



# Tadcaster Grammar School Key Stage 4 Courses Booklet 2021-2023

# Course Choices

## SUBJECTS 2021

### STATUTORY COURSES

*These are courses which students in all secondary school in England are required to study*

English Language and English Literature : GCSEs

Mathematics : GCSE

Science : GCSEs

Religion, Philosophy & Ethics : GCSE

Life Skills

Physical Education

### OPTIONAL COURSES

*These are courses which students can choose to study in Year 10 and Year 11*

[Art and Design : GCSE](#) or [Art & Design Practice BTEC](#)

[Business Studies : GCSE](#) or [Enterprise BTEC](#)

[Child Development : BTEC](#) or [Health & Social Care: BTEC](#)

[Computer Science : GCSE](#)

[Creative Media Production : BTEC](#)

[Design & Technology : GCSE](#)

[Drama : GCSE](#) or [Performing Arts BTEC](#)

[Economics : GCSE](#)

[Electronics : GCSE](#)

[Food Preparation and Nutrition : GCSE](#)

[French : GCSE](#)

[Geography : GCSE](#)

[German : GCSE](#)

[Graphic Design : Technical Award](#)

[History : GCSE](#)

[Music : Music GCSE](#) or [Music Practitioners Level 2 qualification](#)

[Physical Education : GCSE PE](#) or [Sport Studies Cambridge National](#)

# General Information

When students move into Key Stage 4, they enter a very crucial stage in their education. The options process is the first time that they have had a significant say regarding which subjects they study moving into Year 10 and 11. The fact this leads directly to a qualification can be both challenging and motivating for our students.

These qualifications will enable them to progress on to further study within our Sixth Form or at college. We will be supporting your child to make well-informed choices and appreciate your support with this vital process.

We appreciate the challenge for students and parents to make choices - to develop a KS4 pathway - without some clear guidance. Our aim in respect to the option process, remains very straight forward. We believe that students do well at school when they enjoy their studies and when they experience success on a daily basis – our aim is to see that students both enjoy and achieve.

The range of subjects we offer complements our wide and varied students at Tadcaster Grammar School; it is a broad and balanced curriculum that enables all students to be the best they can be.

**Mrs C Yewman (Year 9 Leader)** [c.yewman@tgs.starmat.uk](mailto:c.yewman@tgs.starmat.uk)

This booklet contains information about the courses offered at KS4. We hope that you and your parents/carers will work through it together, and we will be providing additional information on the school website to help students with their choices. During school time, we hope that you will pay close attention to the information made available and consider all possibilities.

All students will follow statutory courses in English Language, English Literature, Mathematics, Science, Religious Education, Life Skills and Physical Education, leading to up to seven GCSEs which meet National Curriculum requirements. In addition, you will be able to choose three other subjects.

GCSE remains the traditional route through KS4 and is intended to allow you to demonstrate knowledge and skills acquired over extended periods of time. GCSE is assessed mainly by examination and in one or two subjects by non examined assessment. GCSEs are graded on a 9 to 1 scale, with 9 being the highest award. Some subject areas offer entry at varying levels, referred to as Higher or Foundation. Teachers will guide you into the most suitable tier of entry as you progress through the course, in an attempt to achieve the best outcome for you, depending upon your aptitude in a particular subject. Other qualifications are also available throughout KS4, i.e. Cambridge Nationals, Technical Awards and BTECs. **These all have an equal value to GCSE grades.** The main difference between GCSEs, and for example BTEC subjects, is HOW the courses are assessed, with BTECs typically having a significant coursework component.

You should select the three subjects based upon enjoyment of the subject, previous success and method of assessment. You may also have heard of the 'English Baccalaureate' (EBacc). This is not an individual qualification, but a *combination* of subject choices which includes a Modern Foreign Language, a Humanity (Geography or History) alongside English, Maths and Science. It may be that you feel that this broad range of subjects suits you, and provides you with a strong foundation for further studies post 16. Whichever subjects you choose, we hope we will be able to offer you the best combination that will allow you to progress to the sixth form, college and beyond.

**Mr M Dunphy (Assistant Headteacher)** [m.dunphy@tgs.starmat.uk](mailto:m.dunphy@tgs.starmat.uk)

# General Information

## The Sixth Form

The Sixth Form is open to all students who are well motivated, demonstrate a positive approach to learning at KS4, and who achieve appropriate grades in their GCSE (or equivalent) qualifications. We regard progression to the Sixth Form as a natural route for the majority of our students, and plan our curriculum accordingly. We are committed to providing excellent teaching and learning, achieved by highly qualified and specialist staff who are passionate about their subjects and eager to share this with you. We work very hard to enable you to achieve your potential in a caring and supportive environment, whilst at the same time appreciating that you are young adults who must be allowed greater autonomy.

We are very proud that we provide a Yr 7-13 school community. One of the most significant benefits of our Sixth Form is that our staff know you well as learners; your learning styles are understood, and from day one you are able to build on the strong and established relationships. This really is important when embarking on A Level and BTEC courses which are a 'step up' from GCSE's in terms of challenge. Choices made now may have consequences for future study. You are urged to make careful decisions at this time and learn to plan ahead for the future.

Tadcaster Grammar School students achieve consistently highly and all of our students progress to University, Higher Education, Apprenticeships or employment.

**R Knapton (Head of 6th form)** [r.knapton@tgs.starmat.uk](mailto:r.knapton@tgs.starmat.uk)

## Careers

As part of the Life Skills Curriculum, the Careers Education, Information and Guidance (CEIAG) Department at Tadcaster Grammar School aim to develop your knowledge of the world of work and to foster the development of your self-awareness in relation to careers.

In addition, we also have a Careers Advisor in school. Careers staff attend Parents' Evenings and may also be contacted at any other time at [careers@tgs.starmat.uk](mailto:careers@tgs.starmat.uk) to give more personalised advice. A well stocked Careers Library is available to you in the Careers Section in the ILC. The online Careers resources are also continually being updated with local labour market employment details, vacancies and other relevant information. Dedicated careers software is also available for students to use, to explore vocational interests.

# STATUTORY COURSES

# English Language and English Literature

## What will you be learning?

The GCSE course prepares you for two GCSEs in English Language and English Literature. These are two separate subjects, but you will be taught in an integrated way throughout Year 10 and Year 11.

In Year 10 you will study units from both GCSE English Literature and GCSE English Language. These texts and topics will include the following:

- *An Inspector Calls* by J.B. Priestley
- A selection of poetry on the theme of power and conflict from the AQA anthology, 'Poetry Past and Present'
- Presenting viewpoints : writing to argue and persuade
- *Dr Jekyll and Mr Hyde* by R.L. Stevenson
- Examining how writers present viewpoints in non-fiction texts

In Year 11 you will continue to combine your study of both courses. Topics will include:

- Studying extracts from creative texts and writing your own creative pieces
- *Macbeth* by Shakespeare
- Continued study of the 'Poetry Past and Present' anthology
- Specific preparation for examination for both courses

## Method of Assessment

You will be assessed through external examinations at the end of Year 11.

The English Language course is split into two papers, each worth 50% of the GCSE:

Paper 1: 'Explorations in Creative Reading and Writing' lasts for 1 hour 45 minutes

Paper 2: 'Writers' Viewpoints and Perspectives' lasts for 1 hour 45 minutes

The English Literature course is split into two papers:

Paper 1: 'Shakespeare and a 19<sup>th</sup> Century Novel' is worth 40% and lasts for 1 hour 45 minutes

Paper 2: 'Modern Texts and Poetry' is worth 60% and lasts for 2 hours 15 minutes

## Progression Opportunities

This subject opens up a range of opportunities for you and leads in smoothly to the study of English Language and English Literature at A Level.

## Qualification

2 GCSEs

## Awarding Body

AQA Specification codes : GCSE English Language 8700 and GCSE English Literature 8702

Miss J Hodgson ([jade.hodgson@tgs.starmat.uk](mailto:jade.hodgson@tgs.starmat.uk))

# Mathematics

## **What will you be learning?**

You will be taught Mathematics in sets in two parallel bands. In each band, two sets will primarily follow the Foundation tier course and three sets will follow the Higher tier course. A few students will follow the AQA Entry Level/Functional Skills in Mathematics before starting the GCSE Foundation tier course.

The course comprises the following areas of study:

- The Number System
- Fractions, Decimals and Percentages
- Ratio, Proportion and Rates of Change
- Calculations
- Algebraic Manipulation and Substitution
- Equations and Inequalities
- Sequences and Graphs
- Length, Area and Volume
- Transformations
- Angles and Constructions
- Comparing and Displaying Data
- Probability

You should have a pen, a pencil, a protractor, a 30cm ruler, a pair of compasses and a scientific calculator.

## **Method of Assessment**

You will sit three 1½ hour examinations at the end of Year 11.

You are able to sit examinations at one of two tiers of entry:-

Higher - Grades available 9 - 4

Foundation - Grades available 5 - 1

## **Progression Opportunities**

Having studied Mathematics at Key Stage 4, you may be able to go on to study Mathematics at A-level or study Mathematics and Further Mathematics at A-level

## **Qualification**

GCSE

## **Awarding Body**

AQA Specification Code : 8300

Mrs E Stubbs ([e.stubbs@tgs.starmat.uk](mailto:e.stubbs@tgs.starmat.uk))



# Science

## What will you be learning?

At Tadcaster Grammar School the Science Faculty follow a national science course called AQA Trilogy (Combined Science) and AQA Separate (Separate Sciences). The AQA examinations are designed to have straightforward language and fewer contexts so as to build your confidence as you attempt the questions. The course will also have an emphasis on practical skills with you all completing mandatory “Core practicals” throughout the GCSE.

Based on your past performance in science you have already started on one of two curriculum pathways. We have used our experience to try to determine which pathway will allow you to achieve at the highest level in your GCSEs in science.

## Curriculum Pathway 1: Combined Science

In the combined science GCSE course there are 24 subject specific modules - 7 Biology, 10 Chemistry, 7 Physics and in addition one combined science module. There are higher and foundation tier examination papers.

## Method of Assessment

All assessments will be in the Summer of Year 11.

<u>Unit</u>	<u>Title</u>	<u>Duration</u>	<u>Weighting</u>	<u>Total Mark</u>
1	Biology topics 1 - 4	75 minutes	16.7%	70
2	Biology topics 5 - 7	75 minutes	16.7%	70
3	Chemistry topics 8 - 12	75 minutes	16.7%	70
4	Chemistry topics 13 - 17	75 minutes	16.7%	70
5	Physics topics 18 - 21	75 minutes	16.7%	70
6	Physics topics 22 - 24	75 minutes	16.7%	70

## Progression opportunities

If you achieve a high grade in combined science GCSE you can progress to A level sciences (provided your English and Mathematics GCSE grades are also good).

## Qualification

Combined Science (Trilogy). This leads to 2 GCSE grades.

## Awarding Body

AQA Specification code : 8464F/8464H

Mr P Gomersal ([p.gomersal@tgs.starmat.uk](mailto:p.gomersal@tgs.starmat.uk))



# Science

## Curriculum Pathway 2: Separate Sciences

In the separate science GCSE courses there are a total of 25 modules - 7 Biology, 10 Chemistry and 8 Physics. There are higher and foundation tier examination papers.

## Method of Assessment

All assessments will be in the Summer of Year 11.

### Biology

<u>Unit</u>	<u>Title</u>	<u>Duration</u>	<u>Weighting</u>	<u>Total Mark</u>
1	Biology topics 1 - 4	105 minutes	50%	100
2	Biology topics 5 - 7	105 minutes	50%	100

Mrs S Farren ([s.farren@tgs.starmat.uk](mailto:s.farren@tgs.starmat.uk))

### Chemistry

<u>Unit</u>	<u>Title</u>	<u>Duration</u>	<u>Weighting</u>	<u>Total Mark</u>
1	Chemistry topics 1 - 5	105 minutes	50%	100
2	Chemistry topics 6 - 10	105 minutes	50%	100

Miss K Holmes ([k.holmes@tgs.starmat.uk](mailto:k.holmes@tgs.starmat.uk))

### Physics

<u>Unit</u>	<u>Title</u>	<u>Duration</u>	<u>Weighting</u>	<u>Total Mark</u>
1	Physics topics 1 - 4	105 minutes	50%	100
2	Physics topics 5 - 8	105 minutes	50%	100

Mr S Sharratt ([s.sharratt@tgs.starmat.uk](mailto:s.sharratt@tgs.starmat.uk))

## Progression opportunities

If you achieve a high grade in a separate science GCSE you can progress to A level sciences. In addition, Tadcaster Grammar School offers a BTEC Level 3 Applied Science.

## Qualification

Separate Sciences (Biology, Chemistry and Physics) This option leads to 3 different GCSE grades.

## Awarding Body

AQA Specification codes : Biology 8462F/8462H, Chemistry 8463F/8463H and Physics 8463F/8463H

Mr P Gomersal ([p.gomersal@tgs.starmat.uk](mailto:p.gomersal@tgs.starmat.uk))

# Religion, Philosophy & Ethics

## **What will you be learning?**

This course will provide you with the opportunity to:

- develop your knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- express your personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments

You will be expected to demonstrate knowledge and understanding of:

- the relevant teachings from both sacred texts and contemporary religious leaders and organisations from both Christianity and Islamic perspectives
- the work of voluntary groups and organisations
- the diversity of viewpoints which may exist within religions and denominations
- the significant secular responses and the legal position of topics such as abortion, euthanasia, animal rights and war
- the relationship between religious beliefs and teachings and action in the lives of believers

## **Religious, Philosophical and Ethical Studies themes**

- Relationships and Families
- Religion and Life
- Religion, peace and conflict
- Religion, crime and punishment

## **Religious Beliefs and Practices**

- Beliefs and practices in Islam
- Beliefs and practices in Christianity

## **Method of Assessment**

Two written examinations: 1 hour 45 minutes each

96 marks (plus 5 marks for spelling, punctuation and grammar (SPAG))

Each paper will be 50% of the GCSE

For each topic you will be given five questions of increasing difficulty and will be awarded marks for good use of spelling, punctuation and grammar.

## **Progression Opportunities**

This subject opens up a range of opportunities for you and leads smoothly to the study of Religious Studies, including the study of Ethics and Philosophy at A Level.

## **Qualification**

GCSE

## **Awarding Body**

AQA Specification A code : 8062

Miss T Askew ([t.askew@tgs.starmat.uk](mailto:t.askew@tgs.starmat.uk))

# Life Skills

You will all be engaged in the Life Skills Programme throughout Years 10 and 11.

## **What will you be learning?**

It is crucial that you recognise yourselves not just as students, but as young citizens of our community, our country and the world beyond. Therefore, we deliver the following key themes:

- Personal, Social and Health Education – including managing risk (alcohol, drugs, sexual relationships, gambling, e-safety)/ healthy lifestyles / developing resilience
- Citizenship – becoming an ACTIVE citizen / UK legal and justice systems / human rights / political systems / being British / global issues
- Study Skills – Time management / self-discipline / revision techniques / exam techniques
- Careers Education & Guidance – exploring the world of work / types of jobs and the skills required / future aspirations / Creation of CVs and applications / Interview techniques
- Impartial Advice and Guidance – individual pathways after Year 11 – Sixth Form / Colleges of FE / Apprenticeships
- Financial Capability – budgeting / avoiding debt / understanding taxation, national insurance & pensions.

## **Progression Opportunities**

We offer the Life Skills drop-in sessions every Wednesday lunchtime, for a more personalised approach to coping with your learning and life choices.

In the Life Skills faculty, we work alongside you to equip you with the knowledge and attitude required to maintain a healthy, safe and successful life once you leave our care. We hope that you will have established a skills-set that presents an effective communicator who can work well in a team and possess the qualities required to work with people from all ethnic, cultural and social backgrounds.

## **Method of Assessment**

During Key Stage 4, you will be assessed on three main aspects:

- 1) how effective you are at communicating
- 2) how well you work in a team
- 3) your comprehension of being an active citizen in the world today.

There will be skills progress points based on these three skills at various stages through the modules delivered.

Your teacher will feedback to you via the student assessment folders and you will reflect upon your areas of strength, areas for development and where you utilise those skills elsewhere in the curriculum and outside of school, in the wider community.

Mrs A Henson ([a.henson@tgs.starmat.uk](mailto:a.henson@tgs.starmat.uk))

# Physical Education

A high-quality Physical Education curriculum will inspire you to succeed and excel in competitive sport and other physically-demanding activities. Our Physical Education curriculum provides opportunities for you to become physically confident in a way which supports your health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Our aims are to ensure that you:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## What will you be learning?

Examples of some of the Physical Education provision are where we will encourage you to :

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- develop your technique and improve your performance in other competitive sports or other physical activities
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage you to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate your performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve your personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

## Progression Opportunities

We hope that such enjoyable experiences at this point in your development will lead to selective specialisation and later successful participation beyond school **to lead a healthy active lifestyle.**

## Method of Assessment

You will be provided with verbal feedback on a frequent basis that will identify key areas of strength and areas for development to aid your progress and enjoyment. By the end of Key Stage 4, you are expected to know, apply and understand the matters, skills and processes specified in the relevant activity.

Mr R Solk ([r.solk@tgs.starmat.uk](mailto:r.solk@tgs.starmat.uk))

# OPTIONAL COURSES

**Remember, Please do not choose a subject because your friends are choosing it or because you like your current teacher in this subject.**

**Also, please be aware that all courses are offered subject to numbers, and sadly should any course only attract a small number of students, we may have to withdraw it. There is also the possibility that your three choices are not available to you due to a timetable 'clash', so please think carefully about your 'reserve' choice too.**

# Art and Design: GCSE

There are TWO courses which are an option if you have a passion for creativity, using a variety of media. Make sure to speak to your teachers in Art & Design for guidance as to the right course for you.

## GCSE in Art and Design

### What will you be learning?

When opting for Art and Design you embark on a rich programme of study you must:

- Commit to producing work towards a minimum of four projects. The titles of these projects include: 'Aztec Clay Pots' (3D), 'I, Me and Mine' and 'Surfaces'. In addition, you will undertake an examination project – set by the examination board.
- Create work using a wide range of techniques. These can include painting, printmaking, drawing, textiles, photography, computer design, sculpture and mixed media. You are encouraged to develop work to your own strengths and tastes.
- Select a range of artists and craftspeople to inspire your work to ensure that you develop your own original ideas and outcomes.
- Submit an externally set assignment. You will have an twelve week preparation time to develop work in response to a theme. You will use ten hours (over two days) of supervised time to create your final outcome.
- Use additional homework time and lunchtime/after school to develop your work and ideas. You will work on your own and as part of a larger working community to develop your ideas, as professional artists and designers do!

### Method of Assessment

Your grade is calculated using the ratio: Coursework 60%: Examination 40%. The same four assessment objectives apply to both coursework and the examination. You will be assessed on:

- **Your ability to record (25%).** This means how well you can draw, paint, sculpt or photograph – every piece of work that you produce will be entered but we examine books closely when marking and award marks for the best bits!
- **Your ability to develop your ideas (25%).** Ideas should be developed thoroughly to explore the theme, you must provide evidence that you can select your best ideas and develop them, rather than simply choosing the first thing that comes to mind.
- **Your ability to experiment (25%).** You will use a wide range of techniques and materials to produce your work. 'Taking risks'/experimenting with materials is not only fun but will get you high marks.
- **Your ability to produce a final piece (25%).**

Your work is regularly assessed and monitored. Feedback is provided regularly in relation to the assessment objectives so that you know which areas you need to focus on.

### Progression Opportunities

A GCSE in Art and Design is suitable for any student wishing to progress onto A Levels/other higher level qualifications. Students wishing to pursue a career in Art and Design, Graphic Design, IT Media Design, Fashion Design, Architecture, Fine Arts and Photography will find the skills learnt invaluable.

### Qualification

GCSE

### Awarding Body

Edexcel Specification code : 1AD01

# Art and Design: BTEC

## BTEC Level 1/Level 2 Technical Award in Art and Design Practice

### What will you be learning?

Aimed at students who wish to develop knowledge and practical skills in a vocational context, this course will be designed around a series of 'applied briefs'. Each brief will provide relevant training appropriate to the art and design sector such as research, problem solving, communication and project management plus a wide range of practical skills. Students will be required to produce a portfolio of investigation before creating a final product. Themes could include a textile product, packaging design, or a piece of public art.

Students will develop their practical skills through the exploration of materials, techniques and processes, applying relevant health and safety practice. They will be taught to work in the following disciplines:

- **Drawing and Mark-making:** Experiment with a wide range of 2D techniques including sketching, painting, printmaking, collage and sgraffito.
- **Photography:** Use photography techniques to gather imagery for projects - use a series of digital photography and image manipulation techniques such as lighting, staging, filters, and Photoshop skills such as layering and effects, design types, fonts and layouts to develop outcomes.
- **3D techniques & Ceramics:** Create a range of outcomes using a variety of 3D techniques. Learn a series of building techniques, surface decoration, texturizing and glazing.

### Method of Assessment

For coursework (worth 60% of overall grade) students will be marked on the ability to work towards 2 components:

**Component 1: Generating Ideas in Art and Design:** You will be expected to identify your audience, create a range of ideas through mind-mapping, creating mood boards, swatches, samples, sketching and drafting your ideas. You will be expected to consider your clients' needs and will take part in a series of visits and workshops to inspire you.

**Component 2: Developing Practical Skills in Art and Design:** You will be required to trial a wide range of techniques considering their impact, finish, function and learning from mistakes through trial and error. In addition you will be graded on your ability to display your work in a logical order with clear titles and explanations.

In year 11 students complete **Component 3: Responding to a client Brief** (worth 40% of overall qualification grade) consisting of an externally set assignment; a title/theme of the exam boards choosing. Students will have 20 hours of lesson time to demonstrate the skills they have learnt and again present work in response to the skills outlined in components 1 & 2. They will be expected to create a digital portfolio of work within controlled assessment conditions.

### Progression Opportunities

The skills developed through art and design education are integral to many roles in the creative industries. The creative sector is a collection of exciting and vibrant industries including fashion, games, advertising, graphics and publishing, craft and product design, interior design and architecture.

### Qualification

BTEC Level 1/Level 2 **Technical Award** in Art and Design Practice

### Awarding Body

Pearson Edexcel. Qualification Code: 60330739

Mrs E Lattimore ([e.lattimore@tgs.starmat.uk](mailto:e.lattimore@tgs.starmat.uk))



# Business Studies: GCSE

## What will you be learning?

The new specification allows you to have the opportunity to explore real business issues and how businesses work. You will learn to apply your knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

The course is linear meaning that you will sit your examinations at the end of Year 11. The course is split into two sections:

**Paper 1** - The influences of operations and Human Resource Management on business activity which consists of the following units:

- Business in the real world
- Influences on business
- Business operations
- Human resources

**Paper 2** - The Influence of marketing and finance on business activity which consists of the following units:

- Business in the real world
- Influences on business
- Marketing
- Finance

## Method of Assessment

### **Paper 1**

- Written examination: 1 hour 45 minutes
- 90 marks - 50% of GCSE

### **Paper 2**

- Written examination: 1 hour 45 minutes
- 90 marks - 50% of GCSE

Both Papers are broken down into the same format

- Section A has multiple choice questions and short answer questions worth 20 marks
- Section B has one case study/data response stimuli with questions worth approximately 34 marks
- Section C has one case study/date response stimuli with questions worth approximately 36 marks

## Progression Opportunities

A-Level or BTEC Level 3 Business  
BTEC Enterprise  
A-Level Economics

## Qualification

GCSE

## Awarding Body

AQA Specification code : 8132

# Business Studies: BTEC Enterprise

## What will you be learning?

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. This course is designed to help students develop their business skills through practical, skills-based learning.

- Exploring Enterprise In this component, you will have the opportunity to develop knowledge of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success.
- Planning for and Pitching an Enterprise Activity Here you will individually select an idea for a micro-enterprise activity to plan and pitch. You will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch.
- Promotion and Finance for Enterprise In this component you will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. You will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

## Method of Assessment

Assessment is through task-based assignments so learners can demonstrate their knowledge and skills in work-related scenarios.

The course is made up of three components: two internally assessed and one that's externally assessed.

- Exploring Enterprises: Internally assessed assignments: 30% of qualification
- Planning for and pitching an Enterprise activity: Internally assessed: 30% of qualification
- Promotion and Finance for Enterprise: Externally assessed task: 40% of qualification

Enterprise is assessed in a way that suits vocational learning with 60% of the assessment being internal rather than traditional exam formats. Importantly the external assessment which is the one externally assessed component will be sat in February or March in Year 11 this means that students will have completed this course before they sit their other linear GCSE's

## Progression Opportunities

Recognised by employers and universities In 2015, 1 in 4 students who entered university in the UK did so with a BTEC. BTEC is a recognised and well-known qualification suite, providing reassurance that students who study a BTEC meet the levels required by employers and Higher Education

## Qualification

BTEC Level 1/Level 2 Technical Award in Enterprise

## Awarding Body

Pearson 60319161

Mr M Elsworth ([m.elsworth@tgs.starmat.uk](mailto:m.elsworth@tgs.starmat.uk))

# Child Development / Health and Social Care

## BTEC Tech Award

There are approximately 2 million childcare places for children aged under five and many different types of early years settings. About 3 million people work in health and social care. This sector accounts for nearly one in ten of all jobs in the UK. There are **TWO** possible courses available at Key Stage 4:

### **Option 1) Child Development - What will you be learning?**

Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- The characteristics of children's development from birth up to five years
- Factors that affect growth and development
- The importance of play, how play promotes children's learning and development
- Reasons why children may need support
- Child-friendly environments to support play, learning and development
- Supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development

### **Method of Assessment**

Unit 1 - Children's Growth and Development (internally assessed)

Unit 2 - Learning Through Play (internally assessed)

Unit 3 - Supporting Children to Play, Learn and Develop (externally set and assessed task)

### **Option 2) Health and Social Care - What will you be learning?**

There are four main areas of focus

- Development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- Process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

### **Method of Assessment**

Unit 1 - Human Lifespan Development (internally assessed)

Unit 2 - Health and Social Care Services and Values (internally assessed)

Unit 3 - Health and Wellbeing (externally set and assessed task)

### **Progression Opportunities**

Level 3 BTEC National in Health and Social Care

Level 3 BTEC National in Children's Care, Learning and Development

### **Qualification**

BTEC Tech Award in Child Development

BTEC Tech Award in Health and Social Care

### **Awarding Body**

Pearson

Mrs H Hercberg ([h.hercberg@tgs.starmat.uk](mailto:h.hercberg@tgs.starmat.uk))

# Computer Science GCSE

## What will you be learning?

This course gives you a real, in-depth understanding of how computer technology works. It offers an insight into what goes on behind the scenes, including computer programming. It will suit students who have a mathematical mind, who enjoy complex problem solving and can work to a very high standard of accuracy when writing computer code.

- Systems Architecture
- Memory & Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security & System software
- Ethical, legal, cultural and environmental concerns
- Look at the use of algorithms in computer programs
- Computational logic
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and impact of computer technology in society

## Method of Assessment (3 Units)

**Component 1: Computer Systems: Written Paper** 1 hour 30 minute (40% of Qualification)

Question paper that includes short and long answer questions, covering a wide range of theory topics relating to computer systems.

**Component 2: Computational Thinking, Algorithms and Programming: Written paper** 1 hour 30 minutes (40% of Qualification)

Question paper that includes short and long answer questions, covering a wide range of theory topics relating to problem solving and computer programming.

**Component 3: Controlled Assessment** Approx. 20 hours (20% of Qualification)

You will create solutions (writing computer code) to computing tasks from a set of options supplied by OCR. During this controlled assessment you are required to analyse, design and code your various solutions.

## Progression Opportunities

There is then the opportunity for onward progression to study A level Computer Science .

## Qualification

GCSE

## Awarding Body

OCR Specification code : J276

Mr R Remillard ([r.remillard@tgs.starmat.uk](mailto:r.remillard@tgs.starmat.uk))

# Creative Media Production

## BTEC Tech Award

### What will you be learning?

You should be interested in how media products like film/animations, digital image and interactive web based products are created. Working in the creative media industry involves a wide range of practical processes, skills and techniques, from broadcast media to increasingly interactive products and platforms. Media products have the power to enthral, intrigue and affect audiences. Learners will develop media production skills and techniques appropriate to the following digital media sectors: audio/moving image, publishing and interactive media. Learners will build upon their KS3 knowledge of digital image manipulation, digital video/animation and web based skills, acquiring technical knowledge and technical skills through vocational contexts.

### Method of Assessment

**Unit 1 Exploring Media Product (30% internal assessment)**- In this component, learners will develop their understanding of how media products are created for specific audiences and purposes.

- Media products, audiences and purpose
- Genre, narrative, representation and audience interpretation
- Media production techniques

**Unit 2 Developing Digital Media Production Skills (30% internal assessment)** - In this component, learners will develop practical media production skills and techniques. Learners will have the opportunity to specialise in one or more of the following media sectors: audio/moving image, publishing and/or interactive media.

- Practical skills and techniques using Adobe Photoshop, Premier Pro, Animate, Audition and Muse
- Pre-production processes and practices
- Production processes and practices
- Post-production processes and practice
- Review of progress and development

**Unit 3 Create a Media Product in Response to a Brief (40% external assessment)** - In nine hours of supervised assessment time learners will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

### Progression Opportunities

Level 3 Creative Media BTEC National Diploma

### Qualification

BTEC Tech Award in Creative Media Production Level 1/Level2 603/1238/5

### Awarding Body

Pearson

Mr J Bell ([j.bell@tgs.starmat.uk](mailto:j.bell@tgs.starmat.uk))

# Design and Technology

## What will you be learning?

This GCSE leads on from the Design Technology covered throughout Key Stage 3, and learners will develop their knowledge and skills in relation to a variety of materials and processes. It will allow learners to study technical, design and making principles, including a broad range of design processes, materials techniques and equipment. The course will prepare learners to participate confidently and successfully in an increasingly technological world. They will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

Learners will study how products are designed, developed and manufactured.. They will also have the opportunity to study the specialist technical principles in the areas of polymers (plastics), electronic/mechanical systems and wood based materials in greater depth.

Learners will get the opportunity to complete practical outcomes throughout the course, and work creatively, applying their technical and practical expertise. 50% of the final grade will be accredited to a substantial design and make project in Year 11.

## Method of Assessment

**Externally assessed Exam** (50% of grade) covering

- Core Design & Technology principles
- Specialist technical principles
- Designing and making principles

In addition:

- At least 15% of the exam will assess maths
- At least 10% of the exam will assess science

**Non-Exam Assessment** (50% of grade) a substantial design and make task (35 hours)

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising and making their design ideas
- Analysing & evaluating what they have made

## Progression Opportunities

A level Design and Technology

## Qualification

GCSE Design and Technology (8552)

## Awarding Body

AQA

Mr J Bell ([j.bell@tgs.starmat.uk](mailto:j.bell@tgs.starmat.uk))

# Drama GCSE

## What will you be learning?

Drama is both a practical and an academic course that develops essential life skills. As well as studying a range of plays and the development of theatre practice from different eras, you will learn to collaborate with others, think analytically and evaluate effectively. You will gain the confidence to pursue your own ideas, to reflect and to refine your efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace. You will learn about performing, directing, devising and designing for the theatre and you will study the social, cultural and historical contexts of plays past and present as well as experiencing live theatre in the 21<sup>st</sup> Century.

GCSE Drama helps you to develop the following life skills:

- Creative thinking, independence and experimentation
- Communication and team-working
- Empathy and sensitivity to others
- Evaluation, critique and analysis
- Problem solving, resourcefulness and time management
- Self-confidence and self-reflection

## Method of Assessment

### **Component 1 - Understanding Drama (External Written Examination - 40%)**

The examination (one hour and 45 minutes) tests your knowledge and understanding of drama and the theatre. It requires you to study one set text and answer extended questions on an extract from that text. You will also answer short multiple choice questions on your knowledge of the theatre, roles and terminology. In addition you will answer a question on a piece of live theatre you have seen during the course, evaluating and reviewing that performance as an informed member of the audience.

### **Component 2 - Devising Drama (Practical Coursework - 40%)**

You will create a new piece of theatre from a starting point (stimulus). You can be assessed as a performer or designer. You will perform your piece or present your designs as part of the assessment. You are also assessed on a devising log that demonstrates how your ideas were developed and analyses and evaluates your finished product. This unit is assessed by your teachers and moderated externally.

### **Component 3 - Texts in Practice (External Practical Examination - 20%)**

You will study a complete play script and then you will perform in (or design for) two extracts from the text. You can perform as part of a group, with a partner or on your own or you can be assessed as a designer and present your design realisation to the examiner. You will be marked by a visiting external examiner for this unit.

## Progression Opportunities

GCSE Drama is not just for those who are seeking future study or careers in the Arts as it develops essential transferable skills such as self-confidence, the ability to communicate with others and to present yourself effectively. GCSE Drama is ideal preparation for A-Level Drama and Theatre Studies and for vocational diplomas in Performing Arts. It links well with subjects like English Literature and Language, History and Music. It is also an ideal way to broaden your options, giving you a wider portfolio of GCSE subjects.

## Qualification

GCSE

## Awarding Body

AQA Specification code : 8261

Miss C Duckworth ([c.duckworth@tgs.starmat.uk](mailto:c.duckworth@tgs.starmat.uk))



# Drama: BTEC Award in Performing Arts

## Pearson Level 1/Level 2 BTEC First in Performing Arts

### What will you be learning?

Aimed at students who wish to develop applied knowledge and practical skills in the performing arts. The course is equivalent to one GCSE and prepares you for further qualifications in performing arts, drama, dance, music, media and design. BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Learners are expected to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.

There is a choice of pathways depending on your particular performing arts interests. The pathways include options for those who are more interested in the technical (production) side of the performing arts (behind the scenes).

### Method of Assessment

There are three units, two are core units and the third is a specialist unit from a list of options. Assessment is largely by portfolio but there is an external assessment requiring the submission of video evidence.

1. **Individual Showcase (external assessment)** - 60 credits. For this you will put yourself in the shoes of someone trying to get a job in performing arts. You will write a letter of application and produce an audition piece. The audition piece can be showcasing your performing or production skills (technical). You will develop your skills in your chosen area, choose your own pieces, rehearse and perform or present them.
2. **Preparation, Performance and Production (internal assessment)** - 30 credits. For this you will learn how to develop a performance piece as a member of a fictional performance company. You will take on a specific performing or production role and will prepare for, and produce, a performance for an audience.
3. **Optional Specialist Unit (internal assessment)** - 30 credits. You will choose a specialism to study, for example Acting Skills or Production Skills for performance. Whichever option you choose, you will need to demonstrate that you have developed your skills over time in a programme of practical classes and workshops. You will use your developed skills in a performance. You will need to keep detailed records of your progress, your response to feedback and set clear goals along the way.

### Progression Opportunities

The UK Creative Industries contribute billions of pounds to the economy and are the envy of the world, drawing huge numbers of tourists to the UK. In addition to performing, there is a wide range of jobs available in areas such as costume and set design, marketing and PR, events management, film/TV production and post production. After taking this qualification you could progress to other vocational qualifications, such as a BTEC Level 3 in Performing Arts, or onto an A Level course such as Drama and Theatre Studies. You could secure a place at a specialist Drama or Music school and, in due course, employment in the performing arts or creative industry sectors.

### Qualification

Pearson BTEC Level 1/Level 2 First Award in Performing Arts

### Awarding Body

Pearson Edexcel. Qualification Code: 600/4785/9

Miss C Duckworth ([c.duckworth@tgs.starmat.uk](mailto:c.duckworth@tgs.starmat.uk))

# Economics

## **What will you be learning?**

You will learn to understand how markets and economies work, which will develop an economic awareness to benefit you personally and professionally for years to come. The subject content looks at economic activity through the lens of consumers, producers, government and the workings of the global economy. As you go through the course you will be presented with opportunities to focus on real-world issues. You will consider and reflect upon moral, ethical and sustainable issues that arise as a result of the impact of economic activity. You will investigate national global economic situations and issues from the last 15 years, learning about the policies that governments have used to attempt to manage these situations and issues. You will develop quantitative skills relevant to the subject content and should be able to make relevant calculations from economic data and be able to interpret data presented in the form of graphs and charts.

The course is split into two sections:

### **Paper 1 - How markets work**

- Economic foundations
- Resource allocation
- How prices are determined
- Production, costs, revenue and profit
- Competitive and concentrated markets
- Market failure.

### **Paper 2 - How the economy works**

- Introduction to the national economy
- Government objectives
- How the government manages the economy
- International trade and the global economy
- The role of money and financial markets.

## **Method of Assessment**

### **Paper 1**

- Written Examination: 1 hour 45 minutes
- 80 marks - 50% of GCSE

### **Paper 2**

- Written Examination: 1 hour 45 minutes
- 80 marks - 50% of GCSE

Both papers are broken down into the same format:

Section A has 10 multiple choice questions followed by a range of calculation, short and extended response questions. Section B has five questions involving a mix of calculations, short and extended responses.

## **Progression Opportunities**

A Level Economics, A Level Business

## **Qualification**

GCSE

## **Awarding Body**

AQA Specification Code : 8136

# Electronics

## What will you be learning?

This GCSE encourages learners to develop confidence in understanding electronic circuits. Students will have designed and made electronic circuits in Technology and Science lessons during Key Stage 3, and this course leads on from that learning. We obviously explore the knowledge contained in the GCSE specification, but through practical work learners can also see the theory in action and gain greater understanding of electronics in the real world. Students will recognise the importance of electronics in their own lives and also in today's technological society. A keen interest in maths and physics is required to be successful on this course.

Studying this GCSE in Electronics enables learners to:

- develop knowledge and understanding of the behaviour of electrical/electronic circuits including a wide range of electronic components
- develop an understanding of the nature, processes and methods of electronics in engineering, to help them answer questions about practical circuits
- develop and learn how to apply practical, problem solving and evaluative skills in the identification of needs in the world around them. To propose, develop, make and test electronic solutions
- progress to level 3 qualifications in electronics and engineering

## Method of Assessment

**Component 1: Discovering Electronics** - Written examination 40%

This component covers the following topics: Electronic systems and sub-systems, Circuit concepts, Resistive components in circuits, Switching circuits, Applications of diodes and Combinational logic systems.

**Component 2: Application of Electronics** - Written examination 40%

Amongst other things, this component covers the following topics: Timing circuits, Counting systems, combining digital and analogue circuits and Control circuits.

**Component 3: Extended system design and realisation task** - Non-examination assessment 20%

This component requires each learner to produce a solution to a problem of their own choosing. The task builds on the knowledge and skills developed throughout the course and requires students to research and develop an electronic circuit, testing it at each stage of development. Assessment is based on the final outcome, but also on their folder of research, development and evaluation of their solution.

## Progression Opportunities

A level Design Engineering / Electronics

## Qualification

GCSE

## Awarding Body

EDUQAS Specification code : C490QS

# Food Preparation and Nutrition

## What will you be learning?

The new GCSE Food Preparation and Nutrition is a practical course incorporating a wide range of making activities to suit all styles of learning and ability. A variety of teaching methods will inspire you to plan and make a wide range of products applying your knowledge of the principles of food science, nutrition and healthy eating.

Subject content during Years 10 and 11 include:

### **1. Food, nutrition and health**

Macronutrients, micronutrients and nutritional needs and health.

### **2. Food science**

Cooking of food and heat transfer, functional and chemical properties of food.

### **3. Food safety**

Food spoilage and contamination and the principles of food safety.

### **4. Food choice**

Factors affecting food choice, British and international cuisines, sensory evaluation and food labelling and Marketing.

### **5. Food provenance**

Environmental impact and sustainability of food, food processing and production.

Throughout all these study areas, emphasis will be placed on your food preparation skills with weekly practical activities and you will be expected to bring ingredients on a regular basis in order to produce the required dishes. The school will provide ingredients for investigation and evaluation activities.

## Method of Assessment

This qualification is linear so you will sit the examination and submit your assessments at the end of the course in the Summer Term of Y11.

Controlled Assessment –

Task 1 Food investigation

Task 2 Food preparation assessment - 50% of total marks.

Terminal examination – Food preparation and nutrition - 50% of total marks.

One written paper will be set with one tier of assessment covering grades 9 - 1.

## Progression Opportunities

This qualification is a recognised part of the National Qualifications framework. As such, GCSE provides a progression from Key Stage 3 through Key Stage 4 to Post 16 studies. It lays an appropriate foundation for further study of Food Science and Nutrition e.g. a career in Dietetics or the Food Industry.

## Qualification

GCSE

## Awarding Body

AQA Specification Code : 8585

Mrs S Micheli ([s.micheli@tgs.starmat.uk](mailto:s.micheli@tgs.starmat.uk))

# French

## **What will you be learning?**

The GCSE course in French has been designed to develop your linguistic skills (Listening, Speaking, Reading and Writing) and your cultural awareness of French speaking countries. Throughout the two year course, you will be encouraged to communicate in French and to express your own opinions about issues such as relationships, celebrations, holidays, home life, healthy lifestyles, school, future plans, hobbies and the environment. You will also be asked to show some understanding of other people's written or spoken experiences and views. By doing so, you will develop valuable transferable skills such as communication, problem solving, adaptability and collaboration and gain a lifelong skill in itself.

## **Method of Assessment**

At the end of the two-year course you will complete a final examination in each of the four skill areas of Listening, Reading, Speaking and Writing. These examinations are equally weighted and worth 25% of the final grade.

## **Progression Opportunities**

Being the official language of 29 countries across the globe, French is a key player on the world stage.

Not only it is one of the official working languages in dozens of international organizations, including the United Nations, the International Olympic Committee, the EU, the WTO and the International Red Cross but it is also the lingua franca of culture, including art, cuisine, dance and fashion. France has won more Nobel Prizes for literature than any other country in the world and is one of the top producers of international films.

For the UK to maintain and strengthen its position in the global economy, linguists are vital. Linguists work majoritarily in the sectors of Marketing, PR, Business, Sales, HR, Law and Finance (source: HECSU 2018) and are proved to earn more than their monolingual counterparts.

Finally, the study of French will also provide you with a springboard to learn related languages such as Italian, Portuguese, Spanish and Latin (a key language for medical terminology).

Some universities do look for a GCSE qualification in a Modern Foreign Language as part of their entry requirements. It is therefore recommended that if you are intending to go on to university, you consider studying a Modern Foreign Language at GCSE.

## **Qualification**

GCSE

## **Awarding Body**

AQA Specification code : 8658

Mrs M-C Butterworth ([m.butterworth@tgs.starmat.uk](mailto:m.butterworth@tgs.starmat.uk))

# Geography

## **What will you be learning?**

Studying Geography at GCSE provides you with the opportunity to gain knowledge and understanding in both physical and human geography. You will also study the relationship between people and the environment.

During the course, six key themes will be studied at both local and global levels using a wide range of countries as case studies. These themes are taught through classwork, independent study and fieldwork.

## **Unit 1. Living with the Physical Environment**

This unit has three sections.

**Section A – The Challenge of Natural Hazards** - Natural Hazards, Tectonic Hazards, Tropical Storms, Extreme Weather in the UK and Climate Change.

**Section B – Physical Landscapes in the UK** - Coastal landscapes in the UK and River landscapes in the UK.

**Section C – The living world** - Ecosystems, Tropical rainforests and Cold environments.

## **Unit 2. Challenges in the Human Environment**

This unit has three sections.

**Section A – Urban Issues and Challenges** - Population Change and Challenges of Urban Areas.

**Section B – The Changing Economic World** - Economic Development and Economic futures.

**Section C – Challenges of Resources Management** - Resource management and Food.

## **Unit 3. Geographical application**

**Section A - Issue evaluation** - This section encourages you to develop critical thinking and problem-solving skills and will be based upon a pre-released resource booklet.

**Section B - Fieldwork** - You will need to undertake two geographical enquiries. The two enquiries will be carried out in contrasting environments and show an understanding of both physical and human geography.

## **Method of Assessment**

You will complete three examinations.

### **Paper One - Living with Physical Environment**

35% of GCSE. Written examination: 1 hour 30 minutes

### **Paper Two - Challenges with the Human Environment**

35% of GCSE. Written examination: 1 hour 30 minutes

### **Paper Three - Geographical application**

30% of GCSE. Written examination: 1 hour 15 minutes

## **Progression Opportunities**

Geography allows you to develop a wide range of transferable skills valued at A level and beyond. A recent poll by the Higher Education Careers Services Unit, reported in the Guardian this year, that graduates with Geography degrees had a better than average chance of getting work when compared to other degrees studied at university level. There are a huge range of jobs associated with Geography. (<http://www.theguardian.com/careers/careers-blog/experts-view-why-are-certain-grads-less-likely-to-be-unemployed>).

## **Qualification**

GCSE

## **Awarding Body**

AQA Specification code : 8035.

Mrs L Ireland ([L.ireland@tgs.starmat.uk](mailto:L.ireland@tgs.starmat.uk))

# German

## **What will you be learning?**

The GCSE course in German has been devised with the intention of developing the skills of Listening, Speaking, Reading and Writing in meaningful situations. Grammar and traditional ways of teaching are not ignored but are used in conjunction with more recent methods to achieve targets. The courses are demanding, yet rewarding, and empower you to achieve, with effort, your full potential. Lessons incorporate the four skill areas and the topics covered will allow you to build on and develop Key Stage 3 knowledge. They include, amongst others, festivals and celebrations, holidays and life at home, relationships, healthy lifestyles, the environment and school and future plans.

## **Method of Assessment**

At the end of the two-year course you will complete a final examination in each of the four skill areas of Listening, Reading, Speaking and Writing. These examinations are equally weighted and worth 25% of the final grade.

## **Progression Opportunities**

In order to maintain and further links with our European neighbours, knowledge of their languages becomes a necessity rather than a luxury. Almost all of you will, at some point in your lives, come into close contact with fellow Europeans, either at work or in leisure time. A recent survey by the CBI revealed that employers across the UK are finding insufficient job applicants with good language skills. Particularly in the Yorkshire and Humberside region, employers are very keen to find well qualified young people with a good knowledge of European languages. The study of German will also provide you with a springboard to learn related languages such as Dutch or Swedish.

Some universities do look for a GCSE qualification in a Modern Foreign Language as part of their entry requirements. It is therefore recommended that if you are intending to go on to university, you consider studying a Modern Foreign Language at GCSE.

## **Qualification**

GCSE

## **Awarding Body**

AQA Specification code : 8668

Ms A Helliwell ([a.helliwell@tgs.starmat.uk](mailto:a.helliwell@tgs.starmat.uk))



# Graphic Design

## What will you be learning?

You will study graphic design in a practical and imaginative way, exploring a wide range of digital and non-digital techniques and processes, developing the skills needed to create materials for marketing and promotion. You will have the opportunity to explore the following disciplines:

- Illustration
- Advertising Graphics
- Branding and Corporate Identity
- Packaging Graphics
- Typography
- Digital Design
- Communication Graphics

## Method of Assessment

**Unit 1 Introduction to Graphic Design** - You will develop an understanding of the components of Graphic Design. You will do this by working with physical and digital materials and techniques. You will be introduced to graphic design components through personal experimental work. Internally and externally assessed.

**Unit 2 Graphic Design Practice** - You will explore design disciplines, examine the work of recognised designers and use their understanding of design components to identify successful design practice. You will choose one discipline, select some work by a recognised designer in that discipline and create your own piece of graphic design, taking inspiration from your research and using components found in the work of your chosen designer. Internally and externally assessed.

**Unit 3 Responding to a Graphic Design Brief** - You will analyse the requirement of a Graphic Design Brief. You will understand the requirements and develop some possible ideas to meet the brief. You will further develop an idea and present your final graphic design. Finally, you will analyse your work and review how you have met the brief. Internally and externally assessed.

**Unit 4 Graphic Design Portfolio** - You will explore working in the graphic design industry, by looking at different ways to present work to understand different types of portfolio. You will then design and create your own portfolio and review how the portfolio presents your skills as a graphic designer. Internally assessed.

**External assessment** - 10 hour Practical examination 50% of final grade.

## Progression Opportunities

This vocational qualification will fulfil entry requirements for both academic and vocational study post-16. BTEC National Diploma in Graphics.

## Qualification

NCFE Technical Award in Graphic Design

## Awarding Body

NCFE Specification Code : 603/0845/X

# History

## **What will you be learning?**

History is a valuable subject to study at GCSE, both for the increased understanding you acquire of the world and for the transferable skills developed during the course.

**Unit 1** Thematic Study: Medicine in Britain, c.1250-present AND The British sector of the Western Front, 1914-18: injuries, treatment and the trenches

**Unit 2** Period Study and British Depth Study: Anglo-Saxon and Norman England, c.1060-88 and Superpower relations and the Cold War, 1941-91

**Unit 3** Modern Depth Study: The USA, 1954-1975: Conflict at home and abroad

The department offers the Edexcel specification which includes a thousand year study including medieval and modern modules; from the development of medicine through time to the growth and expansion of power in medieval England and the battle for Civil Rights in post war America. It allows you to gain insight into why important figures in history acted in the way that they did; to recognise cause and consequence and evaluate sources. This improves the ability to critically assess information in order to judge the level of truth being presented and encourages the development of valuable skills such as reasoning and debate.

## **Method of Assessment**

Unit 1 Examination 1 hour 15 minutes (30%)

Unit 2 Examination 1 hour 45 minutes (40%)

Unit 3 Examination 1 hour 20 minutes (30%)

## **Progression Opportunities**

History GCSE teaches essential life skills such as decision making, evaluation, teamwork and a greater awareness of world issues. It can then be studied as an A level where knowledge and understanding will be further developed with independent learning. It is a subject that freely combines with all other subjects through its disciplines rather than its content. The wide range of skills taught within its framework has long been recognised by employers in a wide variety of fields, including Law, Journalism, Tourism, the Armed Forces, Museum services, Accountancy and in the world of business.

## **Qualification**

GCSE

## **Awarding Body**

Edexcel Specification code : H10

Mrs L Bland ([l.bland@tgs.starmat.uk](mailto:l.bland@tgs.starmat.uk))

# Music GCSE

## **What will you be learning?**

GCSE music is a practical subject, in which you will be encouraged to develop your abilities in performing, composing and understanding music.

A considerable amount of lesson time will be spent on individual and group composing assignments. You will study the techniques of composition and put them to use in your own work. This involves working on your own instruments and making use of keyboards, music specific software and recording equipment. The music studied is drawn from four Areas of Study and we will explore these through listening, performing and composing.

AoS 1 - Musical Forms and Devices

AoS 2 - Music for Ensemble

AoS 3 - Film Music

AoS 4 - Popular Music

There are two Study Pieces which are explored in more depth.

AoS 1 - Badinerie by Bach

AoS 4 - Africa by Toto

Throughout the course you will need to develop your skills in musical performance both individually and as part of a group. You will be expected to practice regularly in preparation for the practical examinations and listen to a wide range of music. GCSE music students should have instrumental lessons privately or through the North Yorkshire Music Hub.

## **Method of Assessment**

You will complete two compositions which last for a combined time of three to six minutes. One composition will be in response to a brief set by the examination board and the other is free choice. Composing is 30% of the final GCSE grade.

You are expected to perform on instrument or voice, both individually and as part of a group. The expected standard is around grade 3. Assessed performances take place in year 11. You must play for between four and six minutes with a minimum of one minute as part of a group. Performing is 30% of the final GCSE grade.

The written examination takes place in the form of a listening test with questions based on recorded musical extracts and your Study Pieces. The examination is 40% of the final grade.

## **Progress Opportunities**

This course prepares you for the study of A level Music in Sixth Form. You could also consider Music Technology A level or a level 3 vocational course course in Popular Music.

## **Qualification**

GCSE

## **Awarding Body**

Eduqas Specification code: 601/8131/X

[Miss S Buckley \(S.Buckley@tgs.starmat.uk\)](mailto:S.Buckley@tgs.starmat.uk)

# RSL Level 2 Certificate in Technology for Music Practitioners

## **What will you be learning?**

This is a vocational qualification and as such is delivered through practical industry based tasks focussing on developing skills in MIDI sequencing and manipulating sound. You will also undertake research and taught activities learning about different genres of popular music, instruments, the music industry and relevant health and safety.

There are three units:

### **201ta - Musical Knowledge**

In this unit you will build your musical knowledge and articulate your thoughts and feelings about music using the appropriate industry and theoretical language. You will study musical styles and their various distinctive traits, developing a wider understanding of contemporary music.

### **207ta - Using a Digital Audio Workspace (DAW)**

The aim of this unit is to develop your understanding of the functions of a DAW (software such as BandLab) and to develop your keyboard skills in relation to MIDI sequencing. You will learn basic music theory and keyboard skills and how to use these to manipulate sound using a DAW. You do not need to have keyboard skills further than those learned in KS3 music lessons.

### **203ta - Music Sequencing and Production**

This is an externally assessed unit and you will create a 3-5 minute composition following set criteria. This unit builds directly upon the skills acquired in unit 207ta.

## **Method of Assessment**

You will complete three units of work across the two year course. Submissions take a variety of forms including:

Audio/video of sequencing tasks

Slides

Essays

Audio voice recordings

Screen shots and photographs

Vlogs and blogs and podcasts

There is no written exam.

## **Progression Opportunities**

This course prepares you for the study of Level 3 vocational music and music technology courses which could be a full time post 16 option or sit alongside traditional A levels. Success in this course demonstrates to employers that you are creative and you have resilience, dedication and teamwork skills preparing you for an ever increasing technological world.

## **Qualification**

RSL Level 2 Certificate in Technology for Music Practitioners

## **Awarding Body**

RSL specification code 60333042

[Miss S Buckley \(S.Buckley@tgs.starmat.uk\)](mailto:S.Buckley@tgs.starmat.uk)

# Sport Studies: Cambridge National

Students who select an option from within the PE Faculty will follow *either* this Cambridge National Sport Studies qualification, *or* the GCSE PE Course. They may select a *preferred* course of study, but may need to discuss their option with staff from the subject area to ensure suitability for their chosen course.

## **What will you be learning?**

Sport is a high-profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. There is a wide range of job roles to progress into such as Activity Leader, Sports Coach, Fitness Instructor and Leisure Assistant. It's also widely recognised that regular participation in sport and physical activity is highly beneficial both to individuals and to society as a whole. Cambridge Nationals in Sport offer students the solid foundation required for further study or progression into industry. Students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure. As you might expect, both the bulk of learning and assessment is through practical means.

Within the Sports Studies qualification, students will develop their own performance and how to effectively lead others as well as gain knowledge about the national sports context – excellent preparation for roles such as sport development or sport leadership.

The Cambridge National in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Students will study the following 2 mandatory units along with 2 of the optional units. These optional units will be decided upon by the teaching staff.

### **Mandatory Units:**

#### **1. Contemporary issues in sport**

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

#### **2. Developing sports skills**

Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

## **Optional Units:**

### **1. Sports Leadership**

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.

### **2. Sport and the media**

Students explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.

### **3. Working in the sports industry**

Students explore the wide range of career opportunities related to the sports industry as a whole, including those not directly linked to a sport or physical activity. They look at how to access these careers and the development paths within them, and the wider role of the sports in national life

### **4. Developing knowledge and skills in outdoor activities**

Students find out about a wide range of outdoor and adventure activities and the organisations that provide access to them. Through planning and participating in these type of activities they will learn about the risks involved and gain an understanding of health and safety, risk assessments and the importance of detailed planning for various scenarios and challenging environments. This will also help them develop their communication, decision-making and leadership skills.

## **Method of Assessment**

### **Mandatory units**

Contemporary issues in sport: 1 hour written exam

Developing sports skills: internal assessment

### **Optional Units**

#### **Internal assessment**

25% Theory

75% Practical

## **Progression Opportunities**

Level 3 Cambridge Technicals

A Level

Apprenticeships or employment in the sector

## **Qualification**

Level 1/2 Cambridge National Certificate

## **Awarding Body**

OCR Specification code : J813

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# Physical Education: GCSE

## **What will you be learning?**

You will undertake a range of practical activities in the role of player/performer. You will be required to show advanced skills in progressive drills and demonstrate these in the full context of the activity. You will undertake analysis and evaluation of performance to bring about improvement in one activity.

You will also have theory lessons to cover the following areas of study:

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

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

### **Paper 2: Socio-cultural influences and well-being in physical activity and sport**

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

**You must have a genuine love of exercise and sport and be participating in extra-curricular sport clubs to be really successful in this subject.** If you are an active sports person and want to develop your knowledge of these topics you will find this course interesting and engaging.

## **Method of Assessment**

**Written examination paper 1 – 1 hour 15 minutes (30%)**

**Written examination paper 2 – 1 hour 15 minutes (30%)**

Both papers include a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

### **Non-examination Assessment (40%)**

Your **practical performance** will be assessed in three different physical activities, in the role of player/performer. One must be a team activity, one an individual activity and a third in either a team or individual activity. You will be assessed on your analysis and evaluation of performance to bring about improvement in one activity.

## **Progression Opportunities**

GCSE PE is an ideal stepping stone to courses such as A level PE, BTEC Sport or a Sports Studies course. Sport and exercise is a huge and rapidly growing global industry and an increasing number of graduates are being recruited to provide sport science support for professional athletes, are employed by national governing bodies for sport, or are working in the ever-expanding commercial sector, in particular within marketing and the promotion of sports goods and events. You could also go into a job related to sport and PE such as a physiotherapist, sports coach, sports management, personal trainer or PE teacher. Whatever future career you pursue, PE develops transferable skills like teamwork, confidence, leadership, time management and social skills; all highly desirable by employers today.

## **Qualification**

GCSE

## **Awarding Body**

AQA Specification code : 8582

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