

Edgbarrow School



KEY STAGE 4 CURRICULUM INFORMATION 2024-26

ENJOY - GROW - ACHIEVE

Notes



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Dear Parents / Carers

Year 9 Options Booklet

Welcome to the start of the Year 9 Options process! This options booklet is available on the website, has been emailed home to you today and is also on the Year 9 Google Classroom. It would be useful for you to look at this Options Booklet with your child regarding choices they may wish to make.

I would like to remind you about the Year 9 Options Evening which will take place in the Sixth Form building on **Thursday 11th January from 5pm - 7pm**. This evening is intended to find out details about the process and the Key Stage 4 courses, rather than specifics about your child. Email addresses of all Heads of Department have been included in the options booklet and we would encourage you to contact them should you have any questions about the courses.

The final deadline for returning the completed form is **Monday 5th February**.

Yours faithfully

Mr R Dangerfield
Head of Year 9

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The Option booklet is divided into four sections:

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INTRODUCTION

Edgbarrow believes that all students should have access to a broad and balanced curriculum. The curriculum should reflect the profile of our students, support local employment needs, support access to the next phase of education and be engaging.

The Core Subjects at GCSE

Just as in Key Stage 3 (Years 7 to 9) pupils in Key Stage 4 (Years 10 and 11) will all study a number of compulsory subjects known as the core subjects. These are listed below:

English
Mathematics
Science
Personal, Social & Health Education (PSHE)
Physical Education

In addition, pupils will follow a programme of Careers Education and Work-Related Learning.

The Option Subjects at GCSE

In addition to these core subjects, students take four subjects from a list of options. Whilst school measures focus on only eight grades and therefore only three options are necessary, the school has made a strategic decision that students complete four options subjects. This supports curriculum breadth and allows students greater input in educational decision. Some of these subjects will have already been studied by the pupils and others will be new to them. In choosing option subjects it is important pupils maintain a broad and balanced curriculum. Further details on choosing option subjects are given later in this booklet.

CURRICULUM PATHWAYS

With the introduction of the EBacc (a programme of study consisting of English, maths, a science, a language and a humanity), and a government target that 75% of students should study a language, having four options is all the more important. The majority of our students will be expected to have one option as either history or geography and a second option as a language. This then leaves two free options choices.

This is not suitable for all students and there is some flexibility with regard to the EBacc and languages. This is summarised in the table below:

Path	Path One (Default)	Path Two (By agreement)	Path Three (By agreement)
Student route	Students who wish to follow a more academic path of A-Levels followed by university. This pathway maintains access to all career paths.	Students whose career path is supported by vocational options. At the end of key stage 4, they would consider a vocational course or work-related learning.	Students who have additional needs for whom four options may create a work overload.
Options available	Students must pick Geography or History (or both), a language and then have two free choices.	This path must be agreed by the student's Form Tutor. Students must still pick one EBacc subject (geography, history, triple science, computer science, or a language), a vocational subject and then have two free choices.	Students are invited to follow this path by our SENCO and Head of Year. Students should aim for one EBacc subject and then have two free choices. The fourth option is supervised study.
Expected uptake	75-90% of the year group	10-20% of the year group	2-3% of the year group

We do not determine pathways by ability. The default pathway is Path 1. Tutors will help students who are unsure of the appropriate pathway.

Why is the EBacc and Languages becoming a compulsory part of the curriculum?

The government has set schools a target of 75% of students to study a language by 2022 and 90% by 2025. This follows the belief that all students should be able to access an academic curriculum and that studying the EBacc helps to remove barriers to success. It is also the case that languages and humanities can be considered facilitating subjects; studying these subjects supports skills that will benefit students in other subject areas. The Department for Education suggests that students taking these courses at GCSE are more likely to gain places in top universities and be able to demonstrate a range of skills that support employability in an increasingly international market.

Edgbarrow supports this ambition. We want to make sure that students are in the best possible position with regard to job opportunities, access to colleges, apprenticeships and university. We also want to support students whose ambitions and success are served by following pathways two or three, and those who know their career path follows a more creative, practical route. It is important to note that both the Department for Education and OFSTED consider pathway one to be broad and balanced and Edgbarrow deliberately provides four options to allow for choice, specialisation and added breadth.

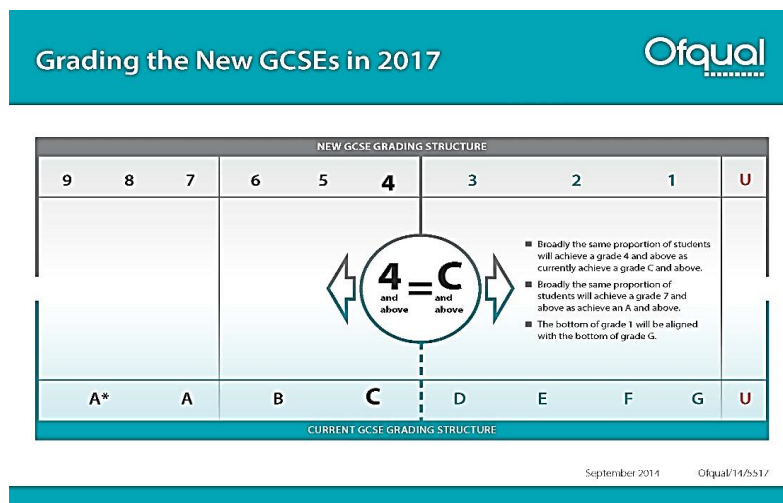
We are pleased to advise you that the government, working with exam boards, have recently reviewed and made GCSE languages courses more accessible, supporting outcomes for all ability ranges.

THE GCSE CERTIFICATE

Key points about the GCSE examination are:

- grades are awarded on a nine point scale 9 to 1;
- 9 is the highest achievable grade with 1 being the lowest awarded grade;
- some subjects involve controlled assessment which counts towards the final grade;
- all subjects will have at least one written examination paper;
- in some subjects pupils are entered for the examination in tiers according to their ability in that subject;
- for most GCSE subjects, 5% of the total marks available in the final written examination paper are allocated to spelling, punctuation and grammar.

The diagram below shows how the old A* to G grading structure relates to the new numerical structure:



Colleges and employers ask for certain GCSE grades and subjects as entry levels for courses or employment. The normal entry requirement for A-Level study is 5 GCSEs awarded at 9 - 5, with a grade 6 or 7 in specified subjects.

Please note that the Government has moved away from the system of modular examinations to a system of linear examinations. This means that for two year GCSE courses starting in September 2024, exams will be taken at the end of the course (summer of Year 11).

There may be other changes to the examination system that we are unable to anticipate at present. The information in this booklet is up-to-date as of January 2024.

Controlled Assessment

Controlled assessment was introduced into GCSE qualifications from September 2009 and has, in most cases, replaced coursework as a means of internal assessment. Controlled assessment is used for aspects of a subject that can't be readily assessed through external examination, such as research, carrying out tasks, and performance and production skills. The amount and type of controlled assessment required vary between subjects.

In many ways, preparation for controlled assessment will be the same as for coursework. Like coursework, controlled assessment allows pupils to produce an extended personal response to an area of the subject specification. The preparation that is required and appropriate will vary according to the type of subject. Generally teachers will:

- Teach an overview of the chosen topic/task before pupils set to work
- Give pupils the context they need to understand the topic
- Teach pupils any skills they need for their tasks, such as research skills
- Support and guide pupils throughout the research, drafting and write-up stages.

VOCATIONAL QUALIFICATIONS

Vocational qualifications have helped millions of people develop the skills they need to achieve their potential. They are work-related qualifications that provide a more practical, real-world approach to learning alongside a key theoretical background. They can be studied alongside GCSEs and A Levels, and are widely valued by schools, colleges, universities and employers.

Progress is measured throughout the course via the completion of units. Each course is made up of a number of units, the number of which is dependent on the level and size of the course being studied. As pupils work through these units, they are able to gauge their own performance and measure their own progress. Approximately 40% of their course will be assessed externally.

Each vocational unit will be graded as a Pass, Merit or Distinction. These grades will be combined to give a final grade for the specific subject studied. All Level 2 vocational courses are fully recognised as holding equivalences to GCSEs. This can be seen below:

Level 2	GCSE old
Vocational Grade	Equivalent Grade
Distinction*	A*
Distinction	A
Merit	B
Pass	C

The Level 2 courses options offered for study in this booklet carry the equivalence of 1 GCSE graded A* - C on the old system. However, for those pupils who may struggle to achieve this, there will be the option to complete sufficient units to gain a Level 1 which is equivalent to one GCSE graded D – G on the old system.

AN OVERVIEW OF THE KS4 CURRICULUM

Subject	Examination Board	Controlled Assessment Content	Examination
CORE			
English Language	AQA	None	100% 2 written exams
English Literature	AQA	None	100% 2 written exams
Maths	AQA	None	100% 3 written exams
Combined Science	AQA	None	100% 6 written exams
PSHE	None	None	None
Core PE	None	None	None
EBACC			
Computer Science	OCR	None	100% 2 written exams
French	Edexcel	None	100%
Geography	AQA	None	100% 3 written exams
History	AQA	None	100% 2 written exams
Spanish	Edexcel	None	100%
Triple Science (Biology, Chemistry and Physics)	AQA	None	100% 2 written exams per subject
OPTIONS			
Art	AQA	60%	40%
Business	Eduqas	None	100% 2 written exams
Drama	AQA	60%	40%
Economics	OCR	None	100% 2 written exams
Engineering (Voc)	WJEC	40% paper work/practical 20% design	40%
Health & Social Care (BTEC)	Edexcel	60%	40%
Hospitality & Catering (Voc)	Eduqas	60%	40%
IT Creative iMedia (Cambridge Nationals)	OCR	60%	40%
Music (BTEC)	Edexcel	60%	40%
Performing Arts (BTEC)	Edexcel	67%	33%
Philosophy, Ethics and Religion	WJEC	None	100% 3 written exams
Photography	AQA	60%	40%
Physical Education	AQA	30% practical 10% written	60% 2 written exams
Product Design: Polymers	Edexcel	50%	50%
Psychology	OCR	None	100% 2 written exams
Sociology	Eduqas	None	100% 2 written exams

OPPORTUNITIES TO FIND OUT MORE INFORMATION ABOUT THE OPTION PROCESS

This booklet is only one of the ways that we help pupils make their choice of subjects. The preparation for choosing options includes the following:

(a) **The Option Information Evening – Thursday 11th January 2024 - 5pm to 7.30pm**

This evening is an opportunity for parents and pupils to gather information about our options system and the Key Stage 4 curriculum. This will be held in the sixth form building.

(b) **Careers Advice**

The school has an extensive careers and work related learning programme, and further details can be found on the school website. If pupils have any specific enquiries they should contact Mrs Robinson who is in charge of Careers and Work-Related Learning.

(c) **Tutor and PSHE time**

In order to prepare pupils for making their option choices they have followed a programme of Careers Education focussing on self-awareness, decision making, opportunity awareness and skills needed for the transition to KS4.

OPTIONS ADVICE FOR PUPILS

After nearly three years at the school you will have experienced many aspects of a varied and extensive curriculum.

As a pupil in Year 9 you will now have to choose to continue your work in some subjects, whilst giving up others. There is insufficient time to cover every subject to examination standard.

You will have a personal timetable in Year 10 and 11, built up from the selections you have made from the options programme.

Before selecting your options, it would be wise to read the following advice:

1. **Find out about the subjects by reading this booklet and asking the relevant members of staff.**
2. **Remember:**
 - a) Do select subjects you **enjoy** studying
 - b) Do select subjects at which you are successful
 - c) Do **ask for advice and find out everything** about a subject, as you will be studying it for two years
 - d) **Do not be influenced by the choices made by your friends.** Their plans for the future, along with their interests and skills, will not necessarily suit you. Instead you must consider your own future, depending on whether you intend to go into training or further education post 16
 - e) **Do not select a subject because you like a teacher.** You will probably have a different teacher
 - f) Each pupil is encouraged to **select a broad and balanced curriculum**, as this will provide a suitable platform from which further career decisions can be made. A broad and balanced curriculum would include a subject from the Arts, Humanities, Technology and a Language
3. **If in doubt...ask!**

You will find it helpful to talk to: your parents or carers; subject teachers; other relatives and friends; form tutor.

If you are still unsure about your option choices, contact should be made with Mr Dangerfield, Mrs Gascoigne or Mr Matthews.
4. Lastly we **will make every effort to allocate your preferred option** choices. However, **there are occasions when this will not be possible**, for example:
 - a) not enough pupils have selected a particular subject, or
 - b) in the professional opinion of staff, the pupil would not be suited to the subject selected or,
 - c) it may not be possible to timetable all the combinations selected by pupils

CORE SUBJECTS

CORE SUBJECT

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Head of Department	Ms M van der Lip
Email	Marianne.VanDerLip@edgbarrowschool.co.uk
Examination Board	AQA – Language – Graded 1 – 9 AQA – Literature – Graded 1 – 9

This is your opportunity to gain 2 GCSE certificates at once!

We follow the AQA examination board syllabi for GCSE English Language and GCSE English Literature. All content is assessed through examinations at the end of the course. There is no longer any coursework in English. A Spoken Language Assessment is assessed by the department and will gain you a Certificate along with your Language and Literature GCSEs.

We teach an integrated course for English Language and English Literature which involves studying novels, short stories, drama, poetry, non-literary and other media texts, spanning the 19th to the 21st century. There is a renewed focus on studying grammar at KS3 and KS4, which we have incorporated in our courses. There will also be opportunities to write in a variety of styles and to participate in speaking and listening activities throughout the course. There are no tiered papers and all pupils are entered for both subjects.

The teaching groups are no longer based on form groups; groups are carefully chosen to ensure that pupils are able to work happily and achieve the best possible results.

CORE SUBJECT MATHEMATICS

Head of Department

Mrs D Holloway

Email

Denise.Holloway@edgbarrowschool.co.uk

Examination Board

AQA linear (8300) – Graded 1 – 9



The course continues through Years 10 to 11 and leads to GCSE examinations. The level of difficulty of the papers determines the range of grades which may be awarded.

Foundation tier grades 1 to 5

Higher tier grades 4 to 9

Coursework is no longer examined in mathematics.

The syllabus is defined by the National Curriculum and covers the topics Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability and Statistics. Functional Skills and problem solving forms an integral part of the mathematics curriculum.

The aim of the course is to enable pupils to think and communicate mathematically and to be able to apply mathematical knowledge and understanding to solve problems. The syllabus allows the use of a wide variety of teaching and learning techniques. Pupils are expected to work co-operatively, independently, practically and through investigative work.

There is regular practice of mental methods, particularly in number work. Number facts, including multiplication tables, need to be learnt. Pupils are taught to estimate answers as well as calculating with or without calculators. A digital textbook accessed via the Kerboodle platform (OUP) is used by all classes in Years 10 and 11. All pupils are provided with a login for the digital textbook for use at home. Before external examinations, there is regular practice of past examination papers.

CORE SUBJECT SCIENCE

Head of Department	Mrs A Mackenzie Dodds
Email	Anna.Mackenzie-Dodds@edgbarrowschool.co.uk
Examination Board	AQA – Graded 1-1 to 9-9

COMBINED SCIENCE: TRILOGY

Combined Science comprises six written exams, each worth 16.7% of the total mark and will generate two grades by the end of Year 11. There is no controlled assessment component, but students will complete 16 required practicals over the entire course, and questions on the written exam papers will assess these skills. There will be both higher and foundation tiers available. All external exams will be at the end of Year 11.

Grades available

There is a 17 point grading scale, generating 2 grades, from 9-9, 9-8 through to 2-1, 1-1. These grades are awarded by combining the scores of all six papers, and if the two grades are not the same, the higher grade is reported first. The level of difficulty of the papers determines the range of grades which may be awarded.

Foundation tier	grades 1-1 to 5-5
Higher tier	grades 4-4 to 9-9

CORE SUBJECT

PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE)

Teacher in Charge	Mrs E Price
Email	Emily.Price@edgbarrowschool.co.uk
Examination Board	N/A

The PSHE course is delivered by the form tutor to the tutor group. PSHE is taught in three units; health and wellbeing, relationships and living in the wider world. The course covers aspects of health education, which includes work on personal relationships, sex education, emotional well-being and drug education. Units of work covering economic wellbeing and careers education are also part of this course.

Throughout the course pupils are encouraged to understand their experience through discussion of issues.

CORE SUBJECT PHYSICAL EDUCATION

Head of Department	Mr O Johnson
Email	Oli.Johnson@edgbarrowschool.co.uk
Examination Board	N/A

All pupils will participate in two one-hour long PE lessons per week. The programme follows the national curriculum; however, pupils are given the opportunity to participate in a range of activities across the year. Students will follow 3 strands, Games, Fitness and Alternative activities with the purpose of encouraging lifelong participation and enjoyment in physical activity.

The department aims to offer a wide range of sports/activities that will not only provide enjoyment, improvement of skill and fitness but also help to boost life-long participation in sport. Some of the activities we have offered in the past few years have been:

- girls' and boys' football
- girls' and boys' rugby
- hockey
- netball
- volleyball
- table tennis
- aerobics
- fitness suite
- circuit training
- dodgeball
- ultimate frisbee
- cricket
- athletics
- softball
- rounders
- badminton
- tennis

These activities vary depending on the expertise of the staff, but most importantly on what the pupil wants to do. As a result, the department has extremely high expectations of pupils' participation in all PE lessons.

EBACC AND OPTION SUBJECTS

EBACC & OPTION SUBJECTS

The following areas of study are OPTIONAL SUBJECTS

These subjects include:

Art & Design**

- Art
- Photography

Business

- Business
- Economics

Design & Technology**

- Engineering
- Hospitality and Catering
- Product Design (Polymers)

Geography*

Health & Social Care BTEC

History*

ICT

- ICT Creative Media
- **Computer Science***

Modern Foreign Languages

- **French***
- **Spanish***

Performing Arts

- Drama
- Music
- Performing Arts

Philosophy, Ethics and Religion

Physical Education

Psychology

Sociology

Triple Science*

**EBACC subjects*

***Pupils will be limited to a total of two subjects from Design & Technology and Art & Design*

OPTION SUBJECT (EBACC) GCSE COMPUTER SCIENCE

Head of Department

Miss A Mullane

Email

Alison.Mullane@edgbarrowschool.co.uk

Examination Board

OCR - Graded 1 – 9

The Computer Science GCSE course is about problem solving, discovering how computers really work and developing software applications. There is a particular emphasis on cybersecurity and dealing with hackers!

The focus of this course is on computational thinking: creating solutions to tasks using a logical, step-by-step and inventive approach. We use the Python language to convert these solutions into working computer programs.

The course assesses students on a broad range of topics e.g. hardware, software, networks, cybersecurity, algorithms, programming, logic and problem-solving.

Exam and assessment arrangements for all GCSE computer science courses have recently changed. There is no longer a coursework / Non-Exam Assessment (NEA) element to the course. GCSE Computer Science is assessed through two written exams, each worth 50%:

1. Computer Systems (Theory)
2. Computational Thinking, Algorithms and Programming

Computer Science has become hugely influential in almost every part of today's society. The problem-solving skills you will acquire in this course are highly transferable and are valued in a wide range of careers, including those in science, technology and business. It is highly recommended for further study at A-level and is also a good foundation for Level 3 IT.

Content Overview	Assessment Overview
J277/01: Computer systems This component will assess: <ul style="list-style-type: none"> 1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology 	Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper. All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.
J277/02: Computational thinking, algorithms and programming This component will assess: <ul style="list-style-type: none"> 2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments 	Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

OPTION SUBJECT (EBACC)

GCSE GEOGRAPHY

Head of Department	Mr J Russell-Smith
Email	John.Russell-Smith@edgbarrowschool.co.uk
Examination Board	AQA - Graded 1 - 9

Geography permeates all aspects of our everyday life. It affects us all - from our journey to school and the factors of current economics that make us decide whether to drive or walk, to hiking on a glacier in Iceland and seeing how climate change has affected glaciation.

Geography is classified as a facilitator subject by the Russell Group of Universities with Geography opening many doors to A Levels, University and beyond. Geography is also a highly regarded academic GCSE qualification; it combines well with most subjects and has strong cross-links with Science, Business Studies and Economics. The majority of students find that many of the examination questions are 'common sense' as they look at current issues widely reported by the media.

Keeping the course relevant to the students, using up to date case studies and topicality, are paramount in the Geography department's ethos. Every effort is made to not only help the students achieve the highest grade possible but to also help facilitate students towards their goal in life whatever that might be.

Assessment

The programme of study in Years 10 and 11 is based on termly and half-termly units. The examination consists of three components:

Paper 1: Living with the Physical Environment
<u>Topics you will learn for this paper</u> The challenge of natural hazards (Volcanoes, Earthquakes, Cyclone etc.) Physical landscapes in the UK (Coasts and River landscapes), The living world (Ecosystems, Rainforests and Cold environments).
<u>How it is assessed</u> <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST)) • 35% of GCSE
<u>Question types:</u> multiple-choice, short answer, levels of response, extended writing
Paper 2: Challenges in the Human Environment
<u>Topics you will learn for this paper</u> Urban issues and challenges (Population, Urban studies), The changing economic world (economics, development, UK Economy), The challenge of resource management (resources, energy, water).
<u>How it is assessed</u> <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST)) • 35% of GCSE
<u>Question types:</u> multiple-choice, short answer, levels of response, extended writing
Paper 3: Geographical Applications
<u>What is assessed</u> An issue evaluation (Decision-making task), Fieldwork (questions based on field trip), Geographical skills (maps, stats and data use)
<u>How it is assessed</u> <ul style="list-style-type: none"> • Written exam: 1 hour • 76 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST)) • 30% of GCSE • Pre-release resources made available from 15 March in the year of the exam
<u>Question types:</u> multiple-choice, short answer, levels of response, extended writing

OPTION SUBJECT (EBACC) GCSE HISTORY

Head of Department	Mr G May
Email	Giles.May@edgbarrowschool.co.uk
Examination Board	AQA - Graded 1 - 9

Suitability

Check for yourself! This course is for you if:

1. You are always asking questions.
2. You are interested in current affairs and follow the news on TV or in the press.
3. You are interested in people – how we live now and how people lived in the past. Why people do the things they do!
4. You enjoy reading and can express your ideas clearly in writing.
5. You are prepared to discuss your ideas, the ideas of other people and to ask questions.
6. You want a job that involves working with people – lots of employers understand what you can do if you have studied History.

Course Content

- The American West, 1840-1895
- Medicine and Public Health Through Time
- Elizabethan England, 1568-1603
- Conflict in Asia, 1950 – 1975 (Korean & Vietnam Wars)

This History GCSE is designed to build on the skills learned in Key Stage 3

By the end of the course you will be more confident about answering questions such as:

- Why do events happen?
- How has medicine developed from the time of Black Death to the present day?
- Why did the American government attempt genocide on the Native American Indian?
- What was it really like to be a cowboy?
- Why did the Vietnam War start?
- Why did Elizabeth defeat the Spanish Armada?
- Why do interpretations of events vary so much?

Assessment

There are 2 exams which consist of 2 written papers worth 100% of the total marks.

- Paper 1 - American West, 1840-95 and Conflict in Asia, 1950-75
- Paper 2 - Medicine Through Time and Elizabethan England, 1568-1603

These will all be sat at the end of Year 11 and are each worth 50% of your final GCSE grade.

Visits

The History Department believes in bringing History alive. You will have the opportunity to go on a 2 day visit to the World War 1 and 2 Battlefields, which students find extremely rewarding. We also have opportunities to go to the USA and Germany as you progress through the school.

Careers

History is a popular subject with many employers as you will develop skills in analysing evidence, weighing arguments and presenting information. These are useful in many jobs in the media, law, museum work, marketing, management, teaching and tourism and leisure.

If you intend to take A-levels, History combines well with many other subjects, such as English, Modern Languages, Economics, Politics and Law.

History is an extremely well-respected GCSE that carries some weight with employers, whatever your field of interest.

Whatever you do for a living, you will need to know the world today and its background. This course is designed especially to help you develop that understanding.

**OPTION SUBJECT (EBACC)
MODERN FOREIGN LANGUAGES
GCSE FRENCH / SPANISH**

Head of Department	Ms K Bransfield
Email	Katie.Bransfield@edgbarrowschool.co.uk
Examination Board	Edexcel - Graded 1 – 9

Will I enjoy languages at GCSE? The answer is 'yes!' if you agree with any of the following statements:

1. I enjoy talking to others!
2. I enjoy learning about different countries and cultures
3. I would like to be more confident when I speak to people
4. I like film and music
5. I enjoy writing and giving my opinion
6. I would like to build on my writing skills

Get stuck in...

The most important aspect of language learning in Years 10 and 11 is active involvement in all classroom activities. Our aim is to provide pupils with the tools needed to become successful language learners and to have the confidence to use their chosen language in real life situations.

A skill for life

We prepare our pupils for language use after they leave school, for holidays, conversation, correspondence, work, travel etc. and not simply for examinations. Taking a language not only opens doors in the workplaces, but enables you to build the confidence to consider a future where you travel, holiday, work or even live abroad!

The course

Topics covered are: lifestyle, leisure, home and environment and work and education. We use a variety of resources to make language lessons modern and vibrant, including authentic video material and music.

The skills assessed are: Listening (25%), Reading (25%), Speaking (25%) and Writing (25%).

We offer GCSE courses in French and Spanish, you should choose the language you have been studying in Key Stage 3 as the courses are not suitable for beginners.

Languages help open doors in terms of your future career path:

Studying a language at GCSE opens doors and broadens horizons. It is a valuable asset to any future career as it not only prepares you for the world of work, but leads to opportunities abroad.

In a global workplace having language skills are invaluable, bilingual people can earn on average 20% more than people without language skills and even a little knowledge can open lots of doors! Many of our pupils go on to further study of language and others will keep it up alongside their chosen career path, giving them a good grounding should they wish to use it on holiday or, later on, for work.

Eventually you can combine languages with any A-level combination – remember, the skills that you build on through language learning are an asset in any career, whether it be simple communication skills or impressing a potential client with your knowledge of his/her native language.

Languages are a valuable asset. Edgbarrow pupils perform very well and we know that with the changes to language GCSEs more students will be able to achieve their very best in a language GCSE.

OPTION SUBJECT (EBACC) GCSE TRIPLE SCIENCE

Head of Department

Mrs A Mackenzie Dodds

Email

Anna.Mackenzie-Dodds@edgbarrowschool.co.uk

Examination Board

AQA - Graded 1 - 9

This course is worth three independent GCSE grades, one in Biology, one in Chemistry and one in Physics. Each GCSE is assessed through two external written answer papers, each contributing 50% of the total mark for that subject. There is no controlled assessment component, but students will complete 8 required practicals per subject (so 24 in total) over the entire course, and questions on the written papers will assess these skills. There will be both higher and foundation tiers available. All external exams will be at the end of Year 11.

As Triple Science is worth 3 GCSEs, students will complete 10 periods of Triple Science at the same time as the rest of the cohort as part of their core provision. 5 additional periods are completed in one of the option blocks. Students cannot pick and choose which of the sciences to study, all three need to be completed at KS4 as per Government requirements.

Grades available

There will be a 9 point grading scale with grades available from 9 to 1 for each independent GCSE in Biology, Chemistry and Physics. The level of difficulty of the papers (higher or foundation) determines the range of grades which may be awarded.

Foundation tier	grades 1 to 5
Higher tier	grades 4 to 9

Triple Science is recommended for those students who are achieving a Grade 6 or above in Year 9 and for those who may wish to follow A level Sciences, for which Triple Science is an advantage.

OPTION SUBJECT GCSE ART

Head of Department

Miss H Owens

Email

Hannah.Owens@edgbarrowschool.co.uk

Examination Board

AQA – Graded 1 - 9

Have you ever wondered why so many creative people are successful in many different walks of life?

Creativity isn't only about pursuing artistic interests; it can also open the door to exciting career opportunities. Whether it's in the arts, in the public or private sector, or starting your own business, creativity, artistic flair and good design are key factors which underpin success.

Art and Design is a form of communication and a way of expressing your ideas and feelings. It is a practical based subject, which deals with visual understanding and aesthetic qualities. Our course in Fine Art promotes personal expression, imagination, sensitivity, conceptual thought, powers of observation and practical skills.

Our course allows for a wide range of ability and experience, though pupils should realise that the demands of the course are extensive and a genuine commitment to your work is required. Regular homework and independent personal work and research are also part of upper school work.

The course content is largely externally set by the examination board and marked by the Art staff in the school. It is then moderated by representatives of the exam board, AQA. At present all assessment is divided into two component parts:

Coursework

60% of the total marks

Examination

40% of the total marks

The examination paper is given to pupils at the beginning of January in Year 11, prior to the examination to allow time for planning and the preparation of study sheets. The exam is 10 hours in length sometime early May.

Skills students develop:	Is this the right course for me?
<ul style="list-style-type: none"> · creativity · imagination · research · investigation and experimentation · the development of ideas from first-hand experience 	<p>It is if you enjoy:</p> <ul style="list-style-type: none"> · developing your visual skills · being creative, enthusiastic and imaginative · visits to galleries, museums, workshops and studios · experimenting and taking risks with your work

Taking both Art and Photography is at the discretion of the department.

OPTION SUBJECT GCSE PHOTOGRAPHY

Head of Department

Miss H Owens

Email

Hannah.Owens@edgbarrowschool.co.uk

Examination Board

AQA – Graded 1 – 9

Everyone has got a camera these days, but have you got a 'creative eye' for taking photographs?

Photography is a form of communication and a way of expressing your ideas and feelings. It is a practical based subject, which deals with visual understanding and aesthetic qualities.

Our course promotes personal expression, imagination, sensitivity, conceptual thought, powers of observation and practical skills. It will be digital and technical in content featuring the use of Photoshop CS4 as the main image manipulation processing tool. Pupils will largely use compact cameras and/or smart phones to capture their images, though some access to SLR cameras will be available when necessary.

The course we offer benefits students from a wide range of ability and experience, though pupils should realise that the demands of the course are extensive and a genuine commitment to your Photography work is required. Regular homework and personal research are also part of upper school work. Students should be aware that there is still a drawing element to the course.

The course content is largely externally set by the examination board and marked by the Photography staff in the school. Work is then moderated by AQA Board's representatives.

At present all assessment is divided into two component parts:

Coursework

60% of the total marks

Examination

40% of the total marks

The examination paper is given to pupils at the beginning of January in Year 11, prior to the examination to allow time for planning and the preparation of study sheets. The exam is 10 hours in length sometime early May.

Skills students develop:	Is this the right course for me?
<ul style="list-style-type: none"> · creativity · imagination · research · investigation and experimentation · the development of ideas from first-hand experience 	<p>It is if you enjoy:</p> <ul style="list-style-type: none"> · developing your visual skills · being creative, enthusiastic and imaginative · visits to galleries, museums, workshops and studios · experimenting and taking risks with your work

Taking both Art and Photography is at the discretion of the department.

OPTION SUBJECT GCSE BUSINESS

Head of Department	Mrs R Heffernan
Email	Rema.Heffernan@edgbarrowschool.co.uk
Examination Board	EDUQAS – Graded 1 – 9

The aim of this course is to introduce pupils to the business world, empowering them to develop as commercially minded and enterprising individuals. Students will gain an understanding of contemporary issues which will be linked closely to key theory against a background of core skills including analysis, evaluation, problem solving and decision making. Pupils will develop an awareness of current economic and business issues encouraging them to look at the world from a different perspective.

Students will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the interdependent nature of business functions from a local and global perspective. The course is split into six distinct topic areas:

1. Business Activity
2. Influences on business
3. Business operations
4. Finance
5. Marketing
6. Human Resources

This GCSE Business course should encourage pupils to:

- Actively engage in the study of business to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements
- Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- Appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- Consider the extent to which business and economic activity can be ethical and sustainable
- Develop skills for further education and employment
- Apply qualitative and quantitative data to inform and justify business decisions

Assessment

Written Paper – 62.5% (2 hours) Business Dynamics

- A mix of short answer and structured questions based on stimulus material covering all of the specification content.

Written Paper – 37.5% (1hr 30 mins) Business Considerations

- Data response questions covering all of the specification content.

OPTION SUBJECT GCSE ECONOMICS

Teacher in Charge	Mrs Rema Heffernan
Email	Rema.Heffernan@edgbarrowschool.co.uk
Examination Board	OCR - Graded 1 – 9

Economics is an extremely well-respected and dynamic subject. Pupils will learn how to think as an economist by applying complex models to everyday life, as well as gaining an understanding of how the economy works and its effect on us as people and businesses. We will discuss global issues, the economic environment including positive and negative impacts on society and how nations trade with each other.

Pupils will grasp the basic economic problem of scarce resources with infinite needs and come up with solutions of how to solve it, as well as what happens when markets fail. Pupils will investigate the UK economy and its impact, as well as form policies for the government to use to improve it. Finally, pupils will gain an awareness of the real world home and abroad, with wide-ranging debates and research into matters such as poverty, pollution, currencies and aid.

The skills GCSE Economics will help pupils to develop include:

- Interpretation of data to form analysis
- Drawing and manipulating diagrams to explain real life situations
- Knowledge of the financial world
- Understanding of economic performance including economic growth and inflation
- Comparing the UK and other economies
- Problem solving
- Discussion, debate, critique, enquiry and evaluation
- Independent learning and research

Entry criteria

Maths at least Band 6 is mandatory due to the mathematical rigour of some of the concepts.
English at least Band 6 is mandatory due to the longer answer argumentation required.

Assessment

All learners must take components 01 and 02 to be awarded the OCR GCSE (9–1) in Economics.

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

OPTION SUBJECTS

DESIGN & TECHNOLOGY

GCSE PRODUCT DESIGN (POLYMERS)

Head of Department	Mr D Heaslewood
Email	Dan.Heaslewood@edgbarrowschool.co.uk
Examination Board	Edexcel - Graded 1 – 9

Problem solving skills, organisation skills, analytical skills, communication skills and creative ability are attributes that Design and Technology subjects help you develop and improve. These are all attributes that employers are wanting from their employees! Help your future self out and opt into a D&T subject.

Can you say YES to any of the following? If so Product Design could be the course for you!

- Have you enjoyed designing and making products in KS3?
- Are you someone that is always busy at home sketching things?
- Do you often think of ways to make a product better?
- Do you enjoy finding out about the latest must have gadget?
- Are you thinking of a career in Design?

The course

This course places an emphasis on a practical approach to designing, making and evaluating products that meet real life needs using graphical presentation and modelling techniques.

The following areas build the basis for the Product Design course:

- Core Knowledge
- Technical Knowledge
- Designing & Making principles.

In Year 10, a wide range of presentation and modelling techniques are taught to extend pupils' practical skills. These techniques include freehand sketching, isometric drawing, 1 and 2 point perspective, orthographic drawing, form shading and textures. Considerable time is also spent on computer graphics, CAD and 3D model making.

The Course is assessed in two units:

1. Controlled Assessment (50% of marks awarded for GCSE)

This is a coursework section and starts in year 11. The student's coursework is based on a design brief that is set by the examination board. The students apply their skills and knowledge built up in year 10 to produce a final prototype and design portfolio.

2. Written examination (50% of marks awarded for GCSE)

The written examination tests the knowledge and understanding of the students Core and Technical knowledge along with their understanding of the Design and making principles, this is completed at the end of Year 11.

Please note that students cannot choose more than two Design and Technology qualifications

OPTION SUBJECTS

DESIGN & TECHNOLOGY

WJEC LEVEL 2 AWARD IN ENGINEERING

Head of Department	Mr D Heaslewood
Email	Dan.Heaslewood@edgbarrowschool.co.uk
Examination Board	WJEC - Graded Level 1 Pass – Level 2 Distinction*

Problem solving skills, organisation skills, analytical skills, communication skills and creative ability are attributes that Design and Technology subjects help you develop and improve. These are all attributes that employers are wanting from their employees! Help your future self out and opt into a D&T subject.

Can you say YES to any of the following? If so Engineering could be the course for you!

- Have you enjoyed making products in KS3?
- Are you someone that is always busy at home taking items apart and putting them back together?
- Are you interested in finding out about how things are made in the industry?
- Do you want to broaden your knowledge of materials and manufacturing processes?
- Are you thinking about a career in manufacturing or engineering?

The course

This course is ideal for students who want to study engineering from the designing and planning perspective. It provides learners with a broad introduction to the engineering sector and the types of career opportunities available. It is a vocational hands-on course aimed at developing core skills in making high-quality products. During the course students will have the opportunity to develop traditional skills and also use modern technology practices (laser cutting, 3D printing).

The course is assessed in three units:

Unit 1: Producing engineered products (40% of qualification – skills and evidence based)

Students will undertake an extended making project that showcases the skills they have developed in year 10 and knowledge developed through Unit 3. The engineered project will be in response to a brief set by the exam board.

Unit 2: Engineering design (20% of qualification – portfolio based)

Students will complete a small portfolio (8-10 pages) showing the design and development of an everyday product to suit a particular need. The brief for this project will be in response to guidance from the exam board.

Unit 3: Solving engineering problems (40% of qualification – written examination)

This is a theory based unit. Weekly theory sessions (along with regular homework) will build the students' knowledge to the necessary level to be able to complete this unit.

Please note that students cannot choose more than two Design and Technology qualifications

OPTION SUBJECTS DESIGN & TECHNOLOGY EDUQAS LEVEL 2 AWARD IN HOSPITALITY & CATERING

Head of Department **Mr D Heaslewood**

Email **Dan.Heaslewood@edgbarrowschool.co.uk**

Examination Board **Eduqas - Graded Level 1 Pass – Level 2 Distinction***

Problem solving skills, organisation skills, analytical skills, communication skills and creative ability are attributes that Design and Technology subjects help you develop and improve. These are all attributes that employers are wanting from their employees! Help your future self out and opt into a D&T subject.

Can you say YES to any of the following? If so Hospitality & Catering could be the course for you!

- Have you enjoyed cooking in KS3?
- Are you someone that enjoys being in the kitchen at home?
- Are you interested in what it is like to work in a professional kitchen?
- Do you want to broaden your knowledge of cooking techniques?
- Do you enjoy working on your own but also see the benefit of being part of a team?
- Are you thinking about a career in the hospitality or catering industry?

The course

This course is ideal for students who want to learn about this vocational sector and the potential it can offer them for their careers or further study in one of the largest industries in the country. It is a practical led course where students will gain various skills in problem solving, researching, presentation, team working and the preparation and delivery of professional food.

The qualification is assessed in two units:

Unit one - The Hospitality and Catering industry (Theory based unit 1hr 20min exam)

This unit is externally assessed using an online e-assessment. Short and extended answer questions based on applied situations are used to test the students' knowledge of the hospitality and catering industry.

Unit two – Hospitality and Catering in action

This unit is internally assessed and puts particular emphasis on the skills related to the preparation and carrying out of events and functions. The students apply their learning to safely prepare, cook, present and evaluate 2 nutritional dishes.

Please note that students cannot choose more than two Design and Technology qualifications

OPTION SUBJECT

HEALTH & SOCIAL CARE BTEC: LEVEL 2 TECH AWARD

Subject Leader	Charlotte Jackson
Email	Charlotte.Jackson@edgbarrowschool.co.uk
Examination Board	Edexcel – Graded Pass - Distinction*

The BTEC Level 2 Tech Award in Health and Social Care is a two-year qualification designed to provide an exciting and engaging introduction to the world of health and social care.

The qualification provides routes for continuing education and future employment into many diverse areas of Health and Social Care, including: Nursing, Social Work, Working with Children, Caring and Teaching.

Pupils will study a total of three components; with assignments that will be assessed externally, either as a controlled assessment or an exam and marked by the exam board. You will have regular feedback from your teachers on all assignments.

The core units to be studied are:

Human Lifespan and Development
Health and Social Care Values
Health and Well Being

Component 1 Human Lifespan Development is focused on how people grow and develop throughout their lives and explores what affects their growth and development. This is assessed by a written assignment as a controlled assessment.

Component 2 Health and Social Care Services and Values examines 'good practice' in health and social care and how to ensure that all individuals are supported through the provision of high-quality care. This is assessed by a written assignment as a controlled assessment.

Component 3 Health and Well-Being where students assess the well-being of individuals. You will examine the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short and long-term targets. This is assessed in the form of an externally marked exam.

Health and Social Care provides pupils with the opportunity to gain both skills and knowledge that are very relevant to all employers, from Business to Health, as well as preparing them for continued studies at Key Stage 5.

OPTION SUBJECT

IT - CAMBRIDGE NATIONALS IN CREATIVE IMEDIA

Head of Department

Miss A Mullane

Email

Alison.Mullane@edgbarrowschool.co.uk

Examination Board

OCR – Graded Pass – Distinction*

IT Creative iMedia is a practical vocational course aimed at pupils who enjoy the technical and practical aspects of IT and would like to develop applied knowledge and skills suitable for use within the IT media industry.

The course is comprised of three modules. The first core module is an external written exam worth 40% which is taken at the end of Year 11. The other 2 modules are controlled assessment practical coursework units worth 60% which are completed during lesson time.

The course covers Digital Graphics, the Media Industry & Digital Games. Within the external exam module students will study **Creative iMedia within the media industry**; learning about the media industry itself as well as factors influencing product design, pre-production planning and distribution of media.

The first controlled assessment module focuses on **Visual Identity & Digital Graphics**, where students will design and create digital graphics for a client incorporating appropriate target audiences & user interfaces.

The second controlled assessment module focuses on **Digital games** which opens the door to a variety of roles within the media industry by enabling students to identify core features of digital games and understand the basics of planning, designing, creating and testing digital games.

This course provides an excellent foundation for pupils who are interested in a career in IT, Media or Business and many students progress to our Level 3 Cambridge Technicals in IT in the sixth form or an apprenticeship in the industry. The mix of IT skills & knowledge of IT and creative media developed on this course are helpful for many job roles.

OPTION SUBJECT GCSE DRAMA

Head of Department

Miss R Carr

Email

Rachel.Carr@edgbarrowschool.co.uk

Examination Board

AQA - Graded 1 – 9

Drama offers pupils the opportunity to explore and present their ideas in a practical format, as well as through a traditional written examination.

At GCSE, the course aims to encourage and develop pupils' creative skills, whilst underpinning their work with the exploration of performance techniques and styles. GCSE Drama gives pupils the opportunity to perform, create and study existing performances and texts, whilst building a repertoire of transferable skills that can be used throughout their life. These include skills in; communication, teamwork, confidence, leadership and time management. Pupils will similarly develop their analytical and evaluation skills, by writing about the theatre that they create and indeed watch, whilst drawing upon a range of theatrical vocabulary.

The Drama studio has its own sound and lighting systems and a variety of costumes and props. These facilities allow our pupils to explore the technical elements of theatre, while working on their practical coursework. All pupils taking this two-year course, will develop their acting skills and have the opportunity to explore sound, lighting, set and costume design.

Pupils will be assessed in two ways on their attainment in Drama. All pupils will sit a written paper on the following:

Section A	Drama terminology
Section B	Extracts from the set play chosen – 'Blood Brothers' studied in full for staging purposes.
Section C	The work of theatre makers in a single live theatre production – students write about and analyse a piece of live theatre they have seen.

This written paper is worth 40% of the overall mark.

The remaining 60% is assessed through the creation and performance of a range of practical work, including one devised and one scripted piece. The devised piece is filmed and moderated by the exam board, as well as being accompanied by a written log which outlines the creative process. The scripted performance consists of two extracts from a published play which are marked by a visiting external examiner.

Please note that students cannot choose to study both Performing Arts BTEC and GCSE Drama.

OPTION SUBJECT MUSIC BTEC: LEVEL 1/2 TECH AWARD

Head of Department Mrs S McAdam

Email Stephanie.McAdam@edgbarrowschool.co.uk

Examination Board Edexcel - Graded Pass – Distinction*

BTEC Level 1/2 MUSIC

UNIT	DESCRIPTION	% UNIT	ASSESSMENT
UNIT 1	Exploring Music Products and Styles Learn about 5 musical genres and develop your knowledge, skills and techniques through performance, composition or production	30%	Internal Assessment
UNIT 2	Music Skills Development Develop your skills on performance, composition or production and discuss how you have improved over time	30%	Internal Assessment
UNIT 3	Responding to a Music Brief Choose a piece of music and rearrange it into a different genre and then discuss how you did this	40%	External Assessment

Why Choose BTEC Music?

BTEC Music develops well-rounded musicians or technologists and develops skills ready for employment opportunities. This course allows pupils to engage with the music industry and develop a range of practical and technical skills. Pupils will explore musical products, styles and skills, and apply their knowledge in new and practical industry-related contexts.

The **exploring music products and styles** unit looks at exploring the techniques used in the creation of different musical products and investigating the key features of different musical styles.

The **music skills development** unit looks at developing two musical disciplines (performance, composition or production) through engagement in practical tasks, while documenting your progress and planning for further improvement.

The **responding to a music brief** unit looks at developing and presenting music in response to a given music brief either as a performer, composer or producer.

Pupils opting for BTEC Music should be proficient on their instrument of choice including vocals OR to be confident when using technology for the production route. Pupils only have to play their instrument of choice.

The music industry is a vibrant, exciting and highly competitive industry that contributed £5.2 billion to the UK economy in 2019 and generated a further £2.7 billion in export revenue. In 2016, live music alone created £3.7 billion in direct and indirect income for the UK. The music industry is constantly evolving and offers many different and exciting new work opportunities. In 2019, the music industry supported more than 190,935 full-time jobs in the UK, 139,352 of which were in the music creators' sector.

OPTION SUBJECT

PERFORMING ARTS BTEC: LEVEL 1/2 TECH AWARD

Head of Department	Miss R Carr
Email	Rachel.Carr@edgbarrowschool.co.uk
Examination Board	Edexcel – Graded Pass – Distinction*

Performing Arts is a subject which covers a wide skill set. Pupils follow a practical course with no written examination and a small amount of formal written work throughout the 3 different topics. Within units of work designed to explore performance styles, techniques and the Performing Arts business, pupils will develop their skills in working as a team, taking on different roles and responsibilities as well as working independently. Not only do they learn the subject specific language and key terms, but they will use analysis skills both written and verbal to explore working process, in planning and building a project, with studying scripts, characters and performance. They will also, of course, continue to improve and refine their performance skills.

The course follows 3 practical units:

Unit Title	Assessment
Exploring the performing arts	Internal
Developing skills and techniques in the performing arts	Internal
Responding to a brief	External

Exploring the performing Arts

Pupils will develop their understanding of the performing arts by examining practitioners work and the processes used to create performance. Pupils will take part in practical workshops to explore these styles and techniques.

Developing skills and techniques in the performing arts

In this unit pupils develop their performing arts skills and techniques through the reproduction of an acting, dance and/or musical theatre. Pupils will learn how a production team works and produce a workshop performance.

Responding to a brief

Pupils will be given the opportunity to work as part of a group to produce a workshop performance in response to a given brief and stimulus.

Please note that students cannot choose to study both Performing Arts BTEC and GCSE Drama.

OPTION SUBJECT

GCSE PHILOSOPHY, ETHICS AND RELIGION

Head of Department **Mr C Hinz**

Email **Christian.Hinz@edgbarrowschool.co.uk**

Examination Board **WJEC - Graded 1 – 9**

Aims of GCSE Philosophy, Ethics and Religion

- To allow students to reflect on and develop their own values, beliefs and attitudes surrounding philosophical, ethical and spiritual questions.
- To challenge students to critically evaluate the views of religious and non-religious groups, particularly those of Christians, Muslims and Humanists, in response to life in modern Britain.
- To develop the necessary communication skills that prepare students for successful further study and careers, by giving students the opportunity to construct logical, well-informed and balanced arguments.
- To provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.

Course Content and Assessment

Philosophy, Ethics and Religion GCSE is divided into 3 different modules. There is no coursework module, which allows pupils to fully explore the course without the extra pressure of completing coursework. Therefore, as shown below, pupils will be fully assessed by 3 written examinations at the end of year 11.

Modules Studied	Module Content	Assessment
<u>Component 1</u> Study of Philosophical & Ethical issues in the world	A philosophical and ethical investigation of issues concerning abortion, capital punishment, war, human rights, gender equality and extremism.	2 hour written exam (50% of final grade)
<u>Component 2</u> Study of Christianity	An in-depth study of the beliefs, teachings and practices of Christianity	1 hour written exam (25% of final grade)
<u>Component 3</u> Study of Islam	An in-depth study of the beliefs, teachings and practices of Islam	1 hour written exam (25% of final grade)

Careers

Philosophy, Ethics and Religion is beneficial to students who wish to have a firm Humanities base to their qualifications, a wider understanding of what issues are important to people today and an opportunity to develop their skills of evaluation, analysis and critical thinking, which are of great importance for further education. Philosophy, Ethics and Religion is a popular subject with many employers and is highly recommended for any job which involves working with people; such as journalism, business, tourism, social work, law, teaching and nursing.

Visits

We try to visit places of worship in the locality and speakers are invited into lessons for some topics to discuss their personal views and experiences about a range of ethical issues e.g. abortion, war, poverty and gender. Further, we invite a Prison Chaplain to speak to the students about their experiences supporting criminals and about the significance of reformation and rehabilitation work in society today. Where possible trips abroad are offered; in the past we have visited Israel, Morocco, Florence, Rome and Auschwitz and Krakow in Poland.

OPTION SUBJECT GCSE PHYSICAL EDUCATION

Head of Department **Mr O Johnson**

Email **Oli.Johnson@edgbarrowschool.co.uk**

Examination Board **AQA - Graded 1 - 9**

Those pupils wishing to opt for GCSE PE will have 5 periods of PE per fortnight, 2 practical and 3 theory in addition to their 2 hours a week of Core PE.

The GCSE PE course is divided into two areas:

1. Practical performance 30% of total marks (3 sports worth 10% each)
2. Analysis and Evaluation of Performance 10% of total marks
3. Written paper 60% of total marks (2 papers = 30% each)

Practical Aspects

All pupils will follow many different practical activities through Years 10 and 11 including hockey, basketball, badminton, athletics and tennis, their best three activities will be credited for their exam. They will be assessed on: -

1. Performance of individual and group skills
2. Application of skills in the activity situation
3. Knowledge of rules and regulations
4. Ability to analyse and improve performance
5. Ability to undertake and evaluate a safe health promoting exercise/training schedule.

Any pupil performing at a high level in an activity or sport outside of school is able to show that sport as part of their assessment. For example, we have had several pupils who horse ride to a high level outside of school who were credited with a horse riding grade which contributed to their final GCSE grade.

Practical work will be continually assessed over the two years of the course, with a practical moderation at the end.

Theoretical Aspects

The theoretical element of the course is divided into 6 sections over 2 papers: -

Paper 1: The human body and movement in physical activity and sport

This includes the topic areas; Anatomy and Physiology, Movement Analysis and Physical Training

Paper 2: Socio-cultural influences and well-being in physical education and sport

This includes the topic areas; Sport Psychology, Socio-cultural influences and Health, Fitness and well-being.

This is assessed through 2 exams at the end of the course, each exam is ninety minutes long. GCSE PE is an exciting and enjoyable course, however it is essential that pupils have a determined approach to both the practical and theoretical aspects covered over the two years of the course. The theoretical element has a significant Science (Biology) content and it would therefore be beneficial to any pupil considering the course to have a keen interest in this area.

Pupils opting for GCSE PE should have an outstanding record of practical participation in PE lessons and should be enthused by physical education and sport.

OPTION SUBJECT GCSE PSYCHOLOGY

Head of Department **Mrs C Jackson**

Email **Charlotte.Jackson@edgbarrowschool.co.uk**

Examination Board **OCR - Graded 1 – 9**

Psychology is the study of the mind and behaviour and, as such, is concerned with how, when and why we think, feel and behave as we do. Psychology uses the methods of the sciences to make sense of human behaviour. Studying Psychology will enable learners to investigate topics such as aggression, abnormality and dreams; psychology seeks answers to questions such as: how do childhood experiences influence us? Are the brains of killers different? What are the causes of sleep disorders?

Unit One Studies and Applications in Psychology: Written examination 50% 90 minutes

This unit examines psychological research from the 5 main approaches in psychology and aims to answer questions such as:

- Why do people commit a crime? Studies of transmission of aggression through imitating role models and criminal personality types
- How do our minds develop? Studies of stages of cognitive development and growth mindset on achievement
- Why do people develop Psychological problems? Studies of mental health. Depression and Schizophrenia

Unit Two Studies and Applications in Psychology 2: Written examination 50% 90 minutes

As with unit one different area of psychology are applied to questions such as:

- Can we trust our memories? Studies on factors affecting memory: Illness and reconstructive memory
- Why do people conform? Studies of the effect of authority on conformity and why individuals turn to anti-social acts
- Why do we dream? Studies of Dream analysis

Neuropsychology-The study of the brain is embedded across both units

The study of practical research methods is also included in both units, with questions on research design, sampling, and handling data (numeracy is 10% of the overall qualification).

GCSE Psychology can lead on to the study of any Social Science subjects in the sixth form - *A-level Psychology, A-level Sociology, BTEC Health Care Studies and Diploma in Criminology*. It is also an incredibly versatile subject and is beneficial for any career where you need to work with and influence people. Particularly good examples would be; advertising, marketing, human resources and management.

OPTION SUBJECT GCSE SOCIOLOGY

Head of Department

Mrs C Jackson

Email

Charlotte.Jackson@edgbarrowschool.co.uk

Examination Board

EDUQAS - Graded 1 – 9

Put simply Sociology is the study of society. Sociology seeks to understand all aspects of human behaviour including the dynamics of small groups of people, large organisations, communities and even entire societies.

Sociology asks questions about the relationships between groups in society and explores issues of identity, inequality and power. Sociology allows students to see their world in a different way and to challenge taken for granted assumptions about the way we live. It is the study of group life and human social relationships, while Psychology look more at the individual, Sociology examine how we behave as part of a wider group and how wider society shapes us.

Studying Sociology will enable learners to investigate topics such as gender roles in modern society, inequalities in wealth and the UK as a multi-cultural society. Sociology seeks answers to questions such as: How do social changes affect us? Are a secret powerful elite controlling us? Do exam results really reflect ability? Is our society really fair?

Component 1: Understanding Social Processes (Written examination 50% of qualification, 1 hour 45 min)

How do we acquire our identity?

How do our family, education and friends shape us?

What is the most powerful influence on our identity?

How do we research into inequalities within society?

Component 2: Understanding Social Structures (Written examination 50% of qualification, 1 hour 45 min)

Who are the most powerful people in society?

What advantages do some groups of people have?

Why do some people turn to crime?

Are some people getting away with crime?

The study of practical research methods is also included in both units, with questions on the design of studies.

GCSE Sociology can lead on to the study of any Social Science subjects in the sixth form - *A-level Psychology, A-level Sociology, BTEC Health Care Studies and Diploma in Criminology*. It is also an incredibly versatile subject and is beneficial for any career where you need to work with and influence people. Particularly good examples would be; advertising and marketing, criminal justice, human resources and journalism.

WHAT TO DO NEXT

After you have read this booklet, emailed or spoken to subject teachers and attended both the Options Evening you are now able to fill in the option choices with your child.

In addition to the core curriculum, pupils select option subjects from four option blocks. Pupils and their parents/carers are asked to choose their preferred course from each column. Please take note of which subjects are not possible to take together. This is highlighted at the bottom of the relevant pages.

If you or your child wish to discuss your child's option choices in more detail then please email your child's form tutor using the email addresses below:

9P	Miss Mills	Charlie.Mills@edgbarrowschool.co.uk
9Q	Ms Mahmood	Huma.Mahmood@edgbarrowschool.co.uk
9R	Mrs Hartley	Nicola.Hartley@edgbarrowschool.co.uk
9S	Miss Ahmed	Safia.Ahmed@edgbarrowschool.co.uk
9T	Mr Ruiz	Ventura.RuizVillar@edgbarrowschool.co.uk
9U	Mr Kishkar	Andrew.Kishkar@edgbarrowschool.co.uk
9V	Miss Sawyer	Emma.Sawyer@edgbarrowschool.co.uk
9W	Mr Law	Alan.Law@edgbarrowschool.co.uk

If you have any questions about the options process then please contact Mr Dangerfield or Mrs Gascoigne

Rob.Dangerfield@edgbarrowschool.co.uk

Helen.Gascoigne@edgbarrowschool.co.uk

We are all happy to reply over email or arrange a time to have a phone conversation with you or your child. It is an important decision to make and we will be there to help support them through it.

Selecting two reserve choices is important as occasionally we are unable to provide a course if too few pupils choose to study it or if an original choice is deemed inappropriate. If reserve choices are not made it will be presumed that any of the remaining subjects are acceptable.

Parents/carers will be contacted by Mrs Gascoigne if the original four choices are not possible.

Once you are happy with your decision on the sample option sheet, you are then able to complete the formal option sheet. The formal option sheet (on paper) will be issued to students on Friday 26th January. This form will need to be handed to your child's form tutor by **Monday 5th February 2024**.

SAMPLE OPTION SHEET

Option A	Option B	Option C	Option D
Computer Science French Geography History Triple Science Art Business ICT Cambridge Nationals Physical Education	French Geography History Spanish Triple Science Engineering WJEC Award Hospitality and Catering Performing Arts BTEC Philosophy, Ethics and Religion Psychology Sociology	French Geography History Spanish Drama Economics Health and Social Care BTEC Photography Physical Education Psychology	Computer Science Geography History Spanish Art Business Engineering WJEC Award ICT Cambridge Nationals Music BTEC Product Design

Please choose ONE course from each option block. Path 1 students should choose the full EBacc. Students on paths 2 and 3 must choose at least one EBacc subject.

Option A	
Option B	
Option C	
Option D	

Now take the four options selected above and rank them in order of preference. Number 1 being the choice that is most important to you.

1	
2	
3	
4	

Now choose two reserve options from any block

Reserve 1			
Reserve 2			
If you have been offered path 3 and are choosing to accept it, please tick here.			
If you are able to read, speak and write another language and are planning to take it as an additional GCSE, please write it here.			
Student Name			Tutor Group
Signed - Student			
Signed - Parent/Carer			
Signed - Form Tutor			

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