week and this is used to consolidate and enhance your understanding and so is an essential part of the course.

You will sit 3 external written examination papers, two calculators and one non calculator. Each exam paper is 90 minutes in length. The examination papers will be taken at the end of Year 11. The three examination papers in total contribute to 100% of the final grade.

There are two tiers of entry which are Foundation and Higher tier and you will be entered for the most suitable exam that is appropriate for your level of ability. Foundation covers grades up to and including grade 5. Higher covers grades 4-9. At Higher level there is a greater emphasis on Algebra over Number and the paper is considerably more demanding in its content and complexity.

COURSE PROGRESSION:

With a Grade 6 you will be able to continue on with Mathematics in the 6th Form at A level. If you wish to take double Mathematics, i.e. Mathematics and Further Mathematics, then this would be considered to be two A levels and, because of the level of difficulty involved, you would be expected to achieve a Grade 8 to begin this course.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

You will get a chance to take part in team and individual challenges which are organised by various external organisations and there will be the opportunity of listening to external speakers talk about the role of mathematics in the world of employment.

COMBINED SCIENCE / SEPARATE SCIENCE

Exam Board: Pearson

Syllabus Code: 1SC0
1BI0/1CH0/1PH0

COURSE CONTENT:

All students will study Combined Science in year 9 which consists of Biology, Chemistry and Physics. At the end of year 9, based on the end of year assessment and work ethos, 60 students will be selected to study Separate sciences. The remaining cohort will continue to study the Combined Science course up until year 11.

Biology topics covered in year 9

- Key concepts in Biology
- Genetics
- Cells and control
- Natural Selection & Genetic Modification

Chemistry topics covered in year 9

- Methods of separating & purifying substances
- Atomic structure & Periodic table
- Ionic bonding & Covalent bonding
- Types of substances

Physics topics covered in year 9

- Force & Motion
- Conservation of Energy

You will benefit from using an interactive text book effectively.

ASSESSMENT:

- Regular end of topic tests are held to ensure that you have mastered these topics fully.
- Mid-term assessment gives you the opportunity to prepare for the end of year exam as you would need to for your GCSE.
- End of term assessment provides data for you to be graded on.

At the end of year 11

- Combined science students will sit 6 papers. Each paper is 1 hour 10 minutes long
- Separate science students will also sit 6 papers but each paper is 1 hour 45 minutes long

There are two tiers of entry in both Combined and Separate sciences which are Foundation and Higher tier.

You will be entered for the tier that is most appropriate for your level of ability.

Foundation covers grades from 1 up to and including grade 5. Higher covers grades 4-9.

COURSE PROGRESSION:

- Advanced Biology
- Advanced Chemistry
- Advanced Applied Science

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

- Exciting practical activities, e.g.: heart dissection, field investigation, electrolysis, making motor, static electricity
- Guest speakers

RELIGIOUS STUDIES

Exam Board: EDUQAS

Syllabus Code: C120PB

COURSE CONTENT:

You will study the following topics.

Fundamental Catholic Theology

- **Origins and Meaning:** Catholic teachings on creation found within scripture and how this is reflected in art. You will also learn about atheist views on creation including the role of humans as stewards of creation.
- **Good and Evil:** You will study different reasons for why there is evil and suffering in the world, how Christians can respond to it and how suffering impacts on how Christians worship.

Applied Catholic Theology

- **Life and Death:** You will study Catholic teachings on life after death, how this is reflected in artefacts and Catholic teaching on the meaning of death found within artefacts, music and the symbols within the funeral.
- **Sin and Forgiveness:** You will study Catholic teachings on forgiveness and how these are reflected in the sacraments of the Church. You will debate the aims of capital punishment and explore Church architecture.

Judaism

- **Beliefs and Teachings:** You will learn about Jewish teachings on the nature of God, God as creator, lawgiver, judge and divine presence. Beliefs about life after death, the importance of humans, the role of the Messiah and the importance of Covenants will also be covered.
- **Practice:** You will learn about Jewish worship within the Synagogue, the home and during festivals such as Bar and Bat Mitzvah and Holy Days such as Yom Kippur.

ASSESSMENT:

You will complete **three** external exams in Religious Studies.

Paper 1: Fundamental Catholic Theology	1hr 30mins	Worth 37.5% of the overall grade
Paper 2: Applied Catholic Theology	1hr 30mins	Worth 37.5% of the overall grade
Paper 3: Study of a world faith: Judaism	1hr	Worth 25% of the overall grade

COURSE PROGRESSION:

You will build towards your grade from the start of Year 9, working on topics that will be needed for the exam in Y11. In studying the course, you will consider different beliefs about and attitudes to the issues studied, both religious and non-religious, in contemporary British society. You will also gain excellent transferable skills, such as improving your ability to communicate and carry out independent research. You will also develop the ability to weigh up arguments logically and coherently, present ideas, strengthen literacy and style of writing and develop a logical mind.

With a grade 6 or above at the end of Year 11 you should be able to tackle the demands of studying Philosophy, Ethics and Christianity in the 6th form at Advanced Level.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

- Discussions on ethical matters such as science and religion, abortion, euthanasia, capital punishment and the existence of God.
- Using recent newspaper reports, TV programmes and films that link to the topics and give a more personal understanding of the topics we study.
- A chance to deepen your faith by studying Catholic Christianity and learning from religions such as Judaism.

FRENCH

Exam Board: AQA

Syllabus Code: 8658

COURSE CONTENT:

Over the course of three years, you will study a variety of topics divided into three themes:

1. Identity and culture

- a. Me, my family and friends
- b. Technology in everyday life
- c. Free time activities

2. Local, national, international and global areas of interest

- a. Home, town, neighbourhood and region
- b. Social issues
- c. Global issues
- d. Travel and tourism

3. Current and future study and employment

- a. My studies
- b. Life at school/college
- c. Education post-16
- d. Jobs, career choices and ambitions

In your lessons you will have the opportunity to use ICT, work in pairs, listen to recordings and express your opinions in the language. You will have time with a language assistant to further extend your speaking skills and do small group work.

ASSESSMENT:

At the end of Year 11, you will have a public exam in all four skills - Listening, Speaking, Reading and Writing. All parts of the exam are worth 25% of the overall grade.

COURSE PROGRESSION:

You will be building towards your grade from the start of Year 9, working on the series of speaking and writing assessments that will prepare you for the final exam. With a grade B or above you should be able to tackle French in the 6th form. You will also be gaining very good transferable skills, such as improving your ability to communicate and present ideas, strengthen literacy and style of writing and develop a logical mind.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

You will be invited to take part in a trip to France or watch a theatre play or a film in French.

ITALIAN

Exam Board: AQA

Syllabus Code: 8633

COURSE CONTENT:

Over the course of three years, you will study a variety of topics divided into three themes:

1. Identity and culture

- a. Me, my family and friends
- b. Technology in everyday life
- c. Free time activities

2. Local, national, international and global areas of interest

- a. Home, town, neighbourhood and region
- b. Social issues
- c. Global issues
- d. Travel and tourism

3. Current and future study and employment

- a. My studies
- b. Life at school/college
- c. Education post-16
- d. Jobs, career choices and ambitions

In your lessons you will have the opportunity to use ICT, work in pairs, listen to recordings and express your opinions in the language.

ASSESSMENT:

At the end of Year 11, you will have a public exam in all four skills - Listening, Speaking, Reading and Writing. All parts of the exam are worth 25% of the overall grade.

COURSE PROGRESSION:

You will be building towards your grade from the start of Year 9, working on the series of speaking and writing assessments that will prepare you for the final exam. With a grade B or above you should be able to tackle Italian in the 6th form. You will also be gaining very good transferable skills, such as improving your ability to communicate and present ideas, strengthen literacy and style of writing and develop a logical mind.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

You will be invited to take part in a trip to Italy or watch a film in Italian.

SPANISH

Exam Board: AQA

Syllabus Code: 8698

COURSE CONTENT:

Over the course of three years, you will study a variety of topics divided into three themes:

1. Identity and culture

- a. Me, my family and friends
- b. Technology in everyday life
- c. Free time activities

2. Local, national, international and global areas of interest

- a. Home, town, neighbourhood and region
- b. Social issues
- c. Global issues
- d. Travel and tourism

3. Current and future study and employment

- a. My studies
- b. Life at school/college
- c. Education post-16
- d. Jobs, career choices and ambitions

In your lessons you will have the opportunity to use ICT, work in pairs, listen to recordings and express your opinions in the language. You will have time with a language assistant to further extend your speaking skills and do small group work.

ASSESSMENT:

At the end of Year 11, you will have a public exam in all four skills - Listening, Speaking, Reading and Writing. All parts of the exam are worth 25% of the overall grade.

COURSE PROGRESSION:

You will be building towards your grade from the start of Year 9, working on the series of speaking and writing assessments that will prepare you for the final exam. With a grade B or above you should be able to tackle Spanish in the 6th form. You will also be gaining very good transferable skills, such as improving your ability to communicate and present ideas, strengthen literacy and style of writing and develop a logical mind.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

You will be invited to take part in a trip to Spain or watch a theatre play or a film in Spanish.

ART AND DESIGN

Exam Board: Pearson

Syllabus Code: 1AD0

COURSE CONTENT:

In Year 9 Art you will be concentrating on developing a wide range of traditional and contemporary visual 2-D and 3-D language and skills.

Term 1 Nature in Art. Drawing from observation using different media: pencil, charcoal, chalk, pastel, oil pastel, ink paint and some unusual surprise materials to create mixed-media collages and prints!

Term 2 Structures in Architecture and our Urban Environment. The critical studies aspect will be to explore the working process of contemporary Architects and Interior designers. You will be using a wide range of materials to explore model making and sculptural techniques to create building, interior designs and a 3-D fine art sculpture.

Term 3: I, me, mine. Using photography and Photoshop to develop your digital manipulation skills.

The critical studies focus for this is Expressionism, looking at feelings, moods and emotions in Art. Your work will involve sustained studies of a range of artists including Max Beckman, Emile Nolde, Kathe Kollwitz and Francis Bacon. A 2-D self-portrait expressionist painting and 2-d photographic and mixed media piece will be the final outcomes for this project.

In Year 10 Art you can look forward to exploring three different themes in detail: the first of these is a project entitled 'Identity.' The critical studies focus for this is Political and Protest Art: looking at social issues and making informed visual comments as young artists and women of today. Your work will involve sustained studies of a range of artists including Cindy Sherman, Barbara Kruger and Banksey. A 2-D self-portrait on Photoshop and mixed media poster and digital art T-shirt design will be the final outcomes for this project.

You will also study the theme of 'Still Life'. Critical studies focus, this time, on Picasso, Cezanne and Cubism: you will work across a range of 2-D media with a particular emphasis placed on 2-D artworks. You will develop your skills to a high standard in drawing, painting, photography and digital media. Your final outcome will be a large cubist still life painting and detailed drawing from observation using a range of media.

The project for the end of Year 10 internal exam will closely follow the Pearson exam process in order to give you sound knowledge and understanding of this process. You will be given a theme or title to explore such as 'Force.' In doing so you will choose your own artists to study in detail and follow the step by step exam criteria to produce a final piece of your own choice.

In Year 11 Art you will be given a title/project theme for the mock exam looking at a wide variety of traditional and contemporary artists and different cultures to inform and develop your own ideas. This project will follow the same Pearson exam process as you had done before at the end of Year 10. Preparation for this will span over a 10-week period culminating in a two-day ten-hour exam.

You will have an opportunity to improve your coursework overall early in the Spring term of Year 11. All coursework is handed in just after the February half term. The final exam paper is issued and distributed by mid-February. You will be attending a trip to galleries in central London at this time to start off the exam preparation process. The final exam is completed by the first two weeks in May.

ASSESSMENT:

You are assessed 60% coursework spanning 2 years of study in Years 10 and 11 and 40% exam taken at the end of your course in Year 11.

COURSE PROGRESSION:

The exam coursework is assessed continuously and the examiners are keen to see the development you make as an individual throughout the course from the very beginning of Year 9 to your final exam assessed at the end of the course in Year 11. The skills you gain are seen to enable you to be adept in your individual use of Art methods. You will be able to create strong artworks showing confident ability in a wide range of techniques, materials and methods. You will be seen to have strengths in particular skills areas and will be able to access the higher levels and work towards being more fluent in these. This, of course, will enable you to reach the higher targets expected in Year 11 with ever growing confidence and practice.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

Using a wide range of different materials and methods to investigate stimulating creative projects in great depth. These methods will include 2-D media of drawing, painting acrylics on canvas, collage, printmaking, photography, ICT Photoshop skills and mixed media. You will also be working with 3-D sculptural techniques, using plaster casting, modrock, clay and utilising recyclable materials to create your unique and high quality artworks.

You will have the opportunity to discover how other artists, both contemporary and throughout art history, have influenced current trends, as well as use these artists and cultural styles to influence and enhance your own work.

BUSINESS

Exam Board: Pearson

Syllabus Code: 1BS0

COURSE CONTENT:

While studying this course you are likely to learn a lot of new things. You will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will develop essential knowledge and understanding of enterprise and marketing concepts, plus the skills to design a business proposal, create a brand identity and promotional plan for a specific business product proposal. You will develop pitching skills in order to pitch your business proposal to an external audience. You will understand how to make a business effective and manage money. You will also see how the world around us affects small businesses and all the people involved. If you enjoy communicating and explaining your ideas; thinking creatively and making decisions; working with numbers to solve business problems and learning about the world of business through research and investigation, as well as through practical tasks, then the GCSE Business course is the right subject for you.

- Unit RO64 (Enterprise and Marketing Concepts)
- Unit RO65 (Design a business proposal).
- Unit RO66 (Market and pitch a business proposal)

ASSESSMENT:

External

- Unit RO64 (Enterprise and Marketing Concepts) - Written Exams, Assessed in 2021 (May/June)

Internal

- Unit RO65 (Design a business proposal) – coursework
- Unit RO66 (Market and pitch a business proposal) – coursework

COURSE PROGRESSION:

Achievement of this GCSE supports, but is not essential to, progression to AS and A2 Business Studies / Economics / Accounting and BTEC courses.

You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team. A GCSE Business course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

Educational visits to Cadbury world, Birmingham.

Fun and interesting lessons that challenge you to become an independent learner.

You will:

- Gain an understanding of the role of business in society
- Investigate how different businesses meet the needs of their customers
- Have an opportunity to apply learning in a practical and realistic way
- Follow a programme of study that enables progression to further courses and employment in the leisure or tourism industry
- Develop key skills which are highly valued by employers and further education
- Gain confidence by developing independent learning skills

CHILD DEVELOPMENT

Exam Board: Pearson

Syllabus Code: 603/1914/8

COURSE CONTENT:

The Pearson BTEC Level 1/Level 2 Child Development course consists of **2 Core units** and **1 mandatory unit** with all units' combination totalling **120** guided learning hours (GLH).

ASSESSMENT:

This course has units that your centre assesses (**Internal-Pass, Merit and Distinction**) and units that Pearson sets and marks (**external**).

Internal

Unit 1: Children's Growth & Development (36 GLH)

Unit 2: Learning Through Play (36 GLH)

External

Unit 3: Supporting Children to Play, Learn and Develop (48 GLH)

COURSE PROGRESSION:

- To other Intermediate qualifications and related competence-based qualifications.
- To other Advanced qualifications in Children's Play, Learning and Development or in other subjects, such as in Health and Social Care.
- To apprenticeships within the early years and health and social care sectors.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

- You will have opportunities to develop your personal, learning and thinking skills (PLTS) within a sector-related context including work experience.
- The course will reinforce your Maths, English and functional skills.
- You will be developing a variety of practical skills and theoretical knowledge.
- Your learning will include a wide range of learning strategies, activities, assessment and materials relating to teaching and learning.
- You will learn from visiting speakers on career paths.
- You will develop a number of transferable interpersonal skills.

FASHION AND TEXTILES

Exam Board: Pearson

Syllabus Code: 603/3073/9

COURSE CONTENT:

This exciting Fashion and Textiles course is for students who wish to acquire knowledge and technical skills by studying a wide range of Art and Design processes related to investigating, exploring and creating Fashion and Textiles.

Work is developed in a practical way and supported by coursework portfolio evidence. A supervised assessment is undertaken at the end of the course and is externally assessed.

ASSESSMENT:

Component 1 Generating Ideas in Art and Design

Effective ideas in art and design are developed through practical research and investigation. Artists and designers can generate ideas through a combination of observation, experience and practice with art and design materials, techniques and processes. Combining an understanding of art and design practice with empathy for the audience supports the development of ideas that are fit for purpose.

36 hours guided learning time levels 1/2

Internal assessment

Component 2 Develop Practical Skills in Art and Design

Learners use experimental and imaginative approaches to generating ideas by 1) Informing ideas 2) Identifying design problems 3) Reflecting on audience needs 4) Reflecting on how others have solved similar design problems. Students can look forward to developing skills through traditional, digital or experimental specialist techniques through the exploration of materials, techniques and processes. They will be exploring

- Materials relevant to fashion and textiles
- A wide range of textiles sewing skills
- Applying health and safety practice
- How to protect the environment
- Using different materials and fixing methods for fabric, plastic, paper, board, foam, photosensitive materials.

36 hours guided learning time levels 1/2 I

Internal assessment

Component 3 Responding to a Client Brief

Using skills fashion and textile techniques to design and make for a specific purpose set by the exam board.

48 hours guided learning time levels 1/2

External synoptic assessment.

COURSE PROGRESSION:

- To other Intermediate qualifications and related competence-based qualifications.
- To other Advanced qualifications in Fashion and Textiles
- To apprenticeships within the Fashion and Textiles industry

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

Using fashion and textile techniques such as: *garment construction, pattern cutting, adornment, illustration, hand and machine stitching – textiles: print, weave, knit, stitch, pleat, fold, appliqué, pattern, constructed textiles, digital textiles, resist and applied dye, incorporation of media, embellishment, padding, collage, assemblage, fusing, bonding, pressing, patchwork, quilting, embroidery – print: mono, silkscreen, relief, digital, lino-cut, transfer, bleaching – finishing: raising, bleaching: toiles, CAD, 2D/3D.*

GEOGRAPHY

Exam Board: AQA

Syllabus Code: 8035

COURSE CONTENT:

The New AQA Geography course includes 3 sections:

Living with the physical environment:

In this area we learn about the challenges humanity faces when dealing with earthquakes, volcanoes and climate change. We also investigate the impacts and challenges, costs and benefits of tropical rainforests and hot deserts. We then study the physical landscape of our planet, looking specifically at coasts and rivers, and our interaction with them. This section aims to provide a greater understanding of the physical processes at work in our world.

Challenges of the human environment:

In this area we learn about the urban world with a specific focus on Rio (Brazil), Bristol (UK) and Freiburg (Germany). We then investigate the world economy and how this has become a great part of the modern world. Here we focus on flows of people, money and resources between developed and developing countries. We focus specifically on Nigeria and the UK.

Geographical application and skills:

Students will have to carry out two fieldwork studies which will be assessed by examination. We usually visit Devon to carry out group fieldwork.

Geographical skills including map skills, graph skills and statistical skills. These will build on some of the skills you will already have learned in Maths and Science. In your lessons you will have the chance to develop map skills, ICT skills and the ability to use GIS (Geographical Information Systems). There will be elements of group work and individual research on a variety of topics.

These skills indicate one of the many reasons Geography is one of the most sought after subjects considered by universities when accepting entrants.

ASSESSMENT:

There are three assessed components in this course.

Paper 1 Physical Geography – 1 hour 30 minutes comprising 3 Sections (questions involve multiple choice, short answer, levelled questions and extended writing) - 35% of the total GCSE mark. This examination is taken in June of Year 11.

Paper 2 Human Geography - 1 hour 30 minutes comprising 3 Sections (similar question range to Paper1) – 35% of the total GCSE mark. This examination is taken in June of Year 11.

Paper 3 Geographical Applications – 1 hour 15 minutes (similar question range to Paper1) – 30 % of the total GCSE mark. This exam involves looking at issues contained in pre-released resources; these will be released 12 weeks before the exam. YES! You'll be able to look at the resources before the exam. It will also include questions about Fieldwork and Geographical skills. This examination is taken in June of Year 11.

COURSE PROGRESSION:

Thinking about taking GCSE Geography?

Pupils choosing GCSE courses are now often encouraged by schools to include courses which will enable them to achieve the EBacc as part of their Key Stage 4 education. Geography is a subject which can form part of the EBacc It is a solid academic subject and well respected by universities and employers alike.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

You will have a chance to use the knowledge gained during Years 7 and 8 as part of GCSE Geography. You will also learn totally new topics including Rivers and Coasts which will form the basis of study on the Fieldtrip.

There will be two Fieldwork activities involving a Fieldtrip (usually to Devon). This is a chance to develop group work skills and collect primary data. Fieldwork understanding is then tested in the written examination.

HEALTH AND SOCIAL CARE

Exam Board: Pearson

Syllabus Code: 603/0395/5

COURSE CONTENT:

The Pearson Health and Social Care Course has units that your centre assesses internally (**Pass, Merit and Distinction**) and units that Pearson sets and marks (**external**).

The course consists of **3** units with all units' combination totalling **120** guided learning hours (GLH).

ASSESSMENT:

The **3 components** are:

Unit 1 - Human Lifespan Development (**Internal assessment**)

Unit 2 - Health and Social Care Services and Values (**Internal assessment**)

Unit 3 - Health and Wellbeing (**Synoptic External assessment**)

COURSE PROGRESSION:

The level 2 qualification gained allows you to:

- Progress to post-16 education.
- Complete Advanced level studies as preparation for entry into higher education in a range of subjects.

The level 1 qualification gained allows you to:

- Pursue Intermediate post-16 study.
- Enrol onto apprenticeships.
- Eventually gain employment in health or social care.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

- Partaking in a variety of practical demonstrations.
- Developing your understanding and knowledge of the theory that underpins the three component titles.
- Learning to adapt materials to your local contexts and assignments.
- Learning to make grading decisions.
- Being prepared for post-16 qualifications.
- Building skills that show an aptitude for further learning.
- Complementing GCSE study by providing an opportunity for practical application alongside conceptual study.

HISTORY

Exam Board: AQA

Syllabus Code: 8145

COURSE CONTENT:

Understanding the modern world: *Opportunity and inequality America, 1920–1973*

This was a period of both opportunity and inequality; some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. You will study the political, economic, social and cultural aspects of these two simultaneous realities and the role ideas and individuals played in bringing about change.

Wider world depth study: *Conflict and tension in Asia, 1950–1975*

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose.

Shaping the nation: *Migration, empires and the people: c790 to the present day*

This thematic study will enable you to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements.

British depth studies: *Elizabethan England, c1568–1603*

This unit focuses on major events of the last 35 years of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. You will visit and investigate a specific historical site from this period to enrich your understanding of Elizabethan England.

ASSESSMENT:

All units are assessed by an examination. There are a variety of question styles in the examination papers assessing your knowledge of the past and historical thinking skills.

Paper 1:

- **Understanding the Modern World: Opportunity and inequality America, 1920–1973 and Conflict and tension between East and West, 1945–1972**
- Written exam: 2 hours
- 50% of GCSE

Paper 2:

- **Shaping the Nation: Migration, empires and the people: c790 to the present day and Elizabethan England, c1568–1603**
- Written exam: 2 hours
- 50% of GCSE

COURSE PROGRESSION:

History is a very popular subject at GCSE, and one in which many students do very well. There are many good reasons for taking History. Some of the best are:

- History is what we *do*; we are involved in the process of creating interpretations and analyses of significant events in the past. History is constantly evolving and changing, which makes it dynamic and fascinating.
- History helps us understand the world we live in and helps to explain the problems and opportunities of the world today.
- Studying History helps develop valuable skills: written communication, critical thinking, handling data, using evidence and making informed judgements. Colleges, universities and employers therefore value History as an academic subject.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

- Trip to an Elizabethan Historical site as part of the Elizabethan England, c1568–1603 unit.
- Critical thinking and engaging enquiry-based learning.
- After school revision sessions support throughout the course.

MUSIC

Exam Board: OCR

Syllabus Code: J536

COURSE CONTENT:

This course is contemporary, accessible and creative. Students will explore the three main elements – performing, composing and appraising through the study of a variety of styles and genres with a focus on their instrument/s of choice and a chance to explore new ones.

Content:

- Musical Elements – The different ingredients that make up music
- Musical Contexts – How time and place affect music
- Musical Language – Reading and writing music notation
- Performance – Communicating to an audience via the musical choices you make when playing
- Composition – Manipulating the elements of music to create your own new piece
- Appraisal – Talking about what you hear in music to understand and make judgements about it

Areas of Study

- My Music – Learning about your instrument of choice
- A Concerto through Time – Explore music through history and link it to today
- Rhythms of the World – Being inspired by the rich variety of rhythms found around the world
- Film Music – Where new classical music comes from. Learn communication through sound
- Conventions of Pop – What makes music Pop?

ASSESSMENT:

- **Integrated Portfolio** – Performance and Composition
- **Practical Component** – Ensemble Performance and Composition to a set brief
- **Listening and Appraising** – Written Analysis of Music and Theory

COURSE PROGRESSION:

You can continue the study of Performing Arts at Advanced Level, which introduces a wide range of new and exciting skills. There are many transferrable skills such as communication, team building, ability to discuss and present your ideas and opinions, confidence and creativity. You might wish to go into a job where a qualification in Performing Arts would be useful, such as law, the creative industry, performance and teaching. Whichever career you choose, the study of the Performing Arts can help you to develop transferable skills, which you can take into any career or job. Former students have progressed in many directions. Many progress to Performing Arts related degree courses (*former students have gone on to study courses such as Acting, Film and TV, Science, Media, Law, Psychology!*)

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

- Taking your practical ability on both your main instrument and others to the next level.
- Performance opportunities in concerts for parents and feeder primary schools
- Learning to write your own pieces of music
- A deepening understanding of what is going on in, and what you are really enjoying about, a piece of music when you are listening to it

WHAT ELSE DOES THE MUSIC DEPARTMENT OFFER:

- We are a Steinway School with our very own Steinway Grand Piano in the Hall and two upright Steinways in the music room and the practice rooms
- We have a strong partnership with Brent Music Service who will be hosting concerts here at CJM – with our students offered the chance to attend!
- A wide range of clubs with internationally renowned external teaching staff – the leader of our Gospel Choir recently performed for Michelle Obama! Our steel pan teacher has worked with steel pan groups across the world, most recently in Sweden!
- Working collaboratively across year groups is encouraged, with vocal groups working together to take part in competitions across London.

PERFORMING ARTS (DANCE PATHWAY)

Exam Board: Pearson

Syllabus Code: 603/0406/6

COURSE CONTENT:

Performing Arts is a creative and challenging course which offers a variety of exciting pathways into developing performance skills. Work is developed in a practical way and supported by written evidence. A supervised assessment is undertaken at the end of the course and externally assessed.

The Pearson course in Performing Arts has:

- Total Qualification Time: 150 hours
- Guided Learning: 120 hours

Component 1- Exploring the Performing Arts: To examine the work of a Dance practitioner and participate in workshops to explore creative possibilities. Written evidence will be produced to document and support your understanding of the genre, with evaluative and analytical comments.

- Dance styles such as contemporary, ballet, jazz, urban, international.
- Musical theatre styles such as book musicals, chamber musicals, concept musicals, comic musicals, jukebox musicals, musical revues, operetta, rock musicals.

Component 2- Developing Skills and Techniques in the Performing Arts: Developing dance skills through workshops and rehearsals. Reviewing and evaluating your development along the way and experimenting with your skills base. You will then develop a performance based on your new and improved skills.

Component 3- Performing to a Brief: A task is set and marked by Pearson, completed under supervised conditions. 12 weeks before the supervised assessment period, you will be given the set task in order to carry out the development of creative ideas and rehearsal for the workshop performance. The set task will be completed in three hours in the period timetabled by Pearson. This will take place in May/June.

ASSESSMENT:

1. Exploring the Performing Arts - **36 Guided Learning Hours (GLH)** Internally assessed
2. Developing Skills and Techniques in the Performing Arts - **36 Guided Learning Hours (GLH)** Internally assessed
3. Performing to a Brief - **48 Guided Learning Hours (GLH)** Synoptic Externally assessed - 60 marks.

COURSE PROGRESSION:

You can continue the study of Performing Arts at Advanced Level. This course introduces a wide range of new and exciting skills. There are many transferrable skills such as communication, team building, ability to discuss and present your ideas and opinions, confidence and creativity. You might wish to go into a job where a qualification in Performing Arts would be useful, such as law, the creative industry, performance and teaching. Whichever career you choose, the study of the Performing Arts can help you to develop transferable skills, which you can take into any career or job. Former students have progressed in many directions. Many progress to Performing Arts related degree courses (*former students have gone on to study courses such as Acting, Film and TV, Science, Media, Law, Psychology!*)

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

- Going to the theatre to watch Dance performances!
- Attending Dance workshops delivered by professional dance artists.
- Performing for your parents and other invited audiences.
- Opportunities to develop your creative skills and broaden your knowledge through the exploration of different techniques and practitioners.
- Lessons 3 times a week plus rehearsal time!

PERFORMING ARTS (DRAMA PATHWAY)

Exam Board: Pearson

Syllabus Code: 603/0406/6

COURSE CONTENT:

Performing Arts is a creative and challenging course which offers a variety of exciting pathways into developing performance skills. Work is developed in a practical way and supported by written evidence. A supervised assessment is undertaken at the end of the course and externally assessed.

The Pearson course in Performing Arts has:

- Total Qualification Time: 150 hours
- Guided Learning: 120 hours

Component 1- Exploring the Performing Arts: To examine the work of a theatre practitioner and participate in workshops to explore creative possibilities. Written evidence will be produced to document and support your understanding of the genre, with evaluative and analytical comments.

- Acting styles and genres such as absurdism, classical, comedy, *commedia dell'arte*, epic, forum theatre, melodrama, naturalism, symbolism, theatre of cruelty, verbatim.

Component 2- Developing Skills and Techniques in the Performing Arts: Developing acting skills through workshops and rehearsals. Reviewing and evaluating your development along the way and experimenting with your skills base. You will then develop a performance based on your new and improved acting skills.

Component 3- Performing to a Brief: A task is set and marked by Pearson, completed under supervised conditions. 12 weeks before the supervised assessment period, you will be given the set task in order to carry out the development of creative ideas and rehearsal for the workshop performance. The set task will be completed in three hours in the period timetabled by Pearson. This will take place in May/June.

ASSESSMENT:

1. Exploring the Performing Arts - **36 Guided Learning Hours (GLH)** Internally assessed
2. Developing Skills and Techniques in the Performing Arts - **36 Guided Learning Hours (GLH)** Internally assessed
3. Performing to a Brief - **48 Guided Learning Hours (GLH)** Synoptic Externally assessed - 60 marks.

COURSE PROGRESSION:

You can continue the study of Performing Arts at Advanced Level, which introduces a wide range of new and exciting skills. There are many transferrable skills such as communication, team building, ability to discuss and present your ideas and opinions, confidence and creativity. You might wish to go into a job where a qualification in Performing Arts would be useful, such as law, the creative industry, performance and teaching. Whichever career you choose, the study of the Performing Arts can help you to develop transferable skills, which you can take into any career or job. Former students have progressed in many directions. Many progress to Performing Arts related degree courses (*former students have gone on to study courses such as Acting, Film and TV, Science, Media, Law, Psychology!*)

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

- Going to the theatre!
- Performing for your parents and other invited audiences.
- Opportunities to develop your creative skills and broaden your knowledge through the exploration of different techniques and practitioners.
- Lessons 3 times a week plus rehearsal time!

Please note that, due to the overlap in content between them, the Performing Arts courses (Dance and Drama) cannot be taken alongside each other because they fall within the scope of discounting. Discounting ensures that, where a pupil has taken two or more qualifications with a significant overlap in content, the performance tables only give credit once for teaching a single course of study (Secondary accountability measures, DfE October 2018)

PHYSICAL EDUCATION

Exam Board: EDUQAS

Syllabus Code: C550QS

COURSE CONTENT:

The subject content focuses on five key areas:

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in sport and physical activity

Unit 1: Introduction to Physical Education

Written examination: 2 hours

50% of qualification (100 marks)

You will be assessed through a range of short and extended questions. The questions will be based on audio-visual stimuli and other sources.

Unit 2: The active participant in Physical Education

Non-exam assessment

50% of qualification (100 marks)

ASSESSMENT:

You will be assessed in three different activities in the role of performer in at least one individual sport, one team sport and one other.

One will be a major activity which will have a personal fitness programme linked to it.

COURSE PROGRESSION:

This course supports progression toward the National Extended certificate in Sport and Exercise Science (A level). This qualification also supports further studies at university level.

WHAT TO LOOK FORWARD TO AT KEY STAGE 4:

You will gain:

- The ability to develop and maintain your performance in physical activities and understand the benefits to health, fitness and well-being.
- Theoretical knowledge and understanding of the factors that underpin physical activity and sport and be able use this knowledge to improve performance. You will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- The ability to analyse and evaluate in order to improve performance in physical activity and sport.

COURSE CONTENT AND CAREER PROGRESSION

Subject name	Subject content	Examples of Careers & Pathways
English Language and Literature	English involves reading various types of texts, writing in different styles, expressing your ideas in both creative and formal ways.	Information scientist, journalist, market research executive, public relations officer, publishing editor, solicitor, barrister, social worker, museum curator, librarian.
Mathematics	Maths involves numbers, algebra, shapes, measurements and learning how to handle information.	Bank/Building Society customer advisor, accountant, estimator, financial advisor, corporate finance professional, actuary, statistician, actuary and quantity surveyor.
Combined / Separate Science	Science is the field of study which attempts to describe and understand the nature of the universe.	Scientist, doctor, dentist, chemical engineer, medical professional, pharmacist, metallurgist, botanist, cosmetic scientist, marine engineer, environmental/geo scientist, midwife and hydrologist.
Religious Studies	The course will develop your knowledge, understanding and empathy with world religions.	Counsellor, police officer, solicitor, journalist, teacher, health care professional, volunteer, church minister, youth and community worker/manager, social worker, local government officer.
Modern Foreign Languages	Being able to speak another language can be useful in a wide range of careers.	Any professional international company/corporation, importer, exporter, translator, any position involving work overseas.
Art and Design	This will suit you if you are imaginative, creative and artistic.	Architect, designer, fine artist, advertising executive, art director, art editor, fashion designer, packaging designer, animator, photographer, ceramic artist, jeweller, art therapist and footwear technologist.
Business	You will learn about the ways in which companies are organised and run, national and international competition and e-commerce.	Business advisor, management consultant, marketing manager, retailer, buyer, human resources officer, commercial solicitor and accountant.
Child Development	This will help you to understand how children develop.	Nursery worker, nurse, early years teacher, psychologist, learning mentor, health play specialist and youth worker.
Fashion & Textiles	This GCSE will equip students to acquire knowledge and technical skills to investigate, explore and create Fashion and Textile products.	Fashion designer, retail buyer, retail manager, retail merchandiser, stylist, textile designer, visual merchandiser, clothing/textile technologist.
Geography	The subject is broken down into the three main areas of physical, environmental, and human geography.	Ecologist, geologist, marine and environmental scientist, urban designer, town planner, cartographer, geographical information systems officer and meteorologist.
Health and Social Care	Develops skills, knowledge and understanding of a wide range of subject areas relating to health & social care including human lifespan and disability.	Social worker, nurse, psychologist, occupational therapist, youth worker, counsellor, probation officer, family support worker and midwife.
History	Develops knowledge and understanding of various aspects of the past at a local, national and international level.	Archaeologist, barrister, solicitor, museum researcher/curator, antique dealer, journalist, information officer and archivist.
Music	Music involves both practice and theory.	Composer, industry promotions, music therapist, musician, musical director, production professional.
Performing Arts (Drama or Dance)	This covers all the different stages involved in putting on a performance, including lighting,	Actor, producer, director, dancer, stage manager, lighting and stage production, creative arts director, dance therapist, dance historian, dance

	stage production and acting. There is much practical work and learning how to analyse dance and production techniques.	critic/journalist, drama/dance teacher.
Physical Education	This focuses on five key areas: health training and exercise, exercise physiology, movement analysis, psychology of sports and socio-cultural issues in sports and physical activity.	Physiotherapist, sports therapist, personal trainer, exercise physiologist, sports development officer, sports administrator, health promotion specialist, secondary school teacher.

