



# KS4 PREFERENCES

Information Booklet - 2024



Year 9 are now at an exciting stage in their school lives, as they begin the process of selecting their Key Stage 4 preferences.

Some subjects are compulsory at Key Stage 4 and all students will continue to study these (core subjects). In addition, we offer a wide range of subjects both GCSE and vocational that students can opt for. Furthermore, your child will have been placed on to a specific 'pathway' based on their current progress. As a result, they may be required to complete the EBacc suite of subjects and therefore their preferences will need to fulfil this. Your child's booklet will make it clear which preferences they will need to select from. Whilst we endeavour to give students these preferences, we may need to utilise their reserve.

Your child took a mini options process in Year 8 and their previous choices do not limit, or restrict what they can choose in Year 9.

It is important to discuss with your child that they will study all of their given preferences for the whole of Years 10 and 11, through to the examination, so they must select preferences which they are interested in and enjoy. Once the courses start there will not be an opportunity to change to another. It is also important that students know their bands could change to try and accommodate their preferences.

Our Preferences Roadshows have happened to help with their decisions as well as parents having had the opportunity to attend our KS4 Preferences Evening.

Parents/carers should complete their child's preferences via the SIMS App (guidance is included in this booklet). The preferences form will be open from Monday 19th February and must be completed by **Friday 1st March**. Student's preferences will be checked and discussed by their tutor and a member of the year team, to ensure they have chosen appropriate courses.

If you have any questions, please contact your child's tutor in the first instance. Tutor email addresses can be found on the school website under the parent area 'year teams' 'Year 9'.

Grant Hellyer

**Head of School for KS3**

Kirstie Gardner

**Head of Year**

# HOW TO MAKE YOUR CHOICES

## Core Subjects

ENGLISH LANGUAGE

ENGLISH LITERATURE

MATHEMATICS

SCIENCE (COMBINED)

CORE PE

PSHE

Choose 4 additional options and 1 reserve from the GCSE/Vocational subjects below

## GCSE

MEDIA STUDIES

COMPUTER SCIENCE

DANCE

DRAMA

FINE ART

FILM STUDIES

FRENCH

GEOGRAPHY

HISTORY

MUSIC

PHOTOGRAPHY

PHYSICAL EDUCATION

PRODUCT DESIGN

RELIGIOUS STUDIES

SOCIOLOGY

SPANISH

TEXTILES

## Vocational

ENTERPRISE & MARKETING

HAIRDRESSING &  
BEAUTY THERAPY

HOSPITALITY &  
CATERING

HEALTH &  
SOCIAL CARE

MUSICAL THEATRE / PRODUCTION  
ARTS (PERFORMING ARTS  
PREFERENCE)

MUSIC TECHNOLOGY

SPORTS STUDIES

TRAVEL & TOURISM

VOCATIONAL IT

The following subjects cannot be taken together:

ART



TEXTILES

OR

GCSE PE



SPORTS STUDIES

GCSE Languages: Students must select the language that they have studied at Key Stage 3. Should they wish to study a second language, they must discuss this with their teacher.

# English Language

Course Leader: Mrs MacDonald

AQA

## Course Outline

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

## Assessment

This course is 100% examination and consists of two examination papers. Spoken language is awarded as a separate endorsement and carries 0% weighting towards the English Language GCSE.

## Course Description

### Paper 1: Explorations in Creative Reading and Writing

**Section A:** Reading question based on one literature fixture text.

**Section B:** Writing which is descriptive or narrative.

Assessed by a written examination: 1 hour 45 minutes, 80 marks and 50% of GCSE.

### Paper 2: Writers' Viewpoints and Perspectives

**Section A:** Reading question based on one non-fiction text and one literary non-fiction text.

**Section B:** Writing which presents a viewpoint.

Assessed by a written examination: 1 hour 45 minutes, 80 marks and 50% of GCSE.

Non-Examination Assessment: Spoken Language.

What is assessed?

- Presenting
- Responding to questions and feedback
- Use of standard English

Assessed by the teacher throughout the course and marked by the teacher.



## Future Pathway

A Level in English Literature, English Language or English Literature and Language combined, Law, Psychology and Sociology. As an academic subject, it is a gateway subject for A Levels and degree level subjects.

It can lead to careers in:

- Advertising and marketing
- Art and Design
- Law
- Publishing and Media
- Education
- Recruitment and HR
- Journalism

# English Literature

Course Leader: Mrs MacDonald  
AQA

## Course Outline

Reading comprehension and reading critically, literal and inferential comprehension; understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events. Critical reading; identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text. Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context and style.

## Assessment

This course is 100% examination and consists of two examination papers.

## Course Description

### Paper 1: Shakespeare and the 19th century novel

It will be assessed with a written exam: 1 hour 45 minutes 64 marks 40% of GCSE.

#### Section A: Shakespeare

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

#### Section B: The 19th-century novel

Students will answer one question on A Christmas Carol. This is the same format as the above.

### Paper 2: Modern Texts and Poetry

It will be assessed with a written exam: 2 hour 15 minutes 96 marks 60% of GCSE.

#### Section A: Modern Texts

Students will answer one essay question on An Inspector Calls.

#### Section B: Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict anthology.

#### Section C: Unseen Poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



## Future Pathway

A Level in English Literature, English Language or English Literature and Language combined, Law, Psychology, and Sociology. As an academic subject, it is a gateway subject for A Levels and degree level subjects.

It can lead to careers in: advertising and marketing; art and design; law; publishing and media; education; recruitment & HR; journalism.

# Mathematics

Edexcel

Course Leader: Mr Feltham

## Course Outline

All students follow the GCSE Mathematics course and will be expected to take the final examination.

## Assessment

### Higher Linear Tier and Foundation Linear Tier Exam in June of Year 11

Three written papers: each contributes 33.3% of the final grade.

#### Tiered Papers

Foundation Tier Grades 1 to 5 available

Higher Tier Grades 4 to 9 available

#### All Papers 1 hour 30 minutes

Paper 1F and 1H: non-calculator

Paper 2F and 2H: calculator

Paper 3F and 3H: calculator

There is no coursework.

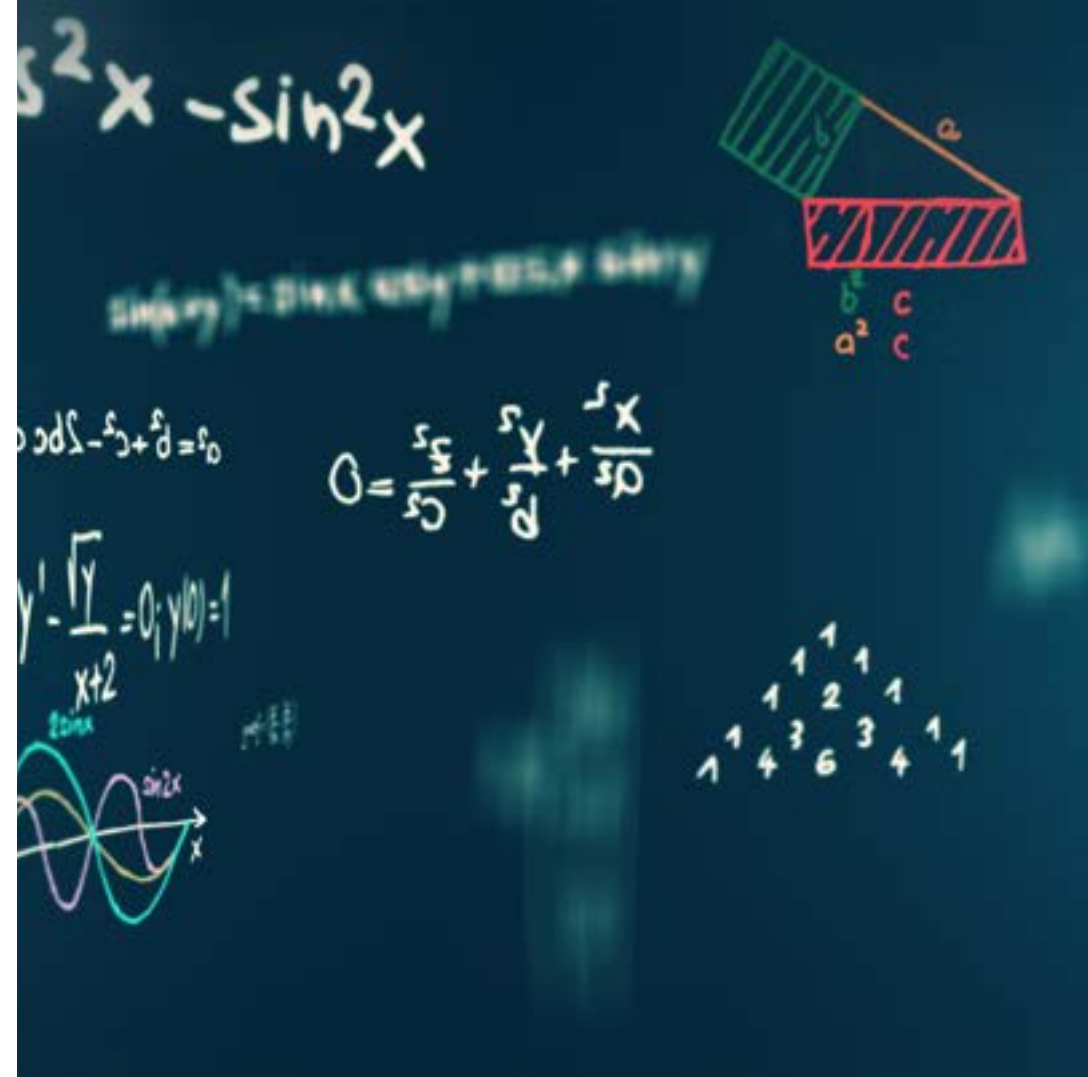
## Course Description

This qualification encourages students to develop their knowledge and confidence in mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

This course covers all aspects of the National Curriculum at KS4 and requires students to:

- Develop student knowledge, skills and understanding of mathematical methods and concepts, including: acquire, select and apply mathematical techniques to solve problems; reason mathematically, make deductions and inferences and draw conclusions; comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- The assessment will cover the following content headings: number; algebra; ratio, proportion and rates of change; geometry and measures; probability; statistics.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers, where 9 is the highest grade.



## Future Pathway

Access to Level 3 courses at college require a Grade 4 or above. Grade 7 or above to progress onto A Level in Mathematics. A number of jobs require a good competency with numbers.

# Science (Combined)

Course Leader: Mr Gorman

AQA: Trilogy (8464) (2 GCSES)

## Course Outline

Students will learn biology, chemistry and physics within this combined science qualification, worth two GCSEs. This qualification allows progression onto science A Levels.

GCSE Combined Science provides the opportunity for students to:

- develop curiosity, an interest in and enthusiasm for biology, chemistry and physics;
- develop scientific knowledge and conceptual understanding of each discipline;
- evaluate claims based on science through critical analysis of evidence and methods.

## Assessment

There will be six written exams in total for the qualification. These exams are worth 100% of the final grade. They are assessed externally by AQA. Each exam paper:

- is offered in Foundation and Higher tiers;
- uses a variety of question types such as: multiple choice, structured, closed, short answer and open response questions;
- has a length of 1 hour 15 minutes;
- is equally weighted (16.7% of the grade).

Students will be assessed through two Biology exams, two Physics exams and two Chemistry exams. Students will be graded based on all six exams on a 17 point scale from 1-1 to 9-9 where 9-9 is the best grade.

## Course Description

The course comprises Biology, Chemistry and Physics topics. Within the content covered students will complete 16 required practicals, which will be essential for the students' understanding of practical skills and how experimental observations support science theory. Areas of the theory and practical techniques from these required practicals will be assessed in the final exams.

Mathematical skills will also be assessed within the papers. In combined science, a minimum of 10% of Biology questions, 20% of Chemistry questions and 30% of Physics questions will test for mathematical skills.

### Aspects of Learning & Teaching:

**Biology:** cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation & evolution; ecology.

**Chemistry:** atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.

**Physics:** forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure.



## Future Pathways

Good grades in your two Combined Science GCSEs will allow you to study a range of Science A Level courses including biology, chemistry or physics.

Careers which you could consider if you have good science qualifications include, doctor, nurse, radiographer, civil engineer, electronic engineer, food scientist, sports scientists, marine biologist, palaeontologist, accountant, animal technician, astronaut and many, many others!

Science is also used in careers such as hairdressing, football coaching and vehicle maintenance.

# Media Studies

Course Leader: Mr Drummond  
WJEC GCSE Media Studies

## Course Outline

Media plays a central role in modern society and culture. It shapes our perceptions of the world through the representations, viewpoints and messages they offer. In addition, they provide us with ways to communicate, with forms of cultural expression and enable us to participate in key aspects of society.

The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of media, coupled with ongoing technological developments and more opportunities to interact with the media (through social media), suggest that their dominance in modern life will only increase.

## Assessment

### Component 1: Exploring the Media

Written examination: 1 hour 30 minutes

40% of qualification

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

### Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

Section B: Music (music videos and online media)

### Component 3: Creating Media Products

Non-exam assessment

30% of qualification

Students create a media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

They will have a choice of 4 briefs:

1. Television
2. Magazines
3. Film marketing
4. Music marketing



## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.

## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# Computer Science

Course Leader: Mr Warren

Edexcel

## Course Outline

This exciting GCSE provides students with an excellent opportunity to investigate how computers work, how they are used and to develop computer programming and problem-solving skills. Students will also carry out some fascinating in-depth research and practical work.

Students study practical programming skills using Python. They learn how computers work, how data is used in computers as well as how networks work. Students also study how Computing has affected our wider society.

## Assessment

Two examinations 50/50 weighting.

**Paper 1:** Principles of Computer Science (1 hour 30 minute examination)

**Paper 2:** Application of Computational Thinking (2 hour on screen examination)

## Course Description

**Paper 1.** This paper will assess topics 1 to 5.

**Topic 1:** Computational Thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.

**Topic 2:** Data - understanding of binary, data representation, data storage and compression.

**Topic 3:** Computers - understanding of hardware and software components of computer systems and characteristics of programming languages.

**Topic 4:** Networks - understanding of computer networks and network security.

**Topic 5:** Issues and Impact - awareness of emerging trends in computing technologies and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

**Paper 2.** This paper will assess topic 6: Problem solving with programming.

The main focus of this paper is:

- Understanding what algorithms are, what they are used for and how they work in relation to creating programs.
- Understanding how to decompose and analyse problems.
- Ability to read, write, refine and evaluate programs.



## Future Pathway

This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Computer Science.

Careers in this subject include: games designer, web developer, program coder.

# Dance

Course Leader: Miss Richards

AQA

## Course Outline

Students will be introduced to an exciting and energetic GCSE with new and challenging ways of choreographing and performing. GCSE Dance will introduce students to an anthology which has a mix of artistic, cultural and aesthetically diverse works which are choreographed and performed in the UK today. They explore the connections between movement, choreographic intention and features of production like lighting, costume and music.

All students will have the opportunity to perform in front of a variety of audiences and attend workshops delivered by professional dancers and choreographers. All students will be offered the chance to see a live performance as part of the course.

## Assessment

**Performance** (internally marked, externally moderated) **30%**. Students will perform 2 pieces: A solo performance of Set Phrases (set by AQA) - approximately 1 minute in duration; a performance in a duo/trio - approximately 3 minutes 30 seconds in duration.

**Choreography** (internally marked, externally moderated) **30%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

**Dance Appreciation** (internally marked, externally moderated) **40%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

## Course Description

The six anthology works are as follows:

- A Linha Curva (Samba, contemporary fusion)
- Within Her Eyes (Contact work, Contemporary)
- Emancipation of Expressionism (Hip Hop)
- Shadows (Contemporary)
- Infra (Contemporary)
- Artificial Things (Contemporary)

Each term students will explore a different professional dance work or style of dance. All works are studied practically and theoretically. Students will have fortnightly technique classes that improve students physical and technical dance skills. During each half term, you will be expected to work both independently and with a group on choreographing and performing your own work, work in the style of the six anthology works and performance pieces.

The course will suit a student who: likes to express themselves through movement; enjoys performing and wants to develop their performance skills; wants to explore different dance styles and ways to create dance.



## Future Pathway

GCSE Dance study offers progression to study Dance at Sixth Form or College (both A Level and BTEC courses). Careers in the arts industry, leadership roles, teaching, sports and fitness industry, analysis and presentation skills.

# Drama

Course Leader: Miss Roberts

Edexcel

## Course Outline

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience.

Students will create, perform and respond - informed by their theoretical knowledge of drama and theatre.

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

## Assessment

**Component 1:** Understanding Drama (40%) written - examination paper

**Component 2:** Devising Drama (40%) practical with supporting logbook

**Component 3:** Text in practice (20%) practical - live performance to a visiting examiner

## Course Description

### Component 1: Understanding Drama

Students will explore a set text practically - to gain an in depth understanding of style, design, character and context. They will then learn and develop their skills in description, analysis and evaluation in preparation for the written exam in Year 11.

### Component 2: Devising Drama

Students will create, develop and perform a Drama from a given stimulus. Students are expected to work collaboratively with peers to be successful. They will then produce a logbook which documents their creative process.

### Component 3: Text in Practice

To study, rehearse and perform from a script to create a polished and high-quality piece of drama. This is performed to a visiting examiner.

You will achieve success if you are able to do the following:

- Express yourself in an active and exciting way
- Apply self-discipline
- Work in a group with any member of the class
- Contribute your own ideas and respect those of others
- Explore ideas by putting yourself in other people's shoes
- Play many parts in different, imaginary situations
- Create your own drama work
- Look at plays written and performed by other people

This course will suit you if you enjoy the practical process of Drama and want to be challenged and developed in your performance skills. It will also suit you if you like to analyse your own work and the work of others, developing your understanding of the theatre and its craft.



## Future Pathway

A Level Drama, BTEC Performing Arts, BA (Hons) Performing Arts.

# Fine Art

Course Leader: Mr Vardy

AQA

## Course Outline

This Art course is designed to encourage students to develop creatively; to do this they will grow in their understanding of a wide range of materials and techniques. They will also appreciate the work of other artists in relation to their own work. Within this course students can use a wide range of media and techniques from painting, printing, 3D sculptures, collage, digital and installation work.

The course will encourage students to develop:

- Creative and imaginative abilities and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills
- Understanding of codes and conventions of art, craft and design and awareness of the contexts in which they operate
- Knowledge and understanding of art, craft and design in which they operate
- Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures
- Greater focus on literacy within the critical and contextual elements of the course.

## Assessment

The scheme of assessment comprises of two components.

**Portfolio of work – 60% of the marks:** A portfolio of two or three units of coursework is required. Each unit of the portfolio should include preparatory work, sketch books or journals related to the final piece in the chosen area of study and an evaluation.

**Externally Set Task – 40% of the marks - 10 Hour final exam:** Students will be required to respond to one starting point from the examination paper. There will be a preparatory period followed by 10 hours of supervised examination time. Students will be expected to develop their own work to resolve their investigations, producing a final piece (or pieces) based upon preparatory studies and research.

## Course Description

We use a variety of teaching and learning methods to create an inclusive environment. Students are guided and supported in their learning and are given the opportunity to be proactive in their progress towards attainment and achievement. Students are expected to meet deadlines for homework and coursework and are supported in this via clubs, workshops, study visits and one to one meetings. Students will be expected to have access to basic materials for use at home, to use the school library and other places to gather research materials (such as museums and galleries) and attend Art Department study visits as a part of their coursework.

Students will use a sketch book to record information, findings, experiments and ideas. Sketch books can be purchased from the Art Department at cost price. Students will research and explore the work of artists, designers and craftspeople from different times and cultures.



## Future Pathway

Students will have an opportunity to continue their study into an exciting and successful Fine Art A Level at Bitterne Park Sixth Form College and develop a career path within the visual arts and design industry, of which Britain has a highly successful and proud heritage. This could then lead to many possible careers, some examples are below:

TV graphic artist, web designer, book illustrator, architect, art therapist, cartoonist, film animator, tattoo artist, interior decorator, magazine producer, furniture designer, makeup artist, advertiser, medical illustrator, theatre set designer, card designer, graphic artist, accessory designer, background film artist, film animator, poster artist, theme park designer.

# Film Studies

Course Leader: Mr Drummond  
WJEC Eduqas

## Course Outline

Film is often considered as the most important art form of the 20th Century. It is a major industry in most developed countries and an important part of people's cultural experience. It has become a huge influence on society today. Films entertain, educate and provoke debate.

The WJEC Eduqas specification in GCSE Film Studies is designed to draw on students' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology.

Students will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from the UK, Europe and Japan.

## Assessment

**Component 1: Key Developments in US Film.** (35%) 70 Marks. Written examination: 1 hour 30 minutes.

Students study 3 US films:

- 1 mainstream film from the 1950s
- 1 mainstream film from the 1980s
- 1 independently produced film

**Component 2: Global Film: Narrative, Representation & Film Style.** (35%) 70 Marks.

Written examination: 1 hour 30 minutes.

Students study 3 films from outside the US:

- 1 UK film
- 1 global English language film
- 1 global non-English language film

**Component 3: Production.** (30%) 60 Marks. Non-exam assessment (coursework).

Students have 2 choices:

- Create a genre film (2 minutes to 2 1/2 minutes)
- Write a screenplay for a genre film (800 to 1000 words) with a shooting script.

All students must complete an evaluation of the production (750 to 850 words).

## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.



## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# French

Course Leader: Miss Mercer

AQA

## Course Outline

GCSE French will follow on from and extend the knowledge and skills taught during Key Stage 3. The Modern Foreign Languages team believe that this course will enable you to acquire the necessary skills needed in order to be a successful linguist and communicate confidently in any French speaking country. If you are passionate about becoming a global citizen with an understanding of diverse cultures and want to broaden your horizons, this is the course for you! Learn a language, share a culture, change the world.

## Assessment

This qualification is linear, meaning students sit all their examinations at the end of the course. Each paper counts as 25% of the overall marks.

GCSE Languages have a Foundation Tier (Grades 1 to 5) and a Higher Tier (Grades 4 to 9). Students must enter for all four skills.

## Course Description

Students will study the four skills of listening, speaking, reading and writing alongside grammar and cultural aspects of France and the French-speaking world. They may have the opportunity to visit France to enhance their learning at GCSE level.

The four skills are embedded in the following themes. These themes apply to all four examination papers.

**Theme 1: My Personal World**

**Theme 2: Lifestyle and Wellbeing**

**Theme 3: My Neighbourhood**

**Theme 4: Media and Technology**

**Theme 5: Studying and my future**

**Theme 6: Travel and Tourism**

Students can opt to take an additional language as long as they continue to study their current language eg: a student who has studied Spanish since Year 7 can opt for French, as long as they continue to study Spanish in addition.



## Future Pathway

Learning a language offers many transferable skills that are applicable to any job role, for example, good communication skills. Having a knowledge of any language would enhance a CV, no matter which career path you choose.

# Geography

Course Leader: Mrs Miles

AQA

## Course Outline

Geography at Bitterne Park is exciting, challenging and fun. It is the subject that crosses all borders between the Arts and the Sciences, providing timeless skills and opportunities later in life. This course develops and builds on many of the skills and ideas introduced in Key Stage 3. Up to date case studies are selected from a variety of countries across the world and offer students real life examples of geographical issues they are studying. This helps to contextualise what they're learning and gives them a broader understanding of places around the world. Students will also study different topics which make links between people and the physical environment.

## Assessment

Three written examinations contribute to 100% of marks at the end of Year 11. These are outlined below:

### Living with the Physical Environment (35% of GCSE)

- The Challenge of Natural Hazards (eg: volcanoes)
- The Living World (eg: rainforests)
- Physical Landscapes in the UK (eg: rivers and coasts)

### Challenges in the Human Environment (35% of GCSE)

- Urban Issues & Challenges (eg: Rio de Janeiro)
- The Changing Economic World (eg: global poverty and MNCs)
- The Challenge of Resource Management (eg: food, water and energy)

### Geographical Application (30% of GCSE)

- Issue Evaluation
- Fieldwork Skills

## Course Description

GCSE Geography is taught by specialist teachers. During the course, the majority of lessons are classroom based, but with provision of both human and physical fieldwork being conducted in Year 10. Students will find themselves faced with challenges and will be expected to work independently, in small groups and as part of their class team.

A broad variety of skills are developed throughout the GCSE including investigating, decision making, research, developing conclusions, presenting and evaluating – all of these in addition to core literacy and numeracy skills of the course.

We teach in a fast and fun environment! Students that have an interest in how our world works and how we can shape it in a positive way are encouraged to join the course!



## Future Pathway

Geography develops literacy, mathematical and scientific skills, making links between all subjects studied at school. It enhances environmental and social awareness of the world around us and enables students to make informed decisions and choices. Geographers gain skills in interpreting maps, understanding data and conducting research in natural and built environments.

As a result, studying geography opens up a huge variety of careers in services, information technology, finance, research and development. Jobs specifically related to Geography include climate change analyst, conservationist, GPS specialist, teacher, tour operator, town planner, disaster response specialist, meteorologist, politician, archaeologist, flood risk assessor and many more!

# History

Course Leader: Mr Finlay  
Eduqas

## Course Outline

History at GCSE is a relevant and engaging course. By studying rich narratives of the past, you will explore Anglo-Saxon and Norman England, Spain and the New World, Crime & Punishment in Britain through time and Weimar & Nazi Germany. You will follow chronological enquiries that support your understanding of the key features of each time period, while asking whether the law has been used by those in power as a weapon against the poor and vulnerable groups and individuals.

## Assessment

100% Examination, split over 2 hour sittings, each with 2 papers.

## Course Description

Non-British depth study: The Crusades, c.1095-1149

British Depth Study: The Elizabethan Age, 1558-1603

Period study: The Development of Germany, 1919-1991

Thematic Study: Changes in Health and Medicine in Britain, c.500 to the present day



## Future Pathway

A Level History. We run a very successful AS and A Level History course at BP6. Our GCSE History course prepares students well for analysing interpretations and sources, skills that are valuable for further study, as well as many careers.

History qualifications are valued highly in professions such as the law, teaching, news and media, archiving, politics, local government, social research and many more.

# GCSE Music

Course Leader: Mrs Fowler

Edexcel

## Course Outline

The GCSE Music course combines the practical aspects of performing and composing with theoretical and historical musical analysis. It is therefore more suitable for students who have an interest in the theoretical aspects of music, rather than the vocational. You will learn how to improve your performing skills, to construct music from initial ideas through to the final product and to analyse music from a wide range of historical periods and genres. The course includes elements of working both individually and as part of a group and is assessed through practical coursework and a final listening examination. Students will need to be performing to at least a Grade 2 level (or equivalent) on their instrument in order to complete the performing component of the course.

## Assessment

**Coursework** Performing & Composing - 60%

**Listening Exam** - 40%

## Course Description

### Unit 1: Performing (30%)

In this unit you will perform two pieces – one solo and one ensemble, with a combined duration of at least four minutes. There is no requirement to perform in front of an audience, as all performances are recorded and sent to the exam board to be marked. Although not a pre-requisite of the course, it is preferred that you are receiving weekly lessons on your chosen instrument to further support development in this area. A performing standard of **Grade 3 (or above)** is required in order to succeed in this element of the course.

### Unit 2: Composing (30%)

In this unit you will compose two pieces – one in response to a brief set by the exam board and one in a style of your choice, with a combined duration of three minutes. Compositions are usually created using sequencing software and are submitted to the exam board along with your written commentary which explains how you developed your ideas.

### Unit 3: Appraising (40%)

The final unit is assessed as a 1.5 hour listening examination at the end of the course. You will learn about musical elements, musical contexts and identify features in different pieces of music using appropriate musical language. There are four areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. You will learn about two pieces of music in each area of study. The final examination comprises two sections – the first focuses on short answer questions and the second is an extended piece of writing, in which you will compare one of the set works to an unfamiliar piece.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Photography

Course Leader: Miss Snoddon

AQA

## Course Outline

The Photography course is designed to encourage students to develop an understanding and appreciation of digital photography and image manipulation as well as some aspects of traditional black and white film photography.

In year one students learn basic photography skills: using a manual DSLR camera, basic digital photography (including using Photoshop digital manipulation software) and develop an understanding of artist understanding and interpretation in order to develop ideas of their own inspired by artists explored. Students follow several units of coursework throughout the course including mock practical examinations, which then become important pieces of the 60% portfolio.

## Assessment

The coursework portfolio makes up 60% of the overall GCSE marks. The coursework begins from the start of Year 10 and is completed in December of Year 11 and consists of three projects. A controlled test set by the examinations board makes up the remaining 40%. During the GCSE students will research other photographers, artists and creative people and present written information such as opinions, analysis and evaluations. Presentation of a portfolio should be imaginative and reflect the subject or theme of the unit.

In the controlled test exam students have a preparatory period to prepare their work followed by 10 hours of supervised practical exam time to complete a final piece or pieces for their exam.

## Course Description

Students require discipline and commitment if they are to be successful in GCSE Photography. Full support is offered in the classroom, studio and darkroom at lunchtimes and after school. Students are expected to use the support offered and work independently in class and at home.

For many students this will be the first time they work in Photography and the course delivers excellent skills, knowledge and understanding at the beginning to develop these new skills. It is of benefit, but not necessary, to have had some creative art skills before or during the course.

The course provides some basic materials and students can use the school cameras we have in lessons. However, it is an advantage to have your own camera from a digital SLR or a simple digital bridge camera.

During the course we provide basic consumables that students use, and a print quota; however, students are asked to pay a £20.00 photography fee. This will allocate you a pack of basic consumables that should last the full 2 years. It includes a SD card, a SD card reader and a folder to hold all of their work in. This will also help toward the running of more expensive parts of the course including cameras, studio equipment and digital printing. Please discuss this with the Photography teacher if you have any questions.



## Future Pathway

A Level Photography at Bitterne Park Sixth Form. Varying Arts-based degrees including BA Hons in Photography (both general or subject-specific), BA Hons in Fine Art or foundation degrees in Art and Design plus many other creative career and life opportunities.

# Physical Education

Course Leader: Mr Speight  
AQA (8582)

## Course Outline

GCSE PE is a fascinating, active and very successful course which develops knowledge and understanding of theoretical and practical concepts within the health, exercise and sporting world. Students must have a genuine interest in sport and exercise and be willing to work hard; this course is ideal for students who are enthusiastic sportswomen and sportsmen. The course is very topical and challenging and it extends skills learnt in GCSE English, Maths and Science.

## Assessment

### Theory of Physical Education:

- 60% of final GCSE grade
- Two separate written exams with a combined length of 2 hours 30 minutes including: multiple choice, short answers and longer 6 mark answers
- Paper 1 Human Body & Movement in physical activity and sport
- Paper 2: Socio Cultural Wellbeing & Influences in physical activity and sport
- Combined total marks available is 156

### Practical Performance in Physical Education:

- 40% of final GCSE grade
- Students will perform their best 3 sports or activities during a moderated practical exam
- Every student must complete a substantial written analysis of performance

## Course Description

During the practical elements of this course our students will learn to analyse and evaluate their own and others' practical performances; they will be provided with constructive feedback and know how to improve their performance levels. All of our students' performances are compared to strict GCSE performance criteria. We aim for our students to apply their theoretical knowledge within practical contexts in order to improve their understanding of the course.

A selection of theoretical topics are listed below:

Health, fitness and exercise; motivation, arousal, personality and sport; commercialisation and global impact of sport; skill acquisition; sport and fitness training; diet for health and performance; the use of drugs in sport; our skeletal system; our muscular system; our cardiovascular system; our respiratory system; biomechanics and sporting performance.



## Future Pathway

To be able to access either A Level or Level 3 vocational qualifications in the Sixth Form, enter employment or apply for an apprenticeship in the sports industry.

# Product Design

Course Leader: Miss Harrison  
AQA

## Course Outline

This course involves and rewards your imagination and creativity. You will push your understanding and flair when designing and presenting your ideas, to produce professional products that you could see on the shop floor.

## Assessment

You will be assessed in both an exam and a controlled assignment. **2 hour examination assessment (50% of GCSE)**

You will demonstrate the subject knowledge gained over the course by answering examination paper questions. **Non-examination assessment (50% of GCSE)**

Here you will be assessed by carrying out an individual design and practical make activity. You will look into existing products and use this to create and develop your own design, through to making the prototypes of your final idea.

## Course Description

You will be taught the course syllabus through a series of design and make projects, working individually and in small groups. You will be given the opportunity through the course to develop your ideas using a range of presentation techniques and computer aided design. When making your prototypes you will be improving your practical skills by using a range of hand tools and computer aided manufacture.

**Theme: Materials.** The course will introduce you to the world of professional designing, the role a professional designer undertakes and the skills and techniques used to develop and present your ideas in a creative discipline. You will develop your hand skills by producing prototypes out of plastics, woods, metals and cards; while at the same time develop and use the latest computer technology to produce 3D models, CAD drawings and the laser cutter to make your visions a reality.

**Theme: Packaging & Advertising.** Supporting the business aspects, you will also look at the role of packaging and advertising. You will explore packaging materials, using word processors and digital technology to give them a professional quality that protects your final product.

**Theme: Non-Examination Assessment & Examination Preparation.** This is a question set by the examination board for students to research for their coursework assignment.



## Future Pathway

A Level Product Design. A variety of careers: architect, furniture designer, packaging designer, jewellery designer, teacher, product design, industrial design, automotive design, engineering, civil engineering, aerospace design, model making, mechanical engineering, surveying, interior design, CAD operator, illustrator, games designer, quantity surveyor, structural engineer, technical illustrator, servicing & repair, interior design, site manager, set design, civil engineering, aerospace engineering, graphic designer, mechanic, freelance designer, production manager, town planning, the armed services, website design, electrical engineering, creative & media, market researcher, surveyor, marketing, product manager, landscape architect.

# Religious Education

Course Leader: Miss Underwood  
OCR

## Course Outline

Religious Studies provides a brilliant opportunity to discuss key philosophical and ethical issues which impact our lives today. Students regularly express their personal opinions and have a chance to share their views. You will gain a greater understanding of why people behave the way they do and develop an awareness of different cultures and the various ways in which people interpret beliefs and teachings. Religious Studies is a subject that will help to prepare you for future life and social interactions and provides a valuable qualification for careers in a wide area.

## Assessment

**100% examination - no controlled assessment.**

There are 3 examinations in total:

**Paper 1:** Christianity Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 2:** Other Religion (of choice) Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 3:** Religion, Philosophy & Ethics (**50% 2 hour examination**)

## Course Description

Students study the following components:

**Component 1: Beliefs, Teachings & Practices of Christianity.** What is the nature of God? Was Jesus a teacher or miracle worker? Why is there evil and suffering in the world?

**Component 2: Beliefs, Teachings & Practices of either:** Islam, Judaism, Buddhism or Hinduism.

**Component 3: Philosophy & Ethics.** This is split into 4 themes: Relationships & Families, Existence of God, Peace & Conflict and Discussion between Religious and non-religious beliefs. Some key questions from this unit include: Is equality possible? Should same sex marriages happen? Does God exist? Are miracles real? Is war ever justified? What causes terrorism? How can religion and science link? Do we have the right to create or end life? Is society becoming less religious?

You get the opportunity to visit places of worship and meet with various faith representatives to develop your understanding of religion and culture and building your knowledge gained from specialists to help improve your potential to succeed. Previously students have visited a Buddhist meditation centre, various churches and some attended a trip to the Vatican City in Rome.



## Future Pathway

This qualification will support students moving to A Level and University. At GCSE RS links well with subjects such as Sociology, History, Health & Social Care, English and Science. Religious Studies will support you in a career working with people. It is particularly useful for a role within the public sector (teaching, social work, police).

# Sociology

Course Leader: Miss Solanki de Carvalho  
Eduqas

## Course Outline

This course will appeal to candidates who have a keen interest in the society that we live in. The Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues.

Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world.

## Assessment

**Component 1:** Understanding Social Processes. Written examination: 1 hour 45 minutes (50% of qualification).

**Component 2:** Understanding Social Structures. Written examination: 1 hour 45 minutes (50% of qualification).

## Course Description

**Component 1 will include:**

**Key Concepts & Processes of Cultural Transmission:** key sociological concepts; debates over the acquisition of identity; the process of socialisation.

**Families:** family diversity and different family forms in the UK and within a global context; social changes and family relationships.

**Education:** patterns and factors impacting educational achievement.

**Sociological Research Methods:** usefulness of different types of data; methods of research and sampling; practical and ethical issues affecting research.

**Component 2 will include:**

**Social Differentiation & Stratification:** different forms and sources of power and authority; equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality.

**Crime & Deviance:** social construction of concepts of crime and deviance; patterns of criminal and deviant behaviour; sources of data on crime.

**Applied Methods of Sociological Enquiry:** the process of research design; interpreting data.



## Future Pathway

**College:** A-Level Sociology; Level 3 Criminology

**Career:** Law; journalism; social work; childcare; youth and community work; police

# Spanish

Course Leader: Miss Mercer  
EDEXCEL

## Course Outline

GCSE Spanish will follow on from and extend the knowledge and skills taught during Key Stage 3. The Modern Foreign Languages team believe that this course will enable you to acquire the necessary skills needed in order to be a successful linguist and communicate confidently in any Spanish speaking country. If you are passionate about becoming an international citizen with an understanding of diverse cultures and want to broaden your horizons, this is the course for you! Learn a language, share a culture, change the world.

## Assessment

This qualification is linear, meaning students sit all their examinations at the end of the course. Each paper counts as 25% of the overall marks.

GCSE Languages have a Foundation Tier (Grades 1 to 5) and a Higher Tier (Grades 4 to 9). Students must enter for all four skills.

## Course Description

Students will study the four skills of listening, speaking, reading and writing alongside grammar and cultural aspects of Spain and the Spanish-speaking world. They may have the opportunity to visit Spain to enhance their learning at GCSE level.

The four skills are embedded in the following themes. These themes apply to all four examination papers.

**Theme 1: My Personal World**

**Theme 2: Lifestyle and Wellbeing**

**Theme 3: My Neighbourhood**

**Theme 4: Media and Technology**

**Theme 5: Studying and my future**

**Theme 6: Travel and Tourism**

Students can opt to take an additional language as long as they continue to study their current language eg: a student who has studied Spanish since Year 7 can opt for French, as long as they continue to study Spanish in addition.



## Future Pathway

Learning a language offers many transferable skills that are applicable to any job role, for example, good communication skills. Having a knowledge of any language would enhance a CV, no matter which career path you choose.

# GCSE Art & Design: Textiles\*

Course Leader: Mrs Earnshaw

AQA

## Course Outline

This course is suitable for all students with an interest in Textiles and Art. From an Art based approach, it aims to stimulate imagination and will suit students who enjoy designing and using fabrics in imaginative ways.

Students will develop a passion for the creative world of Fashion & Textiles ensuring they have a broad range of skills in understanding materials, surface decoration all whilst making a range of high-quality products design by them.

It is a practical course in which students learn by doing, creating imaginative personal work. Students will find out about a whole range of media, techniques and processes. It will develop their creativity and independent thought, learning to express themselves visually and lets their imagination flourish.

## Assessment

**Component 1 Portfolio-60% of total marks.** Two units of coursework where students will be expected to design and make quality textile products.

**Component 2 Externally set assignment-40% of total marks.** Students choose 1 of 7 themed questions. Students have a preparation period, plus 10 hours of supervised time to complete a final or several pieces.

## Course Description

**Unit 1 - Natural World.** During this project students will be exploring the theme 'Natural World'. They will be introduced to many new textile techniques, textile artists and fashion designers, to inspire them with their sample development. Students will be making and designing a fashion garment inspired by the starting point 'Natural World'.

**Unit 2 - Landscape Cushion.** During this project students will be exploring landscapes within Textiles & Art. They will be using this as a basis of their ideas, drawings and samples. They will find and research a specific artist to base their cushion on and, within this, they will explore a range of textile techniques to show texture and tone, for the outcome of a 'Landscape Cushion'.

Landscape is broken down into many categories, some of which include: **Seascapes** (sea, beaches, coastal); **Rural** (meadows, mountains, lakes, fields); **Urban** (city, man made, bridges, skyscrapers).

We encourage students to develop essential skills to enable them to research and experiment in an independent way. These skills include: fabric construction; machine and hand embroidery; silk painting; batik transfer printing; stencilling; shibori; felting; applique; reverse appliques; heat manipulation; weaving; quilting; trapunto.

Online sketchbooks and prep sheets are used extensively to present samples, observational drawings, development of ideas, analysis of own work and the work of others. Students' work will show informed connections with that of other artists, designers and crafts people.



## Future Pathway

Students can continue their art and design studies at AS and A Level. Otherwise, the transferable skills they gain will still be valuable. They'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Art & Design opens the door to lots of exciting careers. Try these for starters: fashion designer; constructed textiles; theatre designer; animator; illustrator; photographer; architect; costume design; textiles design; ceramics; printed textiles; advertising; interior design; fashion and media journalism; hair and make-up design.

# Enterprise & Marketing

Course Leader: Mr Gillet

AQA

## Course Outline

Learners will be able to develop a variety of skills when investigating and researching local small businesses. Based upon the findings, learners will then be able to plan and present business-related projects. The coursework components will be based on planning and pitching a business idea based upon a specific customer brief, before sitting an exam in Year 11.

## Assessment

**Year 10:** Designing a business proposal (30%)

**Year 11:** Market and pitch a business proposal (30%)

**Year 11:** Enterprise and marketing concepts - examination (40%)

## Course Description

### Designing a Business Proposal: Coursework (30%)

Creating a new product is an exciting challenge. If you want your product to make a profit, then it must meet customer needs but also stand out from similar products that are on the market. This unit will provide you with the skills and knowledge to design a product proposal to meet a business brief.

In this unit you will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. To help decide on your final design, you will gain feedback and then assess the strengths and weaknesses of your initial ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit.

### Market & Pitch a Business Proposal: Coursework (30%)

In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Your promotional campaign will include you choosing different methods of promotion which you think are most suitable for your target customers. You will then need to create a presentation that you will pitch to an audience. After delivering your professional pitch, you will reflect on your pitching skills, your brand, your promotional campaign and the likely success of your product.

### Enterprise & Marketing Concepts: Examination (40%)

In this unit you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. You will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding your target market's needs, you will learn how the marketing mix elements must be carefully blended to enhance business performance. You will examine each element individually and explore the decisions that an entrepreneur needs to make. You will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which you will learn about so that you can understand how to obtain timely and appropriate guidance.



## Future Pathway

After completing this course, learners will be able to study a range of A Level and vocational courses including:

- A Level Business
- A Level Economics
- A range of intermediate or advanced apprenticeships
- Level 3 Vocational Business

# Hairdressing & Beauty

Course Leader: Miss De La Ceaux

CO2A5 Level 1 & 2 Technical Award

## Course Outline

The course is over the duration of 2 school years. One mock exam and 1 GCSE equivalent exam. An assignment needs to be passed to gain the full qualification.

### Theory Components of the Course - Vocational Equivalent to a GCSE:

**UCO90 Business & Entrepreneurship in the Hair & Beauty Sector.** This unit will enable learners to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector.

LO1: Understand the structure and concept of hair and beauty businesses

LO2: Understand enterprise and entrepreneurship in the hair and beauty sector

LO3: Understand marketing and its role in the promotion of hair and beauty products and services

### UCO91 Anatomy, Physiology and Cosmetic Science

LO1-UCO91: Anatomy, physiology and cosmetic science. This unit will enable learners to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty products.

LO2-UCO91: The anatomy and physiology of the skin.

LO3: The historical evolution of hair and beauty products from ancient times to the 21st century.

**UCO92 Design in the Hair & Beauty Sector - Assignment.** This unit will enable learners to develop knowledge and understanding of the purpose, principles and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills.

Practical Components of the Course: hairdressing assessments; barbering; nails/manicures; beauty/make-up

## Assessment

Ongoing formative and summative assessments of both practical and theory sessions.  
Portfolio of work - 100% of marks.

## Course Description

**Unit 1:** Underpinning knowledge will be taught of the examination they take in Year 11, Business & Entrepreneurship in the Hair & Beauty Sector and Anatomy, Physiology and Cosmetic Science.

### Practical components of the course:

- Hairdressing assessments
- Barbering
- Nails/manicures
- Beauty/make-up



## Future Pathway

Hair and beauty salons will consider employment at the age of 14, this could lead onto apprenticeships in the hair and beauty industry in further education or full-time hairdressing and beauty courses in college.

# Hospitality & Catering

Course Leader: Mr A Brown & Mrs R Gregory

WJEC Eduqas - Level 1/2 Vocational Award

## Course Outline

The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

## Assessment

WJEC Level 1/2 Vocational Award in Hospitality & Catering (Technical Award) consists of 2 units:

**Unit 1:** The hospitality and catering industry - external assessment - 40%

**Unit 2:** Hospitality and catering in action - internal assessment - 60%

Unit 1 will be assessed through an examination which is worth 40% of your qualification. In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

## Course Description

### Unit 1: The Hospitality & Catering Industry

You will:

- learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### Unit 2: Hospitality & Catering in Action

You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

You will develop a range of skills which are attractive to employers, colleges and universities including: Communication, Confidence, Learning independently, Organisation, Problem solving, Research, Self-discipline, Stamina, Taking on responsibility, Time management.



## Future Pathway

This course works well with sciences, sports and fitness, Religious Education and many other GCSEs. It can lead onto Level 3 qualifications in the food, catering and health industries and then into apprenticeships or specific university courses.

Food product development scientist; nutritionist; sports and fitness trainer; NHS dieting and nutritionist; nutritional therapist; teacher; chef; food labelling specialist; corporate wellness consultant; food safety auditor; public health nutritionist.

# Health & Social Care

Course Leader: Miss Fynan

OCR

## Course Outline

Vocational qualifications develop practical skills and knowledge related to an employment area and are designed to help students learn in a practical way.

Health and Social care can offer students the ability to gain the skills needed to start a job, progress in a career, or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities and are assessed usually by both written and practical coursework or exams.

## Assessment

During 2 years of study students must complete 3 units: one externally assessed unit and two internal units of coursework.

External assessments will take place in January with an opportunity to re-sit in June. The exam must be taken in the final assessment series before qualification certification.

### Grading

All results are awarded on the following scale:

- Level 2 - Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)
- Level 1 - Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified

## Course Description

What learning experiences can I expect?

**RO32: Principles of care in health and social care** (this is assessed by an exam).

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: the rights of service users in health and social care settings; person-centred values of care; effective communication in health and social care; protecting service users and service providers in health and social care settings.

**RO33: Supporting individuals through life events** (this is assessed by a set assignment).

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include: life stages; impacts of life events; sources of support.

**RO35: Health promotion campaigns.** (this is assessed by a set assignment).

In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Topics include: Current public health issues and the impact on society; factors influencing health; plan and create a health promotion campaign; Deliver and evaluate a health promotion campaign.

### Not forgetting ...

Community involvement including local schools and care homes; work experience; speakers from the health and social sector; work based learning; research and reflection on current issues surrounding health and social care using media.



## Future Pathway

Careers in the health and social care sector including nursing, teaching, midwifery, probation, childcare, social work, carer. Further education – sixth form/colleges/apprenticeships.

# Musical Theatre/Production Arts

Course Leader: Miss Grindey

## Course Outline

Students who opt for this performing arts course will select from either a performing or production route.

Students who select the performing route will explore and develop their use of skills as a performer, working on a range of Musical Theatre projects.

Students who select the production route will learn about a range of production roles within Musical Theatre, such as set, props, costume, lighting, sound and make-up. They will then create the design ideas for the practical projects the performing students are working on.

This is a practical-based course. Students will complete logbooks to document their progress but will predominantly be assessed on their practical work. Topics will include Everybody talking about Jamie, Lion King etc.

## Assessment

60% Practical coursework components. **Component 1:** Exploring the Performing Arts. **Component 2:** Developing Skills & Techniques.

40% Live Performance. **Component 3:** Live Performance - devising to a brief.

## Course Description

**Component 1:** Exploring the Performing arts.

Focused study on 3 musicals; you will explore how the musicals were created through research and class discussion; you will explore the themes in the musical through practical workshops; you will learn about the roles within a creative or production team.

**Component 2:** Developing Skills & Techniques.

You will explore physical, vocal and interpretative skills to create a character; you will explore the use of design and professional skills required to work in a production team (production); you will participate in workshops and follow a rehearsal schedule; you will take on a production role and pitch ideas to the rest of the group for performance (production); perform a final piece to an audience; carry out a production role for a performance (production); keep a log book to document your development skills.

**Component 3:** Live Performance - Devising to a Brief.

You will devise a performance piece based on a brief provided by the examination board; you will be part of a production team to support a group devised piece (production); you will explore ideas and themes in workshops; keep a log book to document your development ideas; rehearse and complete a final performance.



## Extra-Curricular Opportunities

There are several extra-curricular opportunities for students to access, for example, MTC (Musical Theatre Company). Students studying this option will be offered live performance opportunities as well as the chance to work on lighting/sound.

We offer trips to live performances as much as possible and are often able to facilitate workshops with West End professionals.

## Future Pathway

This option is designed to prepare students for Performing Arts or Production Arts BTEC at Level 3, and go onto a university course in either of these disciplines, which could ultimately lead to a career in the Performing Arts Industry.

# BTEC Music

Course Leader: Mrs Fowler  
Eduqas

## Course Outline

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Music sector – a vibrant, exciting and competitive industry that offers many different and exciting new work opportunities, whether in composing, performing, or producing music. This course allows learners to explore the sector, and to learn and try out new skills, techniques and styles, allowing them to make an informed decision about their future learning and career.

As a creative subject with a focus on music practice, there is no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeals to them.

The course is divided into three components. The first 2 components are assessed through practical tasks that are then externally moderated. Component 3 is an external synoptic task completed in lessons that is marked externally.

## Assessment

**Component 1 - 'Performing' (30%)** - 120 hours of supervised sessions. Internally assessed and externally moderated.

**Component 2 - 'Creating' (30%)** - 10 hours of supervised sessions. Internally assessed and externally moderated.

**Component 3 - 'Performing Arts In Practice' (40%)** - 20 hours of supervised sessions. Externally moderated.

## Course Description

**Component 1: Performing** - You will learn the skills and techniques needed to produce a successful performance of an existing piece of music using LOGIC.

**Component 2: Composing** - You will learn of to create and refine your own original work through Music Composition using Music Technology.

**Component 3: Performing Arts In Practice** - You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own ideas.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Sports Studies

Course Leader: Mr Bixley

Cambridge National Sports Studies

## Course Outline

This qualification aims to develop our students' knowledge, understanding and skills of the essentials of Sport and Physical Activity. The students will gain an insight into the Sport and Physical Activity industry. The vocational course is designed to meet the requirements that today's employer's demand.

## Assessment

The course will involve a wide range of centre assessed units with practical as well as examined units on the impacts of sport and physical activity on health and wellbeing.

Students will complete 3 units:

R184 Contemporary issues in sport (written Exam)

R185 (Internal assessment) Performance and Leadership in sports activities

R187 (Internal assessment) Increasing awareness of outdoor and adventurous activities.

## Course Description

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. The course also offers a practical element whereby the students will be assessed in two sports of their choice.

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners can 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. Learners 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.

The qualification has been designed with practical and engaging ways of teaching in mind and enables learners to:

- develop a range of skills through involvement in sport and physical activity in different contexts and roles
- develop their ability to apply theoretical knowledge to practical situations
- gain a better understanding of the complexity of different areas of sport and the sports industry
- increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport
- Develop leadership skills in planning and delivering a session to students



## Future Pathway

Vocational Sport – to be able to access a Level 3 Vocational qualification in the Sixth Form such as the Cambridge Technical in Sport and Physical activity or a levels in sport and physical activity, enter employment or apply for an apprenticeship in the sports industry.

# Travel & Tourism

Course Leader: Mrs Cook

BTEC Level 2 - Pearson

## Course Outline

Tourism is a work-related course. Learners provide evidence of attainment through exams, group projects, assignments and observed assessments. All work is based on realistic workplace situations, activities and business demands.

When taking Tourism learners will study:

**Component 1:** Travel and Tourism Organisations and Destinations (coursework)

**Component 2:** Customer Needs in Travel and Tourism (coursework)

**Component 3:** Influences on Global Travel and Tourism (exam)

## Assessment

Units of work will be internally and externally assessed and marked with an overall grade for the complete qualification awarded at the end of the course.

Components 1 and 2 are assessed by coursework and are each worth 30% of the overall grade. Component 3 is assessed by an exam and is worth 40% of the overall grade.

## Course Description

By taking Travel & Tourism, learners will develop their own employability skills such as: self-management; teamwork; reflection; effective participation; independence; creativity; research skills; time management.

By taking Travel & Tourism, learners will learn through: completing individual projects; participating in group projects; carrying out independent investigation; giving presentations; taking part in group-based discussions and debates; role play and recordings; answering examination questions; participating on organised trips.

Once you have completed the qualification, you will have developed an understanding of the travel and tourism sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the travel and tourism sector is for you and, if so, which part of it you might want to study further.



## Future Pathway

Taking a course in tourism prepares learners for more advanced courses such as:

- BTEC Level 3 Diploma in Travel & Tourism
- AS/A2 Leisure & Tourism
- AS/A2 Travel & Tourism
- Travel & Tourism Vocational Qualifications; Level 2 Certificate in Retail Travel (ABTAC), Airline & Cabin Crew, Resort Representative. Level 3 Galileo (Global Distribution System).

# Vocational IT

Course Leader: Mr Warren

## Course Outline

This vocational IT qualification gives you an insight into using ICT in the wider world. The Cambridge National in IT is designed to inspire and equip you with the confidence to use skills that are relevant to the IT sector and more widely.

It covers the use of IT in the digital world, Internet of Everything, data manipulation using spreadsheets, human-computer interface (HCI) and augmented reality.

You will develop real and relevant skills for the future, learning to select the best tools and techniques to problem solve. You will be creative and practical.

## Assessment

Two internal assessments, each worth 30%  
One external examination worth 40%

## Course Description

The course has 3 different elements:

- An internal assessment using a particular application, or selection of applications, to meet a particular need eg: using spreadsheets to manage data.
- An internal assessment using a particular application, or selection of applications, to meet a particular need. This will focus on the development of an augmented reality app for a company or organisation.
- An examination unit - based on theoretical IT.

What will you learn?

- to understand the fundamental principles and concepts of IT
- You will think creatively, innovatively, analytically, logically and evaluatively
- You will learn advanced use of the Microsoft apps, along with the use of more specialist applications
- You will also learn about people in IT and IT in society
- You will learn about cyber security and legislation
- You will learn about the 'Internet of Everything'
- You will learn about augmented reality and its uses
- You will learn project management skills.



## Future Pathway

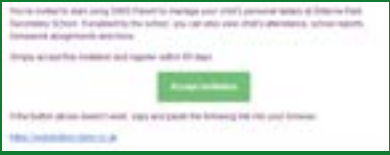
This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Information Technology.

Careers in this subject include: games designer; web designer; data manager; project manager. IT is also seen as an essential skill in most careers.


# How To Make Your Preferences Choices

In order to complete the preferences process, you will need to be able to access SIMS-Options online. You will receive a separate email with your log-in details (please check your Junk/Spam folder). Please complete the following steps:

**1** Using the email address that we have on record for you at school, check your email inbox (or junk folder). You will find an email from [noreply@sims.co.uk](mailto:noreply@sims.co.uk) that looks like this:

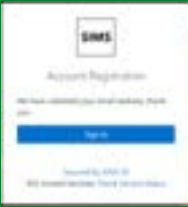


**2** Accept the invitation and it will direct you to this page:

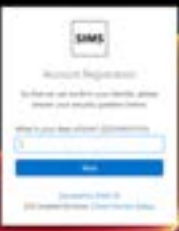


**3** Type in the email address you wish to link to the account.

The invitation code should appear automatically. Press 'Next' to go to account registration.




**4** Please enter your date of birth. Press next and you will be directed to a 'create password' page.

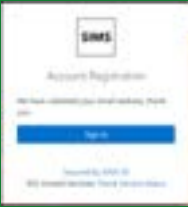


**5** Create a password; confirm your password and then press 'next'.

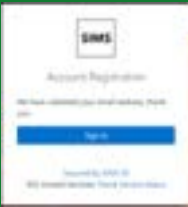
Do not attempt to login before you have completed step 6!




**6** There should now be a verification email in your inbox from [simsid4@identityfor.co.uk](mailto:simsid4@identityfor.co.uk). Please click on the link in the email to verify.




**7** Please verify your email address. You will then automatically be directed to an activate page that looks like this.




**8** Press 'sign in'



**9** Type in [sims-options.co.uk](http://sims-options.co.uk) into your web browser. Login using the email and password you set up in Steps 3 & 5



**10** Press the 'SIMS Options' tab and follow the onscreen directions.





# KS4 PREFERENCES

Information Booklet - 2024



Year 9 are now at an exciting stage in their school lives, as they begin the process of selecting their Key Stage 4 preferences.

Some subjects are compulsory at Key Stage 4 and all students will continue to study these (core subjects). In addition, we offer a wide range of subjects both GCSE and vocational that students can opt for. Furthermore, your child will have been placed on to a specific 'pathway' based on their current progress. As a result, they may be required to complete the EBacc suite of subjects and therefore their preferences will need to fulfil this. Your child's booklet will make it clear which preferences they will need to select from. Whilst we endeavour to give students these preferences, we may need to utilise their reserve.

Your child took a mini options process in Year 8 and their previous choices do not limit, or restrict what they can choose in Year 9.

It is important to discuss with your child that they will study all of their given preferences for the whole of Years 10 and 11, through to the examination, so they must select preferences which they are interested in and enjoy. Once the courses start there will not be an opportunity to change to another. It is also important that students know their bands could change to try and accommodate their preferences.

Our Preferences Roadshows have happened to help with their decisions as well as parents having had the opportunity to attend our KS4 Preferences Evening.

Parents/carers should complete their child's preferences via the SIMS App (guidance is included in this booklet). The preferences form will be open from Monday 19th February and must be completed by **Friday 1st March**. Student's preferences will be checked and discussed by their tutor and a member of the year team, to ensure they have chosen appropriate courses.

If you have any questions, please contact your child's tutor in the first instance. Tutor email addresses can be found on the school website under the parent area 'year teams' 'Year 9'.

Grant Hellyer

**Head of School for KS3**

Kirstie Gardner

**Head of Year**

# HOW TO MAKE YOUR CHOICES

## Core Subjects

ENGLISH LANGUAGE   ENGLISH LITERATURE   MATHEMATICS   SCIENCE (COMBINED)   CORE PE   PSHE

Plus

GEOGRAPHY

OR

HISTORY



FRENCH

OR

SPANISH

Choose 2 additional options and 1 reserve from the list below (separate science will count as one of 2 additional options)

## GCSE

COMPUTER SCIENCE

DANCE

DRAMA

FINE ART

SCIENCE (SEPARATE)

FILM STUDIES

MEDIA STUDIES

FRENCH

GEOGRAPHY

HISTORY

MUSIC

PHOTOGRAPHY

PHYSICAL EDUCATION

PRODUCT DESIGN

RELIGIOUS STUDIES

SOCIOLOGY

SPANISH

STATISTICS & FURTHER MATHEMATICS

TEXTILES

## Vocational

ENTERPRISE & MARKETING

HAIRDRESSING &  
BEAUTY THERAPY

HOSPITALITY &  
CATERING

HEALTH &  
SOCIAL CARE

MUSICAL THEATRE /  
PRODUCTION ARTS (PERFORMING  
ARTS PREFERENCE)

MUSIC TECHNOLOGY

SPORTS STUDIES

TRAVEL & TOURISM

VOCATIONAL IT

The following subjects cannot be taken together:

ART



TEXTILES

OR

GCSE PE



SPORTS STUDIES

GCSE Languages: Students must select the language that they have studied at Key Stage 3. Should they wish to study a second language, they must discuss this with their teacher.

# English Language

Course Leader: Mrs MacDonald

AQA

## Course Outline

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

## Assessment

This course is 100% examination and consists of two examination papers. Spoken language is awarded as a separate endorsement and carries 0% weighting towards the English Language GCSE.

## Course Description

### Paper 1: Explorations in Creative Reading and Writing

**Section A:** Reading question based on one literature fixture text.

**Section B:** Writing which is descriptive or narrative.

Assessed by a written examination: 1 hour 45 minutes, 80 marks and 50% of GCSE.

### Paper 2: Writers' Viewpoints and Perspectives

**Section A:** Reading question based on one non-fiction text and one literary non-fiction text.

**Section B:** Writing which presents a viewpoint.

Assessed by a written examination: 1 hour 45 minutes, 80 marks and 50% of GCSE.

Non-Examination Assessment: Spoken Language.

What is assessed?

- Presenting
- Responding to questions and feedback
- Use of standard English

Assessed by the teacher throughout the course and marked by the teacher.



## Future Pathway

A Level in English Literature, English Language or English Literature and Language combined, Law, Psychology and Sociology. As an academic subject, it is a gateway subject for A Levels and degree level subjects.

It can lead to careers in:

- Advertising and marketing
- Art and Design
- Law
- Publishing and Media
- Education
- Recruitment and HR
- Journalism

# English Literature

Course Leader: Mrs MacDonald  
AQA

## Course Outline

Reading comprehension and reading critically, literal and inferential comprehension; understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events. Critical reading; identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text. Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context and style.

## Assessment

This course is 100% examination and consists of two examination papers.

## Course Description

### Paper 1: Shakespeare and the 19th century novel

It will be assessed with a written exam: 1 hour 45 minutes 64 marks 40% of GCSE.

#### Section A: Shakespeare

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

#### Section B: The 19th-century novel

Students will answer one question on A Christmas Carol. This is the same format as the above.

### Paper 2: Modern Texts and Poetry

It will be assessed with a written exam: 2 hour 15 minutes 96 marks 60% of GCSE.

#### Section A: Modern Texts

Students will answer one essay question on An Inspector Calls.

#### Section B: Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict anthology.

#### Section C: Unseen Poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



## Future Pathway

A Level in English Literature, English Language or English Literature and Language combined, Law, Psychology, and Sociology. As an academic subject, it is a gateway subject for A Levels and degree level subjects.

It can lead to careers in: advertising and marketing; art and design; law; publishing and media; education; recruitment & HR; journalism.

# Mathematics

Edexcel

Course Leader: Mr Feltham

## Course Outline

All students follow the GCSE Mathematics course and will be expected to take the final examination.

## Assessment

### Higher Linear Tier and Foundation Linear Tier Exam in June of Year 11

Three written papers: each contributes 33.3% of the final grade.

#### Tiered Papers

Foundation Tier Grades 1 to 5 available

Higher Tier Grades 4 to 9 available

#### All Papers 1 hour 30 minutes

Paper 1F and 1H: non-calculator

Paper 2F and 2H: calculator

Paper 3F and 3H: calculator

There is no coursework.

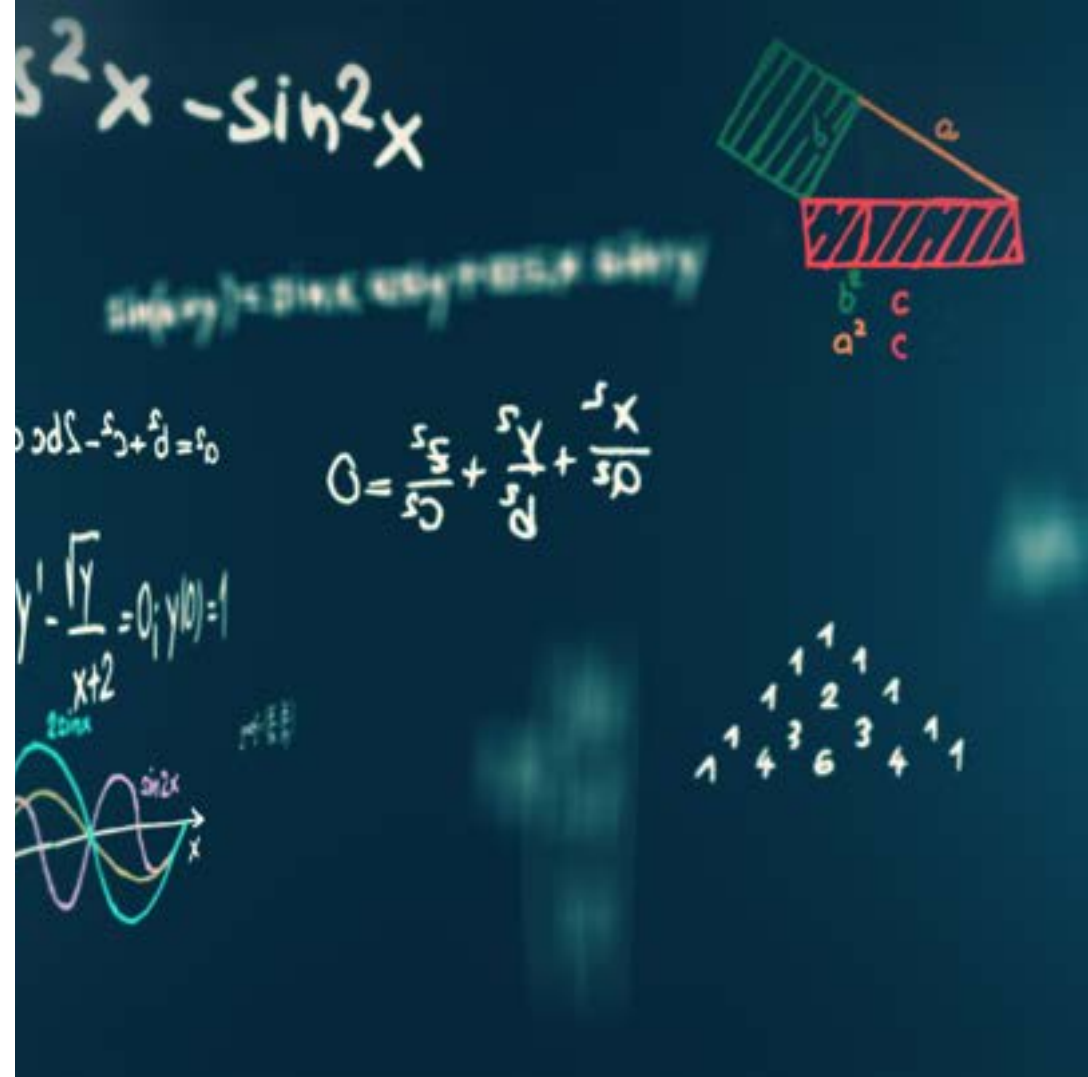
## Course Description

This qualification encourages students to develop their knowledge and confidence in mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

This course covers all aspects of the National Curriculum at KS4 and requires students to:

- Develop student knowledge, skills and understanding of mathematical methods and concepts, including: acquire, select and apply mathematical techniques to solve problems; reason mathematically, make deductions and inferences and draw conclusions; comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- The assessment will cover the following content headings: number; algebra; ratio, proportion and rates of change; geometry and measures; probability; statistics.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers, where 9 is the highest grade.



## Future Pathway

Access to Level 3 courses at college require a Grade 4 or above. Grade 7 or above to progress onto A Level in Mathematics. A number of jobs require a good competency with numbers.

# Science (Combined)

Course Leader: Mr Gorman

AQA: Trilogy (8464) (2 GCSES)

## Course Outline

Students will learn biology, chemistry and physics within this combined science qualification, worth two GCSEs. This qualification allows progression onto science A Levels.

GCSE Combined Science provides the opportunity for students to:

- develop curiosity, an interest in and enthusiasm for biology, chemistry and physics;
- develop scientific knowledge and conceptual understanding of each discipline;
- evaluate claims based on science through critical analysis of evidence and methods.

## Assessment

There will be six written exams in total for the qualification. These exams are worth 100% of the final grade. They are assessed externally by AQA. Each exam paper:

- is offered in Foundation and Higher tiers;
- uses a variety of question types such as: multiple choice, structured, closed, short answer and open response questions;
- has a length of 1 hour 15 minutes;
- is equally weighted (16.7% of the grade).

Students will be assessed through two Biology exams, two Physics exams and two Chemistry exams. Students will be graded based on all six exams on a 17 point scale from 1-1 to 9-9 where 9-9 is the best grade.

## Course Description

The course comprises Biology, Chemistry and Physics topics. Within the content covered students will complete 16 required practicals, which will be essential for the students' understanding of practical skills and how experimental observations support science theory. Areas of the theory and practical techniques from these required practicals will be assessed in the final exams.

Mathematical skills will also be assessed within the papers. In combined science, a minimum of 10% of Biology questions, 20% of Chemistry questions and 30% of Physics questions will test for mathematical skills.

### Aspects of Learning & Teaching:

**Biology:** cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation & evolution; ecology.

**Chemistry:** atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.

**Physics:** forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure.



## Future Pathways

Good grades in your two Combined Science GCSEs will allow you to study a range of Science A Level courses including biology, chemistry or physics.

Careers which you could consider if you have good science qualifications include, doctor, nurse, radiographer, civil engineer, electronic engineer, food scientist, sports scientists, marine biologist, palaeontologist, accountant, animal technician, astronaut and many, many others!

Science is also used in careers such as hairdressing, football coaching and vehicle maintenance.

# Science (Separate)

Course Leader: Mr Gorman

AQA (3 GCSEs): Biology (8461), Chemistry (8462) and Physics (8463)

## Course Outline

This qualification gives students the opportunity to further develop understanding of scientific explanations, how science works and aspects of biology, chemistry and physics. This qualification allows progression onto science A-Levels.

GCSE Separate Science provides the opportunity for students to:

- develop curiosity, an interest in and enthusiasm for biology, chemistry and physics;
- develop detailed scientific knowledge and conceptual understanding of each science;
- evaluate claims based on science through critical analysis of evidence and methods.

## Assessment

There will be two written exams per GCSE; they are worth 100% of the final grade. They are assessed externally by AQA. Each exam paper:

- is offered in Foundation and Higher tiers only;
- uses a variety of question types: multiple choice, structured, closed, short answer and open response questions;
- has a length of 1 hour 45 minutes;
- is equally weighted (50% of the GCSE Grade).

Students will be graded for each GCSE subject on a 9 point scale from 1 - 9 where 9 is the best grade.

## Course Description

In addition to the content covered, each individual GCSE will require the students to complete 8 practicals (24 in total across the 3 sciences), which will be essential for the students' understanding of practical skills and how experimental observations support scientific theory. Areas of the theory and techniques from these required practicals will be assessed in the final exams.

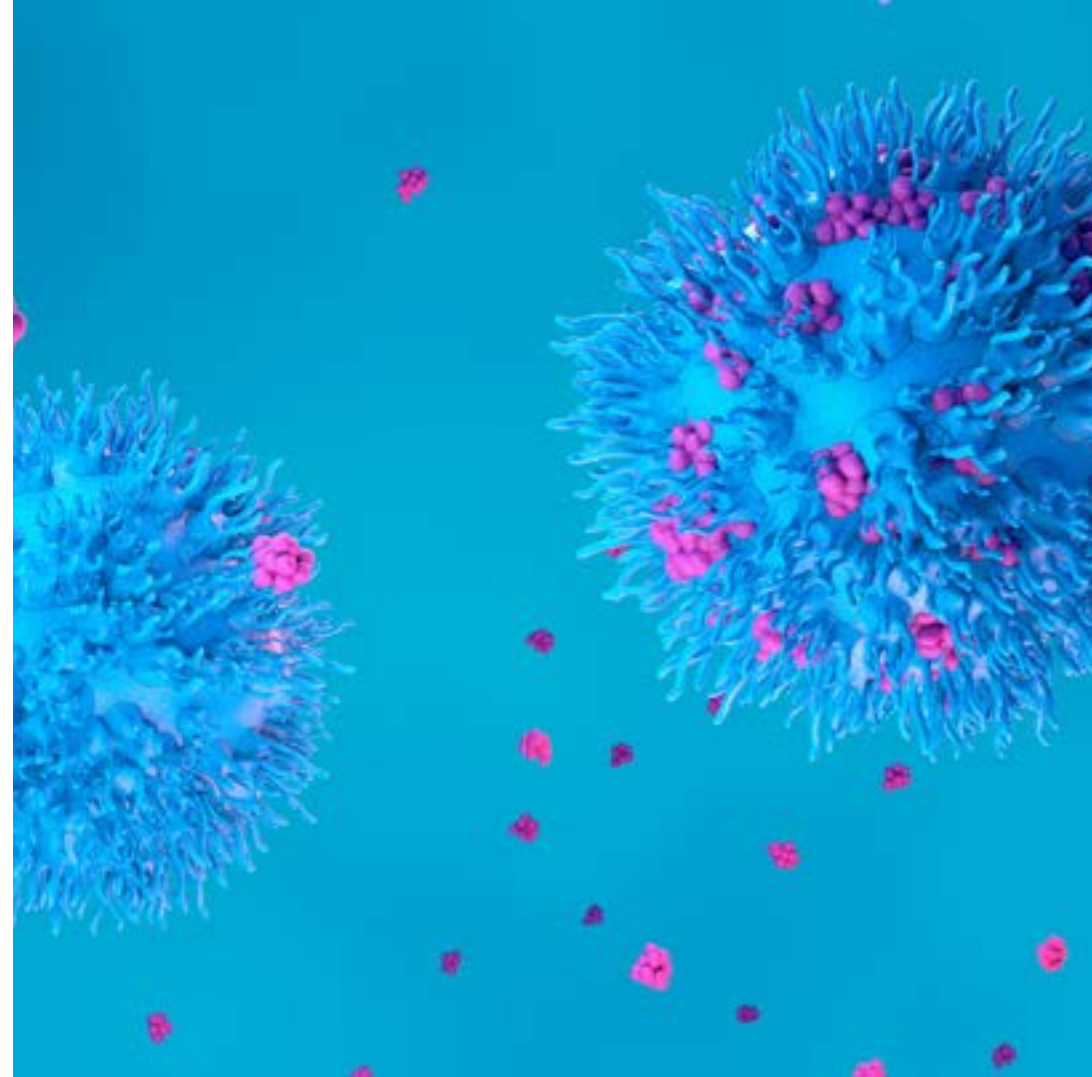
Mathematical skills will also be assessed within the papers. In GCSE Biology a minimum of 10% of questions will test for mathematical skills, in GCSE Chemistry a minimum of 20% of questions will test for mathematical skills and in GCSE Physics questions, a minimum of 30% will test for mathematical skills.

### Aspects of Learning & Teaching:

**Biology:** cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation & evolution; ecology.

**Chemistry:** atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.

**Physics:** forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure; space physics.



## Future Pathways

Good grades in three separate science GCSEs will allow you to study a range of science A Level courses including biology, chemistry or physics.

Careers which you could consider if you have good science qualifications include, doctor, nurse, radiographer, civil engineer, electronic engineer, food scientist, sports scientists, marine biologist, palaeontologist, accountant, animal technician, astronaut and many, many others!

# Geography

Course Leader: Mrs Miles

AQA

## Course Outline

Geography at Bitterne Park is exciting, challenging and fun. It is the subject that crosses all borders between the Arts and the Sciences, providing timeless skills and opportunities later in life. This course develops and builds on many of the skills and ideas introduced in Key Stage 3. Up to date case studies are selected from a variety of countries across the world and offer students real life examples of geographical issues they are studying. This helps to contextualise what they're learning and gives them a broader understanding of places around the world. Students will also study different topics which make links between people and the physical environment.

## Assessment

Three written examinations contribute to 100% of marks at the end of Year 11. These are outlined below:

### Living with the Physical Environment (35% of GCSE)

- The Challenge of Natural Hazards (eg: volcanoes)
- The Living World (eg: rainforests)
- Physical Landscapes in the UK (eg: rivers and coasts)

### Challenges in the Human Environment (35% of GCSE)

- Urban Issues & Challenges (eg: Rio de Janeiro)
- The Changing Economic World (eg: global poverty and MNCs)
- The Challenge of Resource Management (eg: food, water and energy)

### Geographical Application (30% of GCSE)

- Issue Evaluation
- Fieldwork Skills

## Course Description

GCSE Geography is taught by specialist teachers. During the course, the majority of lessons are classroom based, but with provision of both human and physical fieldwork being conducted in Year 10. Students will find themselves faced with challenges and will be expected to work independently, in small groups and as part of their class team.

A broad variety of skills are developed throughout the GCSE including investigating, decision making, research, developing conclusions, presenting and evaluating – all of these in addition to core literacy and numeracy skills of the course.

We teach in a fast and fun environment! Students that have an interest in how our world works and how we can shape it in a positive way are encouraged to join the course!



## Future Pathway

Geography develops literacy, mathematical and scientific skills, making links between all subjects studied at school. It enhances environmental and social awareness of the world around us and enables students to make informed decisions and choices. Geographers gain skills in interpreting maps, understanding data and conducting research in natural and built environments.

As a result, studying geography opens up a huge variety of careers in services, information technology, finance, research and development. Jobs specifically related to Geography include climate change analyst, conservationist, GPS specialist, teacher, tour operator, town planner, disaster response specialist, meteorologist, politician, archaeologist, flood risk assessor and many more!

# History

Course Leader: Mr Finlay  
Eduqas

## Course Outline

History at GCSE is a relevant and engaging course. By studying rich narratives of the past, you will explore Anglo-Saxon and Norman England, Spain and the New World, Crime & Punishment in Britain through time and Weimar & Nazi Germany. You will follow chronological enquiries that support your understanding of the key features of each time period, while asking whether the law has been used by those in power as a weapon against the poor and vulnerable groups and individuals.

## Assessment

100% Examination, split over 2 hour sittings, each with 2 papers.

## Course Description

Non-British depth study: The Crusades, c.1095-1149

British Depth Study: The Elizabethan Age, 1558-1603

Period study: The Development of Germany, 1919-1991

Thematic Study: Changes in Health and Medicine in Britain, c.500 to the present day



## Future Pathway

A Level History. We run a very successful AS and A Level History course at BP6. Our GCSE History course prepares students well for analysing interpretations and sources, skills that are valuable for further study, as well as many careers.

History qualifications are valued highly in professions such as the law, teaching, news and media, archiving, politics, local government, social research and many more.

# French

Course Leader: Miss Mercer

AQA

## Course Outline

GCSE French will follow on from and extend the knowledge and skills taught during Key Stage 3. The Modern Foreign Languages team believe that this course will enable you to acquire the necessary skills needed in order to be a successful linguist and communicate confidently in any French speaking country. If you are passionate about becoming a global citizen with an understanding of diverse cultures and want to broaden your horizons, this is the course for you! Learn a language, share a culture, change the world.

## Assessment

This qualification is linear, meaning students sit all their examinations at the end of the course. Each paper counts as 25% of the overall marks.

GCSE Languages have a Foundation Tier (Grades 1 to 5) and a Higher Tier (Grades 4 to 9). Students must enter for all four skills.

## Course Description

Students will study the four skills of listening, speaking, reading and writing alongside grammar and cultural aspects of France and the French-speaking world. They may have the opportunity to visit France to enhance their learning at GCSE level.

The four skills are embedded in the following themes. These themes apply to all four examination papers.

**Theme 1: My Personal World**

**Theme 2: Lifestyle and Wellbeing**

**Theme 3: My Neighbourhood**

**Theme 4: Media and Technology**

**Theme 5: Studying and my future**

**Theme 6: Travel and Tourism**

Students can opt to take an additional language as long as they continue to study their current language eg: a student who has studied Spanish since Year 7 can opt for French, as long as they continue to study Spanish in addition.



## Future Pathway

Learning a language offers many transferable skills that are applicable to any job role, for example, good communication skills. Having a knowledge of any language would enhance a CV, no matter which career path you choose.

# Spanish

Course Leader: Miss Mercer  
EDEXCEL

## Course Outline

GCSE Spanish will follow on from and extend the knowledge and skills taught during Key Stage 3. The Modern Foreign Languages team believe that this course will enable you to acquire the necessary skills needed in order to be a successful linguist and communicate confidently in any Spanish speaking country. If you are passionate about becoming an international citizen with an understanding of diverse cultures and want to broaden your horizons, this is the course for you! Learn a language, share a culture, change the world.

## Assessment

This qualification is linear, meaning students sit all their examinations at the end of the course. Each paper counts as 25% of the overall marks.

GCSE Languages have a Foundation Tier (Grades 1 to 5) and a Higher Tier (Grades 4 to 9). Students must enter for all four skills.

## Course Description

Students will study the four skills of listening, speaking, reading and writing alongside grammar and cultural aspects of Spain and the Spanish-speaking world. They may have the opportunity to visit Spain to enhance their learning at GCSE level.

The four skills are embedded in the following themes. These themes apply to all four examination papers.

**Theme 1: My Personal World**

**Theme 2: Lifestyle and Wellbeing**

**Theme 3: My Neighbourhood**

**Theme 4: Media and Technology**

**Theme 5: Studying and my future**

**Theme 6: Travel and Tourism**

Students can opt to take an additional language as long as they continue to study their current language eg: a student who has studied Spanish since Year 7 can opt for French, as long as they continue to study Spanish in addition.



## Future Pathway

Learning a language offers many transferable skills that are applicable to any job role, for example, good communication skills. Having a knowledge of any language would enhance a CV, no matter which career path you choose.

# Media Studies

Course Leader: Mr Drummond  
WJEC GCSE Media Studies

## Course Outline

Media plays a central role in modern society and culture. It shapes our perceptions of the world through the representations, viewpoints and messages they offer. In addition, they provide us with ways to communicate, with forms of cultural expression and enable us to participate in key aspects of society.

The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of media, coupled with ongoing technological developments and more opportunities to interact with the media (through social media), suggest that their dominance in modern life will only increase.

## Assessment

### Component 1: Exploring the Media

Written examination: 1 hour 30 minutes

40% of qualification

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

### Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

Section B: Music (music videos and online media)

### Component 3: Creating Media Products

Non-exam assessment

30% of qualification

Students create a media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

They will have a choice of 4 briefs:

1. Television
2. Magazines
3. Film marketing
4. Music marketing



## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.

## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# Computer Science

Course Leader: Mr Warren

Edexcel

## Course Outline

This exciting GCSE provides students with an excellent opportunity to investigate how computers work, how they are used and to develop computer programming and problem-solving skills. Students will also carry out some fascinating in-depth research and practical work.

Students study practical programming skills using Python. They learn how computers work, how data is used in computers as well as how networks work. Students also study how Computing has affected our wider society.

## Assessment

Two examinations 50/50 weighting.

**Paper 1:** Principles of Computer Science (1 hour 30 minute examination)

**Paper 2:** Application of Computational Thinking (2 hour on screen examination)

## Course Description

**Paper 1.** This paper will assess topics 1 to 5.

**Topic 1:** Computational Thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.

**Topic 2:** Data - understanding of binary, data representation, data storage and compression.

**Topic 3:** Computers - understanding of hardware and software components of computer systems and characteristics of programming languages.

**Topic 4:** Networks - understanding of computer networks and network security.

**Topic 5:** Issues and Impact - awareness of emerging trends in computing technologies and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

**Paper 2.** This paper will assess topic 6: Problem solving with programming.

The main focus of this paper is:

- Understanding what algorithms are, what they are used for and how they work in relation to creating programs.
- Understanding how to decompose and analyse problems.
- Ability to read, write, refine and evaluate programs.



## Future Pathway

This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Computer Science.

Careers in this subject include: games designer, web developer, program coder.

# Dance

Course Leader: Miss Richards

AQA

## Course Outline

Students will be introduced to an exciting and energetic GCSE with new and challenging ways of choreographing and performing. GCSE Dance will introduce students to an anthology which has a mix of artistic, cultural and aesthetically diverse works which are choreographed and performed in the UK today. They explore the connections between movement, choreographic intention and features of production like lighting, costume and music.

All students will have the opportunity to perform in front of a variety of audiences and attend workshops delivered by professional dancers and choreographers. All students will be offered the chance to see a live performance as part of the course.

## Assessment

**Performance** (internally marked, externally moderated) **30%**. Students will perform 2 pieces: A solo performance of Set Phrases (set by AQA) - approximately 1 minute in duration; a performance in a duo/trio - approximately 3 minutes 30 seconds in duration.

**Choreography** (internally marked, externally moderated) **30%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

**Dance Appreciation** (internally marked, externally moderated) **40%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

## Course Description

The six anthology works are as follows:

- A Linha Curva (Samba, contemporary fusion)
- Within Her Eyes (Contact work, Contemporary)
- Emancipation of Expressionism (Hip Hop)
- Shadows (Contemporary)
- Infra (Contemporary)
- Artificial Things (Contemporary)

Each term students will explore a different professional dance work or style of dance. All works are studied practically and theoretically. Students will have fortnightly technique classes that improve students physical and technical dance skills. During each half term, you will be expected to work both independently and with a group on choreographing and performing your own work, work in the style of the six anthology works and performance pieces.

The course will suit a student who: likes to express themselves through movement; enjoys performing and wants to develop their performance skills; wants to explore different dance styles and ways to create dance.



## Future Pathway

GCSE Dance study offers progression to study Dance at Sixth Form or College (both A Level and BTEC courses). Careers in the arts industry, leadership roles, teaching, sports and fitness industry, analysis and presentation skills.

# Drama

Course Leader: Miss Roberts

Edexcel

## Course Outline

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience.

Students will create, perform and respond - informed by their theoretical knowledge of drama and theatre.

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

## Assessment

**Component 1:** Understanding Drama (40%) written - examination paper

**Component 2:** Devising Drama (40%) practical with supporting logbook

**Component 3:** Text in practice (20%) practical - live performance to a visiting examiner

## Course Description

### Component 1: Understanding Drama

Students will explore a set text practically - to gain an in depth understanding of style, design, character and context. They will then learn and develop their skills in description, analysis and evaluation in preparation for the written exam in Year 11.

### Component 2: Devising Drama

Students will create, develop and perform a Drama from a given stimulus. Students are expected to work collaboratively with peers to be successful. They will then produce a logbook which documents their creative process.

### Component 3: Text in Practice

To study, rehearse and perform from a script to create a polished and high-quality piece of drama. This is performed to a visiting examiner.

You will achieve success if you are able to do the following:

- Express yourself in an active and exciting way
- Apply self-discipline
- Work in a group with any member of the class
- Contribute your own ideas and respect those of others
- Explore ideas by putting yourself in other people's shoes
- Play many parts in different, imaginary situations
- Create your own drama work
- Look at plays written and performed by other people

This course will suit you if you enjoy the practical process of Drama and want to be challenged and developed in your performance skills. It will also suit you if you like to analyse your own work and the work of others, developing your understanding of the theatre and its craft.



## Future Pathway

A Level Drama, BTEC Performing Arts, BA (Hons) Performing Arts.

# Fine Art

Course Leader: Mr Vardy

AQA

## Course Outline

This Art course is designed to encourage students to develop creatively; to do this they will grow in their understanding of a wide range of materials and techniques. They will also appreciate the work of other artists in relation to their own work. Within this course students can use a wide range of media and techniques from painting, printing, 3D sculptures, collage, digital and installation work.

The course will encourage students to develop:

- Creative and imaginative abilities and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills
- Understanding of codes and conventions of art, craft and design and awareness of the contexts in which they operate
- Knowledge and understanding of art, craft and design in which they operate
- Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures
- Greater focus on literacy within the critical and contextual elements of the course.

## Assessment

The scheme of assessment comprises of two components.

**Portfolio of work – 60% of the marks:** A portfolio of two or three units of coursework is required. Each unit of the portfolio should include preparatory work, sketch books or journals related to the final piece in the chosen area of study and an evaluation.

**Externally Set Task – 40% of the marks - 10 Hour final exam:** Students will be required to respond to one starting point from the examination paper. There will be a preparatory period followed by 10 hours of supervised examination time. Students will be expected to develop their own work to resolve their investigations, producing a final piece (or pieces) based upon preparatory studies and research.

## Course Description

We use a variety of teaching and learning methods to create an inclusive environment. Students are guided and supported in their learning and are given the opportunity to be proactive in their progress towards attainment and achievement. Students are expected to meet deadlines for homework and coursework and are supported in this via clubs, workshops, study visits and one to one meetings. Students will be expected to have access to basic materials for use at home, to use the school library and other places to gather research materials (such as museums and galleries) and attend Art Department study visits as a part of their coursework.

Students will use a sketch book to record information, findings, experiments and ideas. Sketch books can be purchased from the Art Department at cost price. Students will research and explore the work of artists, designers and craftspeople from different times and cultures.



## Future Pathway

Students will have an opportunity to continue their study into an exciting and successful Fine Art A Level at Bitterne Park Sixth Form College and develop a career path within the visual arts and design industry, of which Britain has a highly successful and proud heritage. This could then lead to many possible careers, some examples are below:

TV graphic artist, web designer, book illustrator, architect, art therapist, cartoonist, film animator, tattoo artist, interior decorator, magazine producer, furniture designer, makeup artist, advertiser, medical illustrator, theatre set designer, card designer, graphic artist, accessory designer, background film artist, film animator, poster artist, theme park designer.

# Film Studies

Course Leader: Mr Drummond  
WJEC Eduqas

## Course Outline

Film is often considered as the most important art form of the 20th Century. It is a major industry in most developed countries and an important part of people's cultural experience. It has become a huge influence on society today. Films entertain, educate and provoke debate.

The WJEC Eduqas specification in GCSE Film Studies is designed to draw on students' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology.

Students will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from the UK, Europe and Japan.

## Assessment

**Component 1: Key Developments in US Film.** (35%) 70 Marks. Written examination: 1 hour 30 minutes.

Students study 3 US films:

- 1 mainstream film from the 1950s
- 1 mainstream film from the 1980s
- 1 independently produced film

**Component 2: Global Film: Narrative, Representation & Film Style.** (35%) 70 Marks.

Written examination: 1 hour 30 minutes.

Students study 3 films from outside the US:

- 1 UK film
- 1 global English language film
- 1 global non-English language film

**Component 3: Production.** (30%) 60 Marks. Non-exam assessment (coursework).

Students have 2 choices:

- Create a genre film (2 minutes to 2 1/2 minutes)
- Write a screenplay for a genre film (800 to 1000 words) with a shooting script.

All students must complete an evaluation of the production (750 to 850 words).

## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.



## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# GCSE Music

Course Leader: Mrs Fowler

Edexcel

## Course Outline

The GCSE Music course combines the practical aspects of performing and composing with theoretical and historical musical analysis. It is therefore more suitable for students who have an interest in the theoretical aspects of music, rather than the vocational. You will learn how to improve your performing skills, to construct music from initial ideas through to the final product and to analyse music from a wide range of historical periods and genres. The course includes elements of working both individually and as part of a group and is assessed through practical coursework and a final listening examination. Students will need to be performing to at least a Grade 2 level (or equivalent) on their instrument in order to complete the performing component of the course.

## Assessment

**Coursework** Performing & Composing - 60%

**Listening Exam** - 40%

## Course Description

### Unit 1: Performing (30%)

In this unit you will perform two pieces – one solo and one ensemble, with a combined duration of at least four minutes. There is no requirement to perform in front of an audience, as all performances are recorded and sent to the exam board to be marked. Although not a pre-requisite of the course, it is preferred that you are receiving weekly lessons on your chosen instrument to further support development in this area. A performing standard of **Grade 3 (or above)** is required in order to succeed in this element of the course.

### Unit 2: Composing (30%)

In this unit you will compose two pieces – one in response to a brief set by the exam board and one in a style of your choice, with a combined duration of three minutes. Compositions are usually created using sequencing software and are submitted to the exam board along with your written commentary which explains how you developed your ideas.

### Unit 3: Appraising (40%)

The final unit is assessed as a 1.5 hour listening examination at the end of the course. You will learn about musical elements, musical contexts and identify features in different pieces of music using appropriate musical language. There are four areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. You will learn about two pieces of music in each area of study. The final examination comprises two sections – the first focuses on short answer questions and the second is an extended piece of writing, in which you will compare one of the set works to an unfamiliar piece.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Photography

Course Leader: Miss Snoddon

AQA

## Course Outline

The Photography course is designed to encourage students to develop an understanding and appreciation of digital photography and image manipulation as well as some aspects of traditional black and white film photography.

In year one students learn basic photography skills: using a manual DSLR camera, basic digital photography (including using Photoshop digital manipulation software) and develop an understanding of artist understanding and interpretation in order to develop ideas of their own inspired by artists explored. Students follow several units of coursework throughout the course including mock practical examinations, which then become important pieces of the 60% portfolio.

## Assessment

The coursework portfolio makes up 60% of the overall GCSE marks. The coursework begins from the start of Year 10 and is completed in December of Year 11 and consists of three projects. A controlled test set by the examinations board makes up the remaining 40%. During the GCSE students will research other photographers, artists and creative people and present written information such as opinions, analysis and evaluations. Presentation of a portfolio should be imaginative and reflect the subject or theme of the unit.

In the controlled test exam students have a preparatory period to prepare their work followed by 10 hours of supervised practical exam time to complete a final piece or pieces for their exam.

## Course Description

Students require discipline and commitment if they are to be successful in GCSE Photography. Full support is offered in the classroom, studio and darkroom at lunchtimes and after school. Students are expected to use the support offered and work independently in class and at home.

For many students this will be the first time they work in Photography and the course delivers excellent skills, knowledge and understanding at the beginning to develop these new skills. It is of benefit, but not necessary, to have had some creative art skills before or during the course.

The course provides some basic materials and students can use the school cameras we have in lessons. However, it is an advantage to have your own camera from a digital SLR or a simple digital bridge camera.

During the course we provide basic consumables that students use, and a print quota; however, students are asked to pay a £20.00 photography fee. This will allocate you a pack of basic consumables that should last the full 2 years. It includes a SD card, a SD card reader and a folder to hold all of their work in. This will also help toward the running of more expensive parts of the course including cameras, studio equipment and digital printing. Please discuss this with the Photography teacher if you have any questions.



## Future Pathway

A Level Photography at Bitterne Park Sixth Form. Varying Arts-based degrees including BA Hons in Photography (both general or subject-specific), BA Hons in Fine Art or foundation degrees in Art and Design plus many other creative career and life opportunities.

# Physical Education

Course Leader: Mr Speight  
AQA (8582)

## Course Outline

GCSE PE is a fascinating, active and very successful course which develops knowledge and understanding of theoretical and practical concepts within the health, exercise and sporting world. Students must have a genuine interest in sport and exercise and be willing to work hard; this course is ideal for students who are enthusiastic sportswomen and sportsmen. The course is very topical and challenging and it extends skills learnt in GCSE English, Maths and Science.

## Assessment

### Theory of Physical Education:

- 60% of final GCSE grade
- Two separate written exams with a combined length of 2 hours 30 minutes including: multiple choice, short answers and longer 6 mark answers
- Paper 1 Human Body & Movement in physical activity and sport
- Paper 2: Socio Cultural Wellbeing & Influences in physical activity and sport
- Combined total marks available is 156

### Practical Performance in Physical Education:

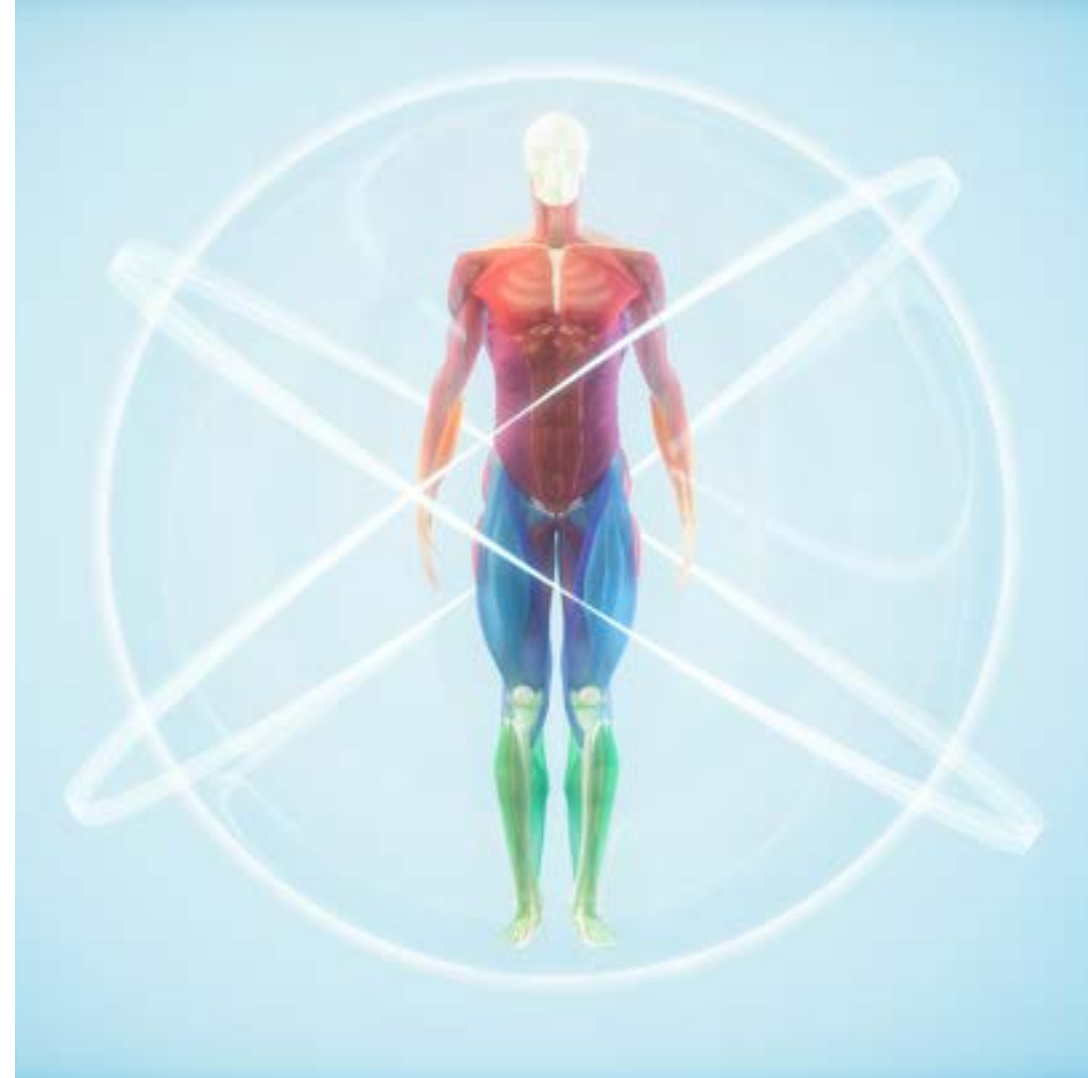
- 40% of final GCSE grade
- Students will perform their best 3 sports or activities during a moderated practical exam
- Every student must complete a substantial written analysis of performance

## Course Description

During the practical elements of this course our students will learn to analyse and evaluate their own and others' practical performances; they will be provided with constructive feedback and know how to improve their performance levels. All of our students' performances are compared to strict GCSE performance criteria. We aim for our students to apply their theoretical knowledge within practical contexts in order to improve their understanding of the course.

A selection of theoretical topics are listed below:

Health, fitness and exercise; motivation, arousal, personality and sport; commercialisation and global impact of sport; skill acquisition; sport and fitness training; diet for health and performance; the use of drugs in sport; our skeletal system; our muscular system; our cardiovascular system; our respiratory system; biomechanics and sporting performance.



## Future Pathway

To be able to access either A Level or Level 3 vocational qualifications in the Sixth Form, enter employment or apply for an apprenticeship in the sports industry.

# Product Design

Course Leader: Miss Harrison  
AQA

## Course Outline

This course involves and rewards your imagination and creativity. You will push your understanding and flair when designing and presenting your ideas, to produce professional products that you could see on the shop floor.

## Assessment

You will be assessed in both an exam and a controlled assignment. **2 hour examination assessment (50% of GCSE)**

You will demonstrate the subject knowledge gained over the course by answering examination paper questions. **Non-examination assessment (50% of GCSE)**

Here you will be assessed by carrying out an individual design and practical make activity. You will look into existing products and use this to create and develop your own design, through to making the prototypes of your final idea.

## Course Description

You will be taught the course syllabus through a series of design and make projects, working individually and in small groups. You will be given the opportunity through the course to develop your ideas using a range of presentation techniques and computer aided design. When making your prototypes you will be improving your practical skills by using a range of hand tools and computer aided manufacture.

**Theme: Materials.** The course will introduce you to the world of professional designing, the role a professional designer undertakes and the skills and techniques used to develop and present your ideas in a creative discipline. You will develop your hand skills by producing prototypes out of plastics, woods, metals and cards; while at the same time develop and use the latest computer technology to produce 3D models, CAD drawings and the laser cutter to make your visions a reality.

**Theme: Packaging & Advertising.** Supporting the business aspects, you will also look at the role of packaging and advertising. You will explore packaging materials, using word processors and digital technology to give them a professional quality that protects your final product.

**Theme: Non-Examination Assessment & Examination Preparation.** This is a question set by the examination board for students to research for their coursework assignment.



## Future Pathway

A Level Product Design. A variety of careers: architect, furniture designer, packaging designer, jewellery designer, teacher, product design, industrial design, automotive design, engineering, civil engineering, aerospace design, model making, mechanical engineering, surveying, interior design, CAD operator, illustrator, games designer, quantity surveyor, structural engineer, technical illustrator, servicing & repair, interior design, site manager, set design, civil engineering, aerospace engineering, graphic designer, mechanic, freelance designer, production manager, town planning, the armed services, website design, electrical engineering, creative & media, market researcher, surveyor, marketing, product manager, landscape architect.

# Religious Education

Course Leader: Miss Underwood

OCR

## Course Outline

Religious Studies provides a brilliant opportunity to discuss key philosophical and ethical issues which impact our lives today. Students regularly express their personal opinions and have a chance to share their views. You will gain a greater understanding of why people behave the way they do and develop an awareness of different cultures and the various ways in which people interpret beliefs and teachings. Religious Studies is a subject that will help to prepare you for future life and social interactions and provides a valuable qualification for careers in a wide area.

## Assessment

**100% examination - no controlled assessment.**

There are 3 examinations in total:

**Paper 1:** Christianity Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 2:** Other Religion (of choice) Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 3:** Religion, Philosophy & Ethics (**50% 2 hour examination**)

## Course Description

Students study the following components:

**Component 1: Beliefs, Teachings & Practices of Christianity.** What is the nature of God? Was Jesus a teacher or miracle worker? Why is there evil and suffering in the world?

**Component 2: Beliefs, Teachings & Practices of either:** Islam, Judaism, Buddhism or Hinduism.

**Component 3: Philosophy & Ethics.** This is split into 4 themes: Relationships & Families, Existence of God, Peace & Conflict and Discussion between Religious and non-religious beliefs. Some key questions from this unit include: Is equality possible? Should same sex marriages happen? Does God exist? Are miracles real? Is war ever justified? What causes terrorism? How can religion and science link? Do we have the right to create or end life? Is society becoming less religious?

You get the opportunity to visit places of worship and meet with various faith representatives to develop your understanding of religion and culture and building your knowledge gained from specialists to help improve your potential to succeed. Previously students have visited a Buddhist meditation centre, various churches and some attended a trip to the Vatican City in Rome.



## Future Pathway

This qualification will support students moving to A Level and University. At GCSE RS links well with subjects such as Sociology, History, Health & Social Care, English and Science. Religious Studies will support you in a career working with people. It is particularly useful for a role within the public sector (teaching, social work, police).

# Sociology

Course Leader: Miss Solanki de Carvalho  
Eduqas

## Course Outline

This course will appeal to candidates who have a keen interest in the society that we live in. The Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues.

Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world.

## Assessment

**Component 1:** Understanding Social Processes. Written examination: 1 hour 45 minutes (50% of qualification).

**Component 2:** Understanding Social Structures. Written examination: 1 hour 45 minutes (50% of qualification).

## Course Description

**Component 1 will include:**

**Key Concepts & Processes of Cultural Transmission:** key sociological concepts; debates over the acquisition of identity; the process of socialisation.

**Families:** family diversity and different family forms in the UK and within a global context; social changes and family relationships.

**Education:** patterns and factors impacting educational achievement.

**Sociological Research Methods:** usefulness of different types of data; methods of research and sampling; practical and ethical issues affecting research.

**Component 2 will include:**

**Social Differentiation & Stratification:** different forms and sources of power and authority; equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality.

**Crime & Deviance:** social construction of concepts of crime and deviance; patterns of criminal and deviant behaviour; sources of data on crime.

**Applied Methods of Sociological Enquiry:** the process of research design; interpreting data.



## Future Pathway

**College:** A-Level Sociology; Level 3 Criminology

**Career:** Law; journalism; social work; childcare; youth and community work; police

# Statistics & Further Mathematics

Course Leader: Mr Feltham/Miss Lord

AQA Level 2 Certificate in Further Mathematics

## Course Outline

These courses are suited for students who are in set 1/2 for mathematics and intend to study mathematics at A level.

Students will study the higher tier Statistics course in Year 10 and sit the GCSE examination at the end of Year 10 (June 2025).

Students will then go onto study the Further Mathematics course in Year 11 and sit the Level 2 examination at the end of Year 11 (June 2026)

## Assessment

**Statistics.** The examination is split into 2 evenly weighted papers that focus on the same content and skills; each paper is 1 hour and 30 minutes; both papers are calculator; each paper is out of 80 marks; no coursework; graded on a scale 4 to 9.

**Further Mathematics.** There are 2 examination papers; 1 non-calculator paper and 1 calculator paper; each paper is evenly weighted; each paper is out of 80 marks; no coursework; graded on a scale 5 to 9.

## Course Description

### Statistics

The GCSE Statistics qualification develops skills that students will use in other subjects such as science and geography, and reinforces techniques needed for GCSE maths as well as supporting progression to A level maths. Real-life scenarios will capture their interest and give them an insight into the importance of statistics in the real world.

**Content Overview:** the collection of data; processing, representing and analysing data; probability.

### Further Mathematics

AQA Level 2 Certificate in Further Mathematics is a unique qualification designed to stretch and challenge high achieving mathematicians who either already have, or are expected to achieve, the top grades in GCSE Mathematics or are likely to progress to study A-level Mathematics and possibly Further Mathematics. It gives high achieving students an introduction to AS level topics that will help them to develop skills in: algebra; geometry; calculus; matrices; trigonometry; functions; graphs.



## Future Pathway

Students can progress from this qualification to:

**Statistics:** GCSE AS or A Level Mathematics and GCSE AS or A Level Further Mathematics; Level 3 qualifications such as GCSE in Biology, Economics, Geography, Psychology and Sociology, and vocational qualifications such as a BTEC in Business; Training and employment where quantitative methods are used.

**Further Mathematics:** GCSE AS or A Level Mathematics and GCSE AS or A Level Further Mathematics; greatly supports students with the demands and complexity of A level Mathematics.

# GCSE Art & Design: Textiles\*

Course Leader: Mrs Earnshaw

AQA

## Course Outline

This course is suitable for all students with an interest in Textiles and Art. From an Art based approach, it aims to stimulate imagination and will suit students who enjoy designing and using fabrics in imaginative ways.

Students will develop a passion for the creative world of Fashion & Textiles ensuring they have a broad range of skills in understanding materials, surface decoration all whilst making a range of high-quality products design by them.

It is a practical course in which students learn by doing, creating imaginative personal work. Students will find out about a whole range of media, techniques and processes. It will develop their creativity and independent thought, learning to express themselves visually and lets their imagination flourish.

## Assessment

**Component 1 Portfolio-60% of total marks.** Two units of coursework where students will be expected to design and make quality textile products.

**Component 2 Externally set assignment-40% of total marks.** Students choose 1 of 7 themed questions. Students have a preparation period, plus 10 hours of supervised time to complete a final or several pieces.

## Course Description

**Unit 1 - Natural World.** During this project students will be exploring the theme 'Natural World'. They will be introduced to many new textile techniques, textile artists and fashion designers, to inspire them with their sample development. Students will be making and designing a fashion garment inspired by the starting point 'Natural World'.

**Unit 2 - Landscape Cushion.** During this project students will be exploring landscapes within Textiles & Art. They will be using this as a basis of their ideas, drawings and samples. They will find and research a specific artist to base their cushion on and, within this, they will explore a range of textile techniques to show texture and tone, for the outcome of a 'Landscape Cushion'.

Landscape is broken down into many categories, some of which include: **Seascapes** (sea, beaches, coastal); **Rural** (meadows, mountains, lakes, fields); **Urban** (city, man made, bridges, skyscrapers).

We encourage students to develop essential skills to enable them to research and experiment in an independent way. These skills include: fabric construction; machine and hand embroidery; silk painting; batik transfer printing; stencilling; shibori; felting; applique; reverse appliques; heat manipulation; weaving; quilting; trapunto.

Online sketchbooks and prep sheets are used extensively to present samples, observational drawings, development of ideas, analysis of own work and the work of others. Students' work will show informed connections with that of other artists, designers and crafts people.



## Future Pathway

Students can continue their art and design studies at AS and A Level. Otherwise, the transferable skills they gain will still be valuable. They'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Art & Design opens the door to lots of exciting careers. Try these for starters: fashion designer; constructed textiles; theatre designer; animator; illustrator; photographer; architect; costume design; textiles design; ceramics; printed textiles; advertising; interior design; fashion and media journalism; hair and make-up design.

# Enterprise & Marketing

Course Leader: Mr Gillet

AQA

## Course Outline

Learners will be able to develop a variety of skills when investigating and researching local small businesses. Based upon the findings, learners will then be able to plan and present business-related projects. The coursework components will be based on planning and pitching a business idea based upon a specific customer brief, before sitting an exam in Year 11.

## Assessment

**Year 10:** Designing a business proposal (30%)

**Year 11:** Market and pitch a business proposal (30%)

**Year 11:** Enterprise and marketing concepts - examination (40%)

## Course Description

### Designing a Business Proposal: Coursework (30%)

Creating a new product is an exciting challenge. If you want your product to make a profit, then it must meet customer needs but also stand out from similar products that are on the market. This unit will provide you with the skills and knowledge to design a product proposal to meet a business brief.

In this unit you will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. To help decide on your final design, you will gain feedback and then assess the strengths and weaknesses of your initial ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit.

### Market & Pitch a Business Proposal: Coursework (30%)

In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Your promotional campaign will include you choosing different methods of promotion which you think are most suitable for your target customers. You will then need to create a presentation that you will pitch to an audience. After delivering your professional pitch, you will reflect on your pitching skills, your brand, your promotional campaign and the likely success of your product.

### Enterprise & Marketing Concepts: Examination (40%)

In this unit you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. You will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding your target market's needs, you will learn how the marketing mix elements must be carefully blended to enhance business performance. You will examine each element individually and explore the decisions that an entrepreneur needs to make. You will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which you will learn about so that you can understand how to obtain timely and appropriate guidance.



## Future Pathway

After completing this course, learners will be able to study a range of A Level and vocational courses including:

- A Level Business
- A Level Economics
- A range of intermediate or advanced apprenticeships
- Level 3 Vocational Business

# Hairdressing & Beauty

Course Leader: Miss De La Ceaux

CO2A5 Level 1 & 2 Technical Award

## Course Outline

The course is over the duration of 2 school years. One mock exam and 1 GCSE equivalent exam. An assignment needs to be passed to gain the full qualification.

### Theory Components of the Course - Vocational Equivalent to a GCSE:

**UCO90 Business & Entrepreneurship in the Hair & Beauty Sector.** This unit will enable learners to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector.

LO1: Understand the structure and concept of hair and beauty businesses  
LO2: Understand enterprise and entrepreneurship in the hair and beauty sector  
LO3: Understand marketing and its role in the promotion of hair and beauty products and services

### UCO91 Anatomy, Physiology and Cosmetic Science

LO1-UCO91: Anatomy, physiology and cosmetic science. This unit will enable learners to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty products.  
LO2-UCO91: The anatomy and physiology of the skin.  
LO3: The historical evolution of hair and beauty products from ancient times to the 21st century.

**UCO92 Design in the Hair & Beauty Sector - Assignment.** This unit will enable learners to develop knowledge and understanding of the purpose, principles and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills.

Practical Components of the Course: hairdressing assessments; barbering; nails/manicures; beauty/make-up

## Assessment

Ongoing formative and summative assessments of both practical and theory sessions.  
Portfolio of work - 100% of marks.

## Course Description

**Unit 1:** Underpinning knowledge will be taught of the examination they take in Year 11, Business & Entrepreneurship in the Hair & Beauty Sector and Anatomy, Physiology and Cosmetic Science.

### Practical components of the course:

- Hairdressing assessments
- Barbering
- Nails/manicures
- Beauty/make-up



## Future Pathway

Hair and beauty salons will consider employment at the age of 14, this could lead onto apprenticeships in the hair and beauty industry in further education or full-time hairdressing and beauty courses in college.

# Hospitality & Catering

Course Leader: Mr A Brown & Mrs R Gregory  
WJEC Eduqas - Level 1/2 Vocational Award

## Course Outline

The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

## Assessment

WJEC Level 1/2 Vocational Award in Hospitality & Catering (Technical Award) consists of 2 units:

**Unit 1:** The hospitality and catering industry - external assessment - 40%

**Unit 2:** Hospitality and catering in action - internal assessment - 60%

Unit 1 will be assessed through an examination which is worth 40% of your qualification. In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

## Course Description

### Unit 1: The Hospitality & Catering Industry

You will:

- learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### Unit 2: Hospitality & Catering in Action

You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

You will develop a range of skills which are attractive to employers, colleges and universities including: Communication, Confidence, Learning independently, Organisation, Problem solving, Research, Self-discipline, Stamina, Taking on responsibility, Time management.



## Future Pathway

This course works well with sciences, sports and fitness, Religious Education and many other GCSEs. It can lead onto Level 3 qualifications in the food, catering and health industries and then into apprenticeships or specific university courses.

Food product development scientist; nutritionist; sports and fitness trainer; NHS dieting and nutritionist; nutritional therapist; teacher; chef; food labelling specialist; corporate wellness consultant; food safety auditor; public health nutritionist.

# Health & Social Care

Course Leader: Miss Fynan

OCR

## Course Outline

Vocational qualifications develop practical skills and knowledge related to an employment area and are designed to help students learn in a practical way.

Health and Social care can offer students the ability to gain the skills needed to start a job, progress in a career, or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities and are assessed usually by both written and practical coursework or exams.

## Assessment

During 2 years of study students must complete 3 units: one externally assessed unit and two internal units of coursework.

External assessments will take place in January with an opportunity to re-sit in June. The exam must be taken in the final assessment series before qualification certification.

### Grading

All results are awarded on the following scale:

- Level 2 - Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)
- Level 1 - Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified

## Course Description

What learning experiences can I expect?

**RO32: Principles of care in health and social care** (this is assessed by an exam).

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: the rights of service users in health and social care settings; person-centred values of care; effective communication in health and social care; protecting service users and service providers in health and social care settings.

**RO33: Supporting individuals through life events** (this is assessed by a set assignment).

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include: life stages; impacts of life events; sources of support.

**RO35: Health promotion campaigns.** (this is assessed by a set assignment).

In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Topics include: Current public health issues and the impact on society; factors influencing health; plan and create a health promotion campaign; Deliver and evaluate a health promotion campaign.

### Not forgetting ...

Community involvement including local schools and care homes; work experience; speakers from the health and social sector; work based learning; research and reflection on current issues surrounding health and social care using media.



## Future Pathway

Careers in the health and social care sector including nursing, teaching, midwifery, probation, childcare, social work, carer. Further education – sixth form/colleges/apprenticeships.

# Musical Theatre/Production Arts

Course Leader: Miss Grindey

## Course Outline

Students who opt for this performing arts course will select from either a performing or production route.

Students who select the performing route will explore and develop their use of skills as a performer, working on a range of Musical Theatre projects.

Students who select the production route will learn about a range of production roles within Musical Theatre, such as set, props, costume, lighting, sound and make-up. They will then create the design ideas for the practical projects the performing students are working on.

This is a practical-based course. Students will complete logbooks to document their progress but will predominantly be assessed on their practical work. Topics will include Everybody talking about Jamie, Lion King etc.

## Assessment

60% Practical coursework components. **Component 1:** Exploring the Performing Arts. **Component 2:** Developing Skills & Techniques.

40% Live Performance. **Component 3:** Live Performance - devising to a brief.

## Course Description

**Component 1:** Exploring the Performing arts.

Focused study on 3 musicals; you will explore how the musicals were created through research and class discussion; you will explore the themes in the musical through practical workshops; you will learn about the roles within a creative or production team.

**Component 2:** Developing Skills & Techniques.

You will explore physical, vocal and interpretative skills to create a character; you will explore the use of design and professional skills required to work in a production team (production); you will participate in workshops and follow a rehearsal schedule; you will take on a production role and pitch ideas to the rest of the group for performance (production); perform a final piece to an audience; carry out a production role for a performance (production); keep a log book to document your development skills.

**Component 3:** Live Performance - Devising to a Brief.

You will devise a performance piece based on a brief provided by the examination board; you will be part of a production team to support a group devised piece (production); you will explore ideas and themes in workshops; keep a log book to document your development ideas; rehearse and complete a final performance.



## Extra-Curricular Opportunities

There are several extra-curricular opportunities for students to access, for example, MTC (Musical Theatre Company). Students studying this option will be offered live performance opportunities as well as the chance to work on lighting/sound.

We offer trips to live performances as much as possible and are often able to facilitate workshops with West End professionals.

## Future Pathway

This option is designed to prepare students for Performing Arts or Production Arts BTEC at Level 3, and go onto a university course in either of these disciplines, which could ultimately lead to a career in the Performing Arts Industry.

# BTEC Music

Course Leader: Mrs Fowler  
Eduqas

## Course Outline

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Music sector – a vibrant, exciting and competitive industry that offers many different and exciting new work opportunities, whether in composing, performing, or producing music. This course allows learners to explore the sector, and to learn and try out new skills, techniques and styles, allowing them to make an informed decision about their future learning and career.

As a creative subject with a focus on music practice, there is no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeals to them.

The course is divided into three components. The first 2 components are assessed through practical tasks that are then externally moderated. Component 3 is an external synoptic task completed in lessons that is marked externally.

## Assessment

**Component 1 - 'Performing' (30%)** - 120 hours of supervised sessions. Internally assessed and externally moderated.

**Component 2 - 'Creating' (30%)** - 10 hours of supervised sessions. Internally assessed and externally moderated.

**Component 3 - 'Performing Arts In Practice' (40%)** - 20 hours of supervised sessions. Externally moderated.

## Course Description

**Component 1: Performing** - You will learn the skills and techniques needed to produce a successful performance of an existing piece of music using LOGIC.

**Component 2: Composing** - You will learn of to create and refine your own original work through Music Composition using Music Technology.

**Component 3: Performing Arts In Practice** - You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own ideas.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Sports Studies

Course Leader: Mr Bixley

Cambridge National Sports Studies

## Course Outline

This qualification aims to develop our students' knowledge, understanding and skills of the essentials of Sport and Physical Activity. The students will gain an insight into the Sport and Physical Activity industry. The vocational course is designed to meet the requirements that today's employer's demand.

## Assessment

The course will involve a wide range of centre assessed units with practical as well as examined units on the impacts of sport and physical activity on health and wellbeing.

Students will complete 3 units:

R184 Contemporary issues in sport (written Exam)

R185 (Internal assessment) Performance and Leadership in sports activities

R187 (Internal assessment) Increasing awareness of outdoor and adventurous activities.

## Course Description

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. The course also offers a practical element whereby the students will be assessed in two sports of their choice.

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners can 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. Learners 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.

The qualification has been designed with practical and engaging ways of teaching in mind and enables learners to:

- develop a range of skills through involvement in sport and physical activity in different contexts and roles
- develop their ability to apply theoretical knowledge to practical situations
- gain a better understanding of the complexity of different areas of sport and the sports industry
- increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport
- Develop leadership skills in planning and delivering a session to students



## Future Pathway

Vocational Sport – to be able to access a Level 3 Vocational qualification in the Sixth Form such as the Cambridge Technical in Sport and Physical activity or a levels in sport and physical activity, enter employment or apply for an apprenticeship in the sports industry.

# Travel & Tourism

Course Leader: Mrs Cook

BTEC Level 2 - Pearson

## Course Outline

Tourism is a work-related course. Learners provide evidence of attainment through exams, group projects, assignments and observed assessments. All work is based on realistic workplace situations, activities and business demands.

When taking Tourism learners will study:

**Component 1:** Travel and Tourism Organisations and Destinations (coursework)

**Component 2:** Customer Needs in Travel and Tourism (coursework)

**Component 3:** Influences on Global Travel and Tourism (exam)

## Assessment

Units of work will be internally and externally assessed and marked with an overall grade for the complete qualification awarded at the end of the course.

Components 1 and 2 are assessed by coursework and are each worth 30% of the overall grade. Component 3 is assessed by an exam and is worth 40% of the overall grade.

## Course Description

By taking Travel & Tourism, learners will develop their own employability skills such as: self-management; teamwork; reflection; effective participation; independence; creativity; research skills; time management.

By taking Travel & Tourism, learners will learn through: completing individual projects; participating in group projects; carrying out independent investigation; giving presentations; taking part in group-based discussions and debates; role play and recordings; answering examination questions; participating on organised trips.

Once you have completed the qualification, you will have developed an understanding of the travel and tourism sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the travel and tourism sector is for you and, if so, which part of it you might want to study further.



## Future Pathway

Taking a course in tourism prepares learners for more advanced courses such as:

- BTEC Level 3 Diploma in Travel & Tourism
- AS/A2 Leisure & Tourism
- AS/A2 Travel & Tourism
- Travel & Tourism Vocational Qualifications; Level 2 Certificate in Retail Travel (ABTAC), Airline & Cabin Crew, Resort Representative. Level 3 Galileo (Global Distribution System).

# Vocational IT

Course Leader: Mr Warren

## Course Outline

This vocational IT qualification gives you an insight into using ICT in the wider world. The Cambridge National in IT is designed to inspire and equip you with the confidence to use skills that are relevant to the IT sector and more widely.

It covers the use of IT in the digital world, Internet of Everything, data manipulation using spreadsheets, human-computer interface (HCI) and augmented reality.

You will develop real and relevant skills for the future, learning to select the best tools and techniques to problem solve. You will be creative and practical.

## Assessment

Two internal assessments, each worth 30%  
One external examination worth 40%

## Course Description

The course has 3 different elements:

- An internal assessment using a particular application, or selection of applications, to meet a particular need eg: using spreadsheets to manage data.
- An internal assessment using a particular application, or selection of applications, to meet a particular need. This will focus on the development of an augmented reality app for a company or organisation.
- An examination unit - based on theoretical IT.

What will you learn?

- to understand the fundamental principles and concepts of IT
- You will think creatively, innovatively, analytically, logically and evaluatively
- You will learn advanced use of the Microsoft apps, along with the use of more specialist applications
- You will also learn about people in IT and IT in society
- You will learn about cyber security and legislation
- You will learn about the 'Internet of Everything'
- You will learn about augmented reality and its uses
- You will learn project management skills.



## Future Pathway

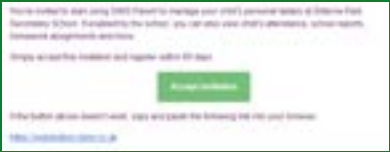
This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Information Technology.

Careers in this subject include: games designer; web designer; data manager; project manager. IT is also seen as an essential skill in most careers.


# How To Make Your Preferences Choices

In order to complete the preferences process, you will need to be able to access SIMS-Options online. You will receive a separate email with your log-in details (please check your Junk/Spam folder). Please complete the following steps:

**1** Using the email address that we have on record for you at school, check your email inbox (or junk folder). You will find an email from [noreply@sims.co.uk](mailto:noreply@sims.co.uk) that looks like this:

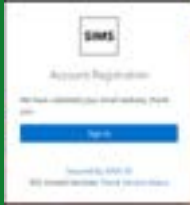


**2** Accept the invitation and it will direct you to this page:

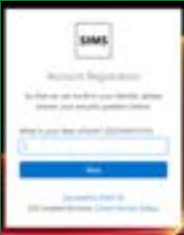


**3** Type in the email address you wish to link to the account.

The invitation code should appear automatically. Press 'Next' to go to account registration.




**4** Please enter your date of birth. Press next and you will be directed to a 'create password' page.

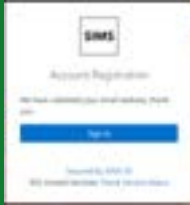


**5** Create a password; confirm your password and then press 'next'.

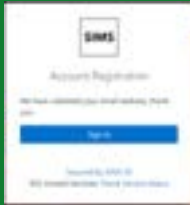
Do not attempt to login before you have completed step 6!




**6** There should now be a verification email in your inbox from [simsid4@identityfor.co.uk](mailto:simsid4@identityfor.co.uk). Please click on the link in the email to verify.



**7** Please verify your email address. You will then automatically be directed to an activate page that looks like this.




**8** Press 'sign in'



**9** Type in [sims-options.co.uk](http://sims-options.co.uk) into your web browser. Login using the email and password you set up in Steps 3 & 5



**10** Press the 'SIMS Options' tab and follow the onscreen directions.





# KS4 PREFERENCES

Information Booklet - 2024



Year 9 are now at an exciting stage in their school lives, as they begin the process of selecting their Key Stage 4 preferences.

Some subjects are compulsory at Key Stage 4 and all students will continue to study these (core subjects). In addition, we offer a wide range of subjects both GCSE and vocational that students can opt for. Furthermore, your child will have been placed on to a specific 'pathway' based on their current progress. As a result, they may be required to complete the EBacc suite of subjects and therefore their preferences will need to fulfil this. Your child's booklet will make it clear which preferences they will need to select from. Whilst we endeavour to give students these preferences, we may need to utilise their reserve.

Your child took a mini options process in Year 8 and their previous choices do not limit, or restrict what they can choose in Year 9.

It is important to discuss with your child that they will study all of their given preferences for the whole of Years 10 and 11, through to the examination, so they must select preferences which they are interested in and enjoy. Once the courses start there will not be an opportunity to change to another. It is also important that students know their bands could change to try and accommodate their preferences.

Our Preferences Roadshows have happened to help with their decisions as well as parents having had the opportunity to attend our KS4 Preferences Evening.

Parents/carers should complete their child's preferences via the SIMS App (guidance is included in this booklet). The preferences form will be open from Monday 19th February and must be completed by **Friday 1st March**. Student's preferences will be checked and discussed by their tutor and a member of the year team, to ensure they have chosen appropriate courses.

If you have any questions, please contact your child's tutor in the first instance. Tutor email addresses can be found on the school website under the parent area 'year teams' 'Year 9'.

Grant Hellyer

**Head of School for KS3**

Kirstie Gardner

**Head of Year**

# HOW TO MAKE YOUR CHOICES

## Core Subjects

ENGLISH LANGUAGE

ENGLISH LITERATURE

MATHEMATICS

SCIENCE (COMBINED)

CORE PE

PSHE

## Plus

GEOGRAPHY

OR

HISTORY



FRENCH

OR

SPANISH

Choose 2 additional options and 1 reserve from the list below

## GCSE

COMPUTER SCIENCE

DANCE

DRAMA

FINE ART

FILM STUDIES

MEDIA STUDIES

FRENCH

GEOGRAPHY

HISTORY

MUSIC

PHOTOGRAPHY

PHYSICAL EDUCATION

PRODUCT DESIGN

RELIGIOUS STUDIES

SOCIOLOGY

SPANISH

TEXTILES

## Vocational

ENTERPRISE & MARKETING

HAIRDRESSING &  
BEAUTY THERAPY

HOSPITALITY &  
CATERING

HEALTH &  
SOCIAL CARE

MUSICAL THEATRE / PRODUCTION  
ARTS (PERFORMING ARTS  
PREFERENCE)

MUSIC TECHNOLOGY

SPORTS STUDIES

TRAVEL & TOURISM

VOCATIONAL IT

The following subjects cannot be taken together:

ART



TEXTILES

OR

GCSE PE



SPORTS STUDIES

GCSE Languages: Students must select the language that they have studied at Key Stage 3. Should they wish to study a second language, they must discuss this with their teacher.

# English Language

Course Leader: Mrs MacDonald

AQA

## Course Outline

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

## Assessment

This course is 100% examination and consists of two examination papers. Spoken language is awarded as a separate endorsement and carries 0% weighting towards the English Language GCSE.

## Course Description

### Paper 1: Explorations in Creative Reading and Writing

**Section A:** Reading question based on one literature fixture text.

**Section B:** Writing which is descriptive or narrative.

Assessed by a written examination: 1 hour 45 minutes, 80 marks and 50% of GCSE.

### Paper 2: Writers' Viewpoints and Perspectives

**Section A:** Reading question based on one non-fiction text and one literary non-fiction text.

**Section B:** Writing which presents a viewpoint.

Assessed by a written examination: 1 hour 45 minutes, 80 marks and 50% of GCSE.

Non-Examination Assessment: Spoken Language.

What is assessed?

- Presenting
- Responding to questions and feedback
- Use of standard English

Assessed by the teacher throughout the course and marked by the teacher.



## Future Pathway

A Level in English Literature, English Language or English Literature and Language combined, Law, Psychology and Sociology. As an academic subject, it is a gateway subject for A Levels and degree level subjects.

It can lead to careers in:

- Advertising and marketing
- Art and Design
- Law
- Publishing and Media
- Education
- Recruitment and HR
- Journalism

# English Literature

Course Leader: Mrs MacDonald  
AQA

## Course Outline

Reading comprehension and reading critically, literal and inferential comprehension; understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events. Critical reading; identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text. Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context and style.

## Assessment

This course is 100% examination and consists of two examination papers.

## Course Description

### Paper 1: Shakespeare and the 19th century novel

It will be assessed with a written exam: 1 hour 45 minutes 64 marks 40% of GCSE.

#### Section A: Shakespeare

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

#### Section B: The 19th-century novel

Students will answer one question on A Christmas Carol. This is the same format as the above.

### Paper 2: Modern Texts and Poetry

It will be assessed with a written exam: 2 hour 15 minutes 96 marks 60% of GCSE.

#### Section A: Modern Texts

Students will answer one essay question on An Inspector Calls.

#### Section B: Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict anthology.

#### Section C: Unseen Poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



## Future Pathway

A Level in English Literature, English Language or English Literature and Language combined, Law, Psychology, and Sociology. As an academic subject, it is a gateway subject for A Levels and degree level subjects.

It can lead to careers in: advertising and marketing; art and design; law; publishing and media; education; recruitment & HR; journalism.

# Mathematics

Edexcel

Course Leader: Mr Feltham

## Course Outline

All students follow the GCSE Mathematics course and will be expected to take the final examination.

## Assessment

### Higher Linear Tier and Foundation Linear Tier Exam in June of Year 11

Three written papers: each contributes 33.3% of the final grade.

#### Tiered Papers

Foundation Tier Grades 1 to 5 available

Higher Tier Grades 4 to 9 available

#### All Papers 1 hour 30 minutes

Paper 1F and 1H: non-calculator

Paper 2F and 2H: calculator

Paper 3F and 3H: calculator

There is no coursework.

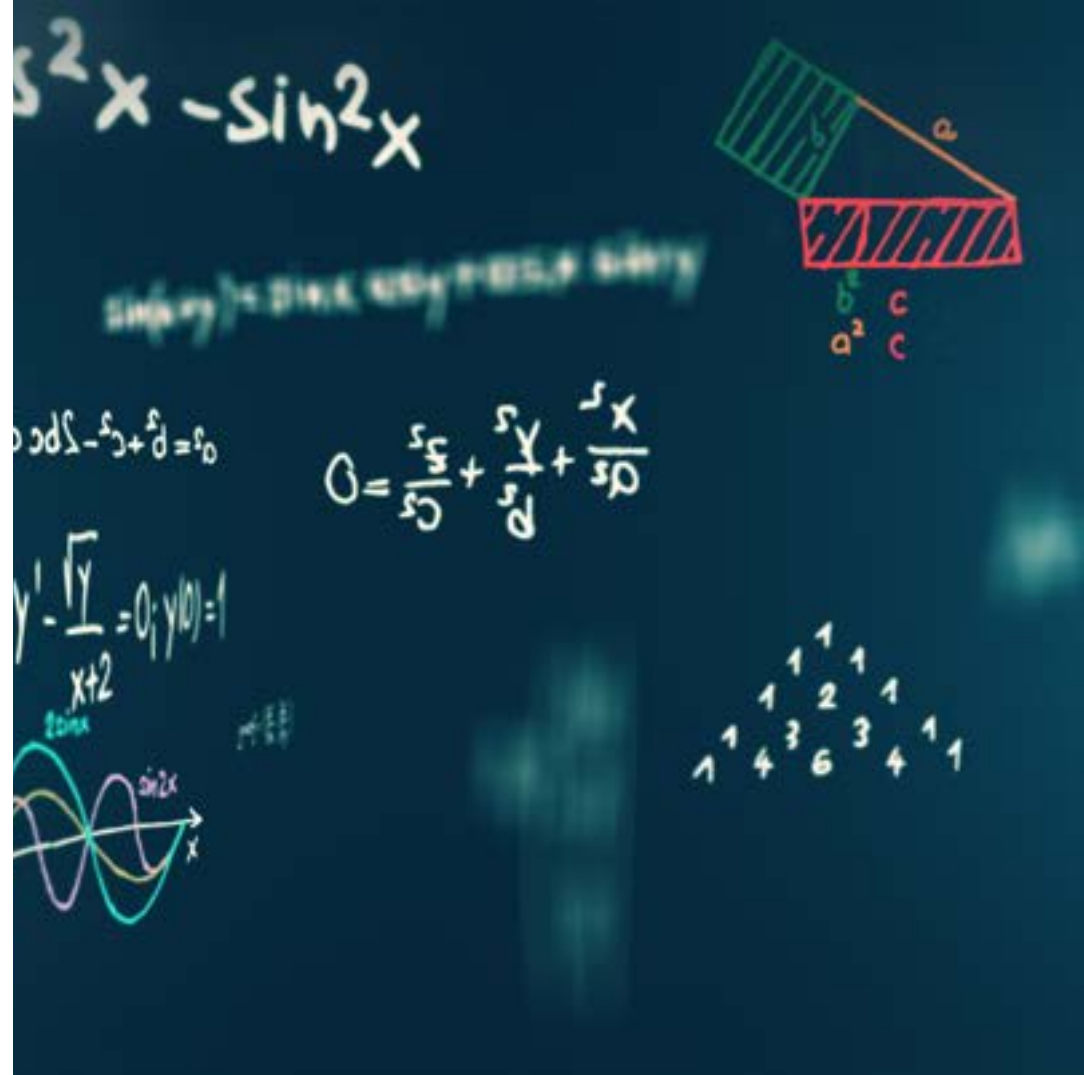
## Course Description

This qualification encourages students to develop their knowledge and confidence in mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

This course covers all aspects of the National Curriculum at KS4 and requires students to:

- Develop student knowledge, skills and understanding of mathematical methods and concepts, including: acquire, select and apply mathematical techniques to solve problems; reason mathematically, make deductions and inferences and draw conclusions; comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- The assessment will cover the following content headings: number; algebra; ratio, proportion and rates of change; geometry and measures; probability; statistics.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers, where 9 is the highest grade.



# Science (Combined)

Course Leader: Mr Gorman

AQA: Trilogy (8464) (2 GCSES)

## Course Outline

Students will learn biology, chemistry and physics within this combined science qualification, worth two GCSEs. This qualification allows progression onto science A Levels.

GCSE Combined Science provides the opportunity for students to:

- develop curiosity, an interest in and enthusiasm for biology, chemistry and physics;
- develop scientific knowledge and conceptual understanding of each discipline;
- evaluate claims based on science through critical analysis of evidence and methods.

## Assessment

There will be six written exams in total for the qualification. These exams are worth 100% of the final grade. They are assessed externally by AQA. Each exam paper:

- is offered in Foundation and Higher tiers;
- uses a variety of question types such as: multiple choice, structured, closed, short answer and open response questions;
- has a length of 1 hour 15 minutes;
- is equally weighted (16.7% of the grade).

Students will be assessed through two Biology exams, two Physics exams and two Chemistry exams. Students will be graded based on all six exams on a 17 point scale from 1-1 to 9-9 where 9-9 is the best grade.

## Course Description

The course comprises Biology, Chemistry and Physics topics. Within the content covered students will complete 16 required practicals, which will be essential for the students' understanding of practical skills and how experimental observations support science theory. Areas of the theory and practical techniques from these required practicals will be assessed in the final exams.

Mathematical skills will also be assessed within the papers. In combined science, a minimum of 10% of Biology questions, 20% of Chemistry questions and 30% of Physics questions will test for mathematical skills.

### Aspects of Learning & Teaching:

**Biology:** cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation & evolution; ecology.

**Chemistry:** atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.

**Physics:** forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure.



## Future Pathways

Good grades in your two Combined Science GCSEs will allow you to study a range of Science A Level courses including biology, chemistry or physics.

Careers which you could consider if you have good science qualifications include, doctor, nurse, radiographer, civil engineer, electronic engineer, food scientist, sports scientists, marine biologist, palaeontologist, accountant, animal technician, astronaut and many, many others!

Science is also used in careers such as hairdressing, football coaching and vehicle maintenance.

# Geography

Course Leader: Mrs Miles

AQA

## Course Outline

Geography at Bitterne Park is exciting, challenging and fun. It is the subject that crosses all borders between the Arts and the Sciences, providing timeless skills and opportunities later in life. This course develops and builds on many of the skills and ideas introduced in Key Stage 3. Up to date case studies are selected from a variety of countries across the world and offer students real life examples of geographical issues they are studying. This helps to contextualise what they're learning and gives them a broader understanding of places around the world. Students will also study different topics which make links between people and the physical environment.

## Assessment

Three written examinations contribute to 100% of marks at the end of Year 11. These are outlined below:

### Living with the Physical Environment (35% of GCSE)

- The Challenge of Natural Hazards (eg: volcanoes)
- The Living World (eg: rainforests)
- Physical Landscapes in the UK (eg: rivers and coasts)

### Challenges in the Human Environment (35% of GCSE)

- Urban Issues & Challenges (eg: Rio de Janeiro)
- The Changing Economic World (eg: global poverty and MNCs)
- The Challenge of Resource Management (eg: food, water and energy)

### Geographical Application (30% of GCSE)

- Issue Evaluation
- Fieldwork Skills

## Course Description

GCSE Geography is taught by specialist teachers. During the course, the majority of lessons are classroom based, but with provision of both human and physical fieldwork being conducted in Year 10. Students will find themselves faced with challenges and will be expected to work independently, in small groups and as part of their class team.

A broad variety of skills are developed throughout the GCSE including investigating, decision making, research, developing conclusions, presenting and evaluating – all of these in addition to core literacy and numeracy skills of the course.

We teach in a fast and fun environment! Students that have an interest in how our world works and how we can shape it in a positive way are encouraged to join the course!



## Future Pathway

Geography develops literacy, mathematical and scientific skills, making links between all subjects studied at school. It enhances environmental and social awareness of the world around us and enables students to make informed decisions and choices. Geographers gain skills in interpreting maps, understanding data and conducting research in natural and built environments.

As a result, studying geography opens up a huge variety of careers in services, information technology, finance, research and development. Jobs specifically related to Geography include climate change analyst, conservationist, GPS specialist, teacher, tour operator, town planner, disaster response specialist, meteorologist, politician, archaeologist, flood risk assessor and many more!

# History

Course Leader: Mr Finlay  
Eduqas

## Course Outline

History at GCSE is a relevant and engaging course. By studying rich narratives of the past, you will explore Anglo-Saxon and Norman England, Spain and the New World, Crime & Punishment in Britain through time and Weimar & Nazi Germany. You will follow chronological enquiries that support your understanding of the key features of each time period, while asking whether the law has been used by those in power as a weapon against the poor and vulnerable groups and individuals.

## Assessment

100% Examination, split over 2 hour sittings, each with 2 papers.

## Course Description

Non-British depth study: The Crusades, c.1095-1149

British Depth Study: The Elizabethan Age, 1558-1603

Period study: The Development of Germany, 1919-1991

Thematic Study: Changes in Health and Medicine in Britain, c.500 to the present day



## Future Pathway

A Level History. We run a very successful AS and A Level History course at BP6. Our GCSE History course prepares students well for analysing interpretations and sources, skills that are valuable for further study, as well as many careers.

History qualifications are valued highly in professions such as the law, teaching, news and media, archiving, politics, local government, social research and many more.

# French

Course Leader: Miss Mercer  
AQA

## Course Outline

GCSE French will follow on from and extend the knowledge and skills taught during Key Stage 3. The Modern Foreign Languages team believe that this course will enable you to acquire the necessary skills needed in order to be a successful linguist and communicate confidently in any French speaking country. If you are passionate about becoming a global citizen with an understanding of diverse cultures and want to broaden your horizons, this is the course for you! Learn a language, share a culture, change the world.

## Assessment

This qualification is linear, meaning students sit all their examinations at the end of the course. Each paper counts as 25% of the overall marks.

GCSE Languages have a Foundation Tier (Grades 1 to 5) and a Higher Tier (Grades 4 to 9). Students must enter for all four skills.

## Course Description

Students will study the four skills of listening, speaking, reading and writing alongside grammar and cultural aspects of France and the French-speaking world. They may have the opportunity to visit France to enhance their learning at GCSE level.

The four skills are embedded in the following themes. These themes apply to all four examination papers.

**Theme 1: My Personal World**

**Theme 2: Lifestyle and Wellbeing**

**Theme 3: My Neighbourhood**

**Theme 4: Media and Technology**

**Theme 5: Studying and my future**

**Theme 6: Travel and Tourism**

Students can opt to take an additional language as long as they continue to study their current language eg: a student who has studied Spanish since Year 7 can opt for French, as long as they continue to study Spanish in addition.



## Future Pathway

Learning a language offers many transferable skills that are applicable to any job role, for example, good communication skills. Having a knowledge of any language would enhance a CV, no matter which career path you choose.

# Spanish

Course Leader: Miss Mercer  
EDEXCEL

## Course Outline

GCSE Spanish will follow on from and extend the knowledge and skills taught during Key Stage 3. The Modern Foreign Languages team believe that this course will enable you to acquire the necessary skills needed in order to be a successful linguist and communicate confidently in any Spanish speaking country. If you are passionate about becoming an international citizen with an understanding of diverse cultures and want to broaden your horizons, this is the course for you! Learn a language, share a culture, change the world.

## Assessment

This qualification is linear, meaning students sit all their examinations at the end of the course. Each paper counts as 25% of the overall marks.

GCSE Languages have a Foundation Tier (Grades 1 to 5) and a Higher Tier (Grades 4 to 9). Students must enter for all four skills.

## Course Description

Students will study the four skills of listening, speaking, reading and writing alongside grammar and cultural aspects of Spain and the Spanish-speaking world. They may have the opportunity to visit Spain to enhance their learning at GCSE level.

The four skills are embedded in the following themes. These themes apply to all four examination papers.

**Theme 1: My Personal World**

**Theme 2: Lifestyle and Wellbeing**

**Theme 3: My Neighbourhood**

**Theme 4: Media and Technology**

**Theme 5: Studying and my future**

**Theme 6: Travel and Tourism**

Students can opt to take an additional language as long as they continue to study their current language eg: a student who has studied Spanish since Year 7 can opt for French, as long as they continue to study Spanish in addition.



## Future Pathway

Learning a language offers many transferable skills that are applicable to any job role, for example, good communication skills. Having a knowledge of any language would enhance a CV, no matter which career path you choose.

# Media Studies

Course Leader: Mr Drummond  
WJEC GCSE Media Studies

## Course Outline

Media plays a central role in modern society and culture. It shapes our perceptions of the world through the representations, viewpoints and messages they offer. In addition, they provide us with ways to communicate, with forms of cultural expression and enable us to participate in key aspects of society.

The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of media, coupled with ongoing technological developments and more opportunities to interact with the media (through social media), suggest that their dominance in modern life will only increase.

## Assessment

### Component 1: Exploring the Media

Written examination: 1 hour 30 minutes

40% of qualification

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

### Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

Section B: Music (music videos and online media)

### Component 3: Creating Media Products

Non-exam assessment

30% of qualification

Students create a media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

They will have a choice of 4 briefs:

1. Television
2. Magazines
3. Film marketing
4. Music marketing



## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.

## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# Computer Science

Course Leader: Mr Warren

Edexcel

## Course Outline

This exciting GCSE provides students with an excellent opportunity to investigate how computers work, how they are used and to develop computer programming and problem-solving skills. Students will also carry out some fascinating in-depth research and practical work.

Students study practical programming skills using Python. They learn how computers work, how data is used in computers as well as how networks work. Students also study how Computing has affected our wider society.

## Assessment

Two examinations 50/50 weighting.

**Paper 1:** Principles of Computer Science (1 hour 30 minute examination)

**Paper 2:** Application of Computational Thinking (2 hour on screen examination)

## Course Description

**Paper 1.** This paper will assess topics 1 to 5.

**Topic 1:** Computational Thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.

**Topic 2:** Data - understanding of binary, data representation, data storage and compression.

**Topic 3:** Computers - understanding of hardware and software components of computer systems and characteristics of programming languages.

**Topic 4:** Networks - understanding of computer networks and network security.

**Topic 5:** Issues and Impact - awareness of emerging trends in computing technologies and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

**Paper 2.** This paper will assess topic 6: Problem solving with programming.

The main focus of this paper is:

- Understanding what algorithms are, what they are used for and how they work in relation to creating programs.
- Understanding how to decompose and analyse problems.
- Ability to read, write, refine and evaluate programs.



## Future Pathway

This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Computer Science.

Careers in this subject include: games designer, web developer, program coder.

# Dance

Course Leader: Miss Richards

AQA

## Course Outline

Students will be introduced to an exciting and energetic GCSE with new and challenging ways of choreographing and performing. GCSE Dance will introduce students to an anthology which has a mix of artistic, cultural and aesthetically diverse works which are choreographed and performed in the UK today. They explore the connections between movement, choreographic intention and features of production like lighting, costume and music.

All students will have the opportunity to perform in front of a variety of audiences and attend workshops delivered by professional dancers and choreographers. All students will be offered the chance to see a live performance as part of the course.

## Assessment

**Performance** (internally marked, externally moderated) **30%**. Students will perform 2 pieces: A solo performance of Set Phrases (set by AQA) - approximately 1 minute in duration; a performance in a duo/trio - approximately 3 minutes 30 seconds in duration.

**Choreography** (internally marked, externally moderated) **30%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

**Dance Appreciation** (internally marked, externally moderated) **40%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

## Course Description

The six anthology works are as follows:

- A Linha Curva (Samba, contemporary fusion)
- Within Her Eyes (Contact work, Contemporary)
- Emancipation of Expressionism (Hip Hop)
- Shadows (Contemporary)
- Infra (Contemporary)
- Artificial Things (Contemporary)

Each term students will explore a different professional dance work or style of dance. All works are studied practically and theoretically. Students will have fortnightly technique classes that improve students physical and technical dance skills. During each half term, you will be expected to work both independently and with a group on choreographing and performing your own work, work in the style of the six anthology works and performance pieces.

The course will suit a student who: likes to express themselves through movement; enjoys performing and wants to develop their performance skills; wants to explore different dance styles and ways to create dance.



## Future Pathway

GCSE Dance study offers progression to study Dance at Sixth Form or College (both A Level and BTEC courses). Careers in the arts industry, leadership roles, teaching, sports and fitness industry, analysis and presentation skills.

# Drama

Course Leader: Miss Roberts

Edexcel

## Course Outline

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience.

Students will create, perform and respond - informed by their theoretical knowledge of drama and theatre.

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

## Assessment

**Component 1:** Understanding Drama (40%) written - examination paper

**Component 2:** Devising Drama (40%) practical with supporting logbook

**Component 3:** Text in practice (20%) practical - live performance to a visiting examiner

## Course Description

### Component 1: Understanding Drama

Students will explore a set text practically - to gain an in depth understanding of style, design, character and context. They will then learn and develop their skills in description, analysis and evaluation in preparation for the written exam in Year 11.

### Component 2: Devising Drama

Students will create, develop and perform a Drama from a given stimulus. Students are expected to work collaboratively with peers to be successful. They will then produce a logbook which documents their creative process.

### Component 3: Text in Practice

To study, rehearse and perform from a script to create a polished and high-quality piece of drama. This is performed to a visiting examiner.

You will achieve success if you are able to do the following:

- Express yourself in an active and exciting way
- Apply self-discipline
- Work in a group with any member of the class
- Contribute your own ideas and respect those of others
- Explore ideas by putting yourself in other people's shoes
- Play many parts in different, imaginary situations
- Create your own drama work
- Look at plays written and performed by other people

This course will suit you if you enjoy the practical process of Drama and want to be challenged and developed in your performance skills. It will also suit you if you like to analyse your own work and the work of others, developing your understanding of the theatre and its craft.



## Future Pathway

A Level Drama, BTEC Performing Arts, BA (Hons) Performing Arts.

# Fine Art

Course Leader: Mr Vardy

AQA

## Course Outline

This Art course is designed to encourage students to develop creatively; to do this they will grow in their understanding of a wide range of materials and techniques. They will also appreciate the work of other artists in relation to their own work. Within this course students can use a wide range of media and techniques from painting, printing, 3D sculptures, collage, digital and installation work.

The course will encourage students to develop:

- Creative and imaginative abilities and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills
- Understanding of codes and conventions of art, craft and design and awareness of the contexts in which they operate
- Knowledge and understanding of art, craft and design in which they operate
- Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures
- Greater focus on literacy within the critical and contextual elements of the course.

## Assessment

The scheme of assessment comprises of two components.

**Portfolio of work – 60% of the marks:** A portfolio of two or three units of coursework is required. Each unit of the portfolio should include preparatory work, sketch books or journals related to the final piece in the chosen area of study and an evaluation.

**Externally Set Task – 40% of the marks - 10 Hour final exam:** Students will be required to respond to one starting point from the examination paper. There will be a preparatory period followed by 10 hours of supervised examination time. Students will be expected to develop their own work to resolve their investigations, producing a final piece (or pieces) based upon preparatory studies and research.

## Course Description

We use a variety of teaching and learning methods to create an inclusive environment. Students are guided and supported in their learning and are given the opportunity to be proactive in their progress towards attainment and achievement. Students are expected to meet deadlines for homework and coursework and are supported in this via clubs, workshops, study visits and one to one meetings. Students will be expected to have access to basic materials for use at home, to use the school library and other places to gather research materials (such as museums and galleries) and attend Art Department study visits as a part of their coursework.

Students will use a sketch book to record information, findings, experiments and ideas. Sketch books can be purchased from the Art Department at cost price. Students will research and explore the work of artists, designers and craftspeople from different times and cultures.



## Future Pathway

Students will have an opportunity to continue their study into an exciting and successful Fine Art A Level at Bitterne Park Sixth Form College and develop a career path within the visual arts and design industry, of which Britain has a highly successful and proud heritage. This could then lead to many possible careers, some examples are below:

TV graphic artist, web designer, book illustrator, architect, art therapist, cartoonist, film animator, tattoo artist, interior decorator, magazine producer, furniture designer, makeup artist, advertiser, medical illustrator, theatre set designer, card designer, graphic artist, accessory designer, background film artist, film animator, poster artist, theme park designer.

# Film Studies

Course Leader: Mr Drummond  
WJEC Eduqas

## Course Outline

Film is often considered as the most important art form of the 20th Century. It is a major industry in most developed countries and an important part of people's cultural experience. It has become a huge influence on society today. Films entertain, educate and provoke debate.

The WJEC Eduqas specification in GCSE Film Studies is designed to draw on students' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology.

Students will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from the UK, Europe and Japan.

## Assessment

**Component 1: Key Developments in US Film.** (35%) 70 Marks. Written examination: 1 hour 30 minutes.

Students study 3 US films:

- 1 mainstream film from the 1950s
- 1 mainstream film from the 1980s
- 1 independently produced film

**Component 2: Global Film: Narrative, Representation & Film Style.** (35%) 70 Marks.

Written examination: 1 hour 30 minutes.

Students study 3 films from outside the US:

- 1 UK film
- 1 global English language film
- 1 global non-English language film

**Component 3: Production.** (30%) 60 Marks. Non-exam assessment (coursework).

Students have 2 choices:

- Create a genre film (2 minutes to 2 1/2 minutes)
- Write a screenplay for a genre film (800 to 1000 words) with a shooting script.

All students must complete an evaluation of the production (750 to 850 words).

## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.



## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# GCSE Music

Course Leader: Mrs Fowler

Edexcel

## Course Outline

The GCSE Music course combines the practical aspects of performing and composing with theoretical and historical musical analysis. It is therefore more suitable for students who have an interest in the theoretical aspects of music, rather than the vocational. You will learn how to improve your performing skills, to construct music from initial ideas through to the final product and to analyse music from a wide range of historical periods and genres. The course includes elements of working both individually and as part of a group and is assessed through practical coursework and a final listening examination. Students will need to be performing to at least a Grade 2 level (or equivalent) on their instrument in order to complete the performing component of the course.

## Assessment

**Coursework** Performing & Composing - 60%

**Listening Exam** - 40%

## Course Description

### Unit 1: Performing (30%)

In this unit you will perform two pieces – one solo and one ensemble, with a combined duration of at least four minutes. There is no requirement to perform in front of an audience, as all performances are recorded and sent to the exam board to be marked. Although not a pre-requisite of the course, it is preferred that you are receiving weekly lessons on your chosen instrument to further support development in this area. A performing standard of **Grade 3 (or above)** is required in order to succeed in this element of the course.

### Unit 2: Composing (30%)

In this unit you will compose two pieces – one in response to a brief set by the exam board and one in a style of your choice, with a combined duration of three minutes. Compositions are usually created using sequencing software and are submitted to the exam board along with your written commentary which explains how you developed your ideas.

### Unit 3: Appraising (40%)

The final unit is assessed as a 1.5 hour listening examination at the end of the course. You will learn about musical elements, musical contexts and identify features in different pieces of music using appropriate musical language. There are four areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. You will learn about two pieces of music in each area of study. The final examination comprises two sections – the first focuses on short answer questions and the second is an extended piece of writing, in which you will compare one of the set works to an unfamiliar piece.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Photography

Course Leader: Miss Snoddon

AQA

## Course Outline

The Photography course is designed to encourage students to develop an understanding and appreciation of digital photography and image manipulation as well as some aspects of traditional black and white film photography.

In year one students learn basic photography skills: using a manual DSLR camera, basic digital photography (including using Photoshop digital manipulation software) and develop an understanding of artist understanding and interpretation in order to develop ideas of their own inspired by artists explored. Students follow several units of coursework throughout the course including mock practical examinations, which then become important pieces of the 60% portfolio.

## Assessment

The coursework portfolio makes up 60% of the overall GCSE marks. The coursework begins from the start of Year 10 and is completed in December of Year 11 and consists of three projects. A controlled test set by the examinations board makes up the remaining 40%. During the GCSE students will research other photographers, artists and creative people and present written information such as opinions, analysis and evaluations. Presentation of a portfolio should be imaginative and reflect the subject or theme of the unit.

In the controlled test exam students have a preparatory period to prepare their work followed by 10 hours of supervised practical exam time to complete a final piece or pieces for their exam.

## Course Description

Students require discipline and commitment if they are to be successful in GCSE Photography. Full support is offered in the classroom, studio and darkroom at lunchtimes and after school. Students are expected to use the support offered and work independently in class and at home.

For many students this will be the first time they work in Photography and the course delivers excellent skills, knowledge and understanding at the beginning to develop these new skills. It is of benefit, but not necessary, to have had some creative art skills before or during the course.

The course provides some basic materials and students can use the school cameras we have in lessons. However, it is an advantage to have your own camera from a digital SLR or a simple digital bridge camera.

During the course we provide basic consumables that students use, and a print quota; however, students are asked to pay a £20.00 photography fee. This will allocate you a pack of basic consumables that should last the full 2 years. It includes a SD card, a SD card reader and a folder to hold all of their work in. This will also help toward the running of more expensive parts of the course including cameras, studio equipment and digital printing. Please discuss this with the Photography teacher if you have any questions.



## Future Pathway

A Level Photography at Bitterne Park Sixth Form. Varying Arts-based degrees including BA Hons in Photography (both general or subject-specific), BA Hons in Fine Art or foundation degrees in Art and Design plus many other creative career and life opportunities.

# Physical Education

Course Leader: Mr Speight  
AQA (8582)

## Course Outline

GCSE PE is a fascinating, active and very successful course which develops knowledge and understanding of theoretical and practical concepts within the health, exercise and sporting world. Students must have a genuine interest in sport and exercise and be willing to work hard; this course is ideal for students who are enthusiastic sportswomen and sportsmen. The course is very topical and challenging and it extends skills learnt in GCSE English, Maths and Science.

## Assessment

### Theory of Physical Education:

- 60% of final GCSE grade
- Two separate written exams with a combined length of 2 hours 30 minutes including: multiple choice, short answers and longer 6 mark answers
- Paper 1 Human Body & Movement in physical activity and sport
- Paper 2: Socio Cultural Wellbeing & Influences in physical activity and sport
- Combined total marks available is 156

### Practical Performance in Physical Education:

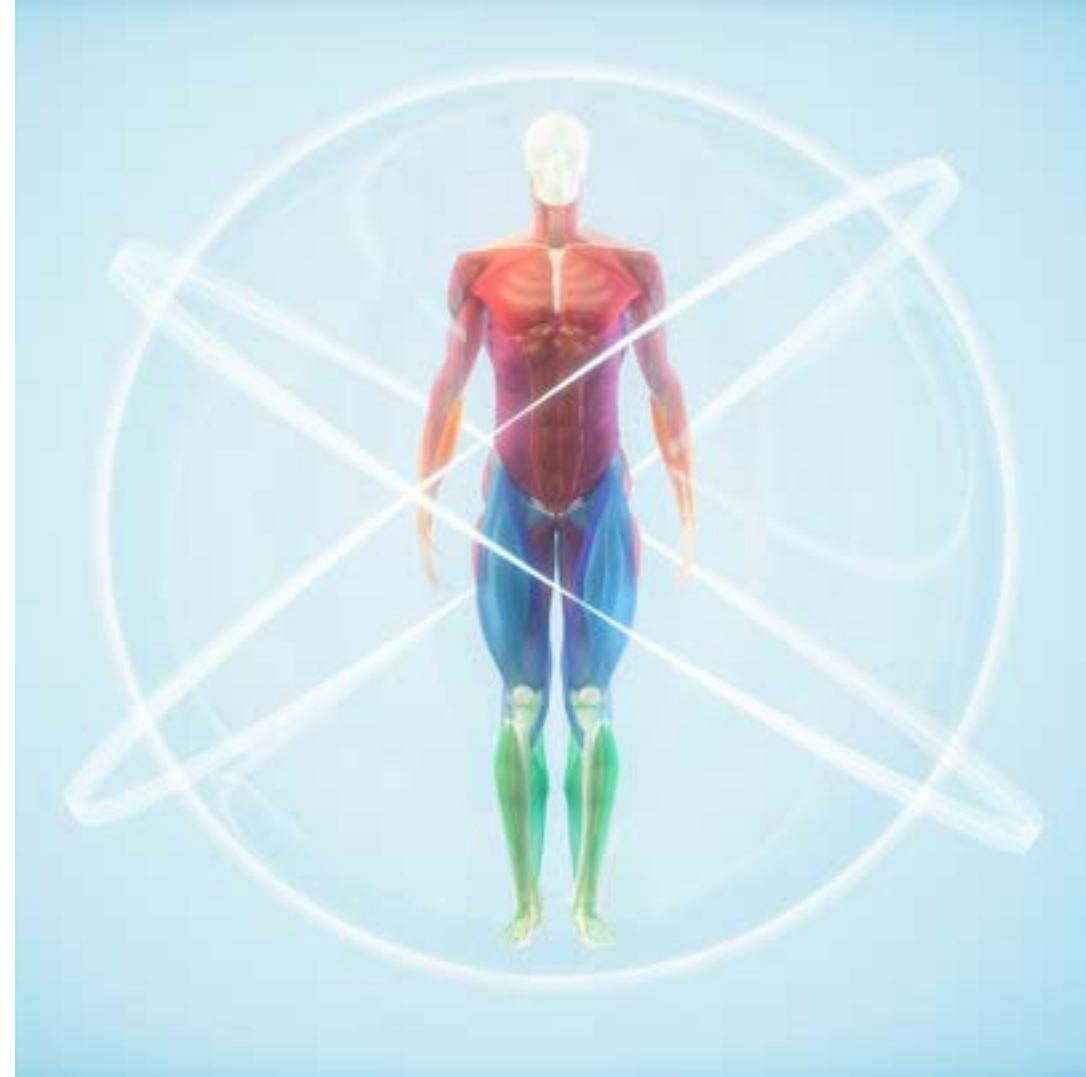
- 40% of final GCSE grade
- Students will perform their best 3 sports or activities during a moderated practical exam
- Every student must complete a substantial written analysis of performance

## Course Description

During the practical elements of this course our students will learn to analyse and evaluate their own and others' practical performances; they will be provided with constructive feedback and know how to improve their performance levels. All of our students' performances are compared to strict GCSE performance criteria. We aim for our students to apply their theoretical knowledge within practical contexts in order to improve their understanding of the course.

A selection of theoretical topics are listed below:

Health, fitness and exercise; motivation, arousal, personality and sport; commercialisation and global impact of sport; skill acquisition; sport and fitness training; diet for health and performance; the use of drugs in sport; our skeletal system; our muscular system; our cardiovascular system; our respiratory system; biomechanics and sporting performance.



## Future Pathway

To be able to access either A Level or Level 3 vocational qualifications in the Sixth Form, enter employment or apply for an apprenticeship in the sports industry.

# Product Design

Course Leader: Miss Harrison  
AQA

## Course Outline

This course involves and rewards your imagination and creativity. You will push your understanding and flair when designing and presenting your ideas, to produce professional products that you could see on the shop floor.

## Assessment

You will be assessed in both an exam and a controlled assignment. **2 hour examination assessment (50% of GCSE)**

You will demonstrate the subject knowledge gained over the course by answering examination paper questions. **Non-examination assessment (50% of GCSE)**

Here you will be assessed by carrying out an individual design and practical make activity. You will look into existing products and use this to create and develop your own design, through to making the prototypes of your final idea.

## Course Description

You will be taught the course syllabus through a series of design and make projects, working individually and in small groups. You will be given the opportunity through the course to develop your ideas using a range of presentation techniques and computer aided design. When making your prototypes you will be improving your practical skills by using a range of hand tools and computer aided manufacture.

**Theme: Materials.** The course will introduce you to the world of professional designing, the role a professional designer undertakes and the skills and techniques used to develop and present your ideas in a creative discipline. You will develop your hand skills by producing prototypes out of plastics, woods, metals and cards; while at the same time develop and use the latest computer technology to produce 3D models, CAD drawings and the laser cutter to make your visions a reality.

**Theme: Packaging & Advertising.** Supporting the business aspects, you will also look at the role of packaging and advertising. You will explore packaging materials, using word processors and digital technology to give them a professional quality that protects your final product.

**Theme: Non-Examination Assessment & Examination Preparation.** This is a question set by the examination board for students to research for their coursework assignment.



## Future Pathway

A Level Product Design. A variety of careers: architect, furniture designer, packaging designer, jewellery designer, teacher, product design, industrial design, automotive design, engineering, civil engineering, aerospace design, model making, mechanical engineering, surveying, interior design, CAD operator, illustrator, games designer, quantity surveyor, structural engineer, technical illustrator, servicing & repair, interior design, site manager, set design, civil engineering, aerospace engineering, graphic designer, mechanic, freelance designer, production manager, town planning, the armed services, website design, electrical engineering, creative & media, market researcher, surveyor, marketing, product manager, landscape architect.

# Religious Education

Course Leader: Miss Underwood

OCR

## Course Outline

Religious Studies provides a brilliant opportunity to discuss key philosophical and ethical issues which impact our lives today. Students regularly express their personal opinions and have a chance to share their views. You will gain a greater understanding of why people behave the way they do and develop an awareness of different cultures and the various ways in which people interpret beliefs and teachings. Religious Studies is a subject that will help to prepare you for future life and social interactions and provides a valuable qualification for careers in a wide area.

## Assessment

**100% examination - no controlled assessment.**

There are 3 examinations in total:

**Paper 1:** Christianity Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 2:** Other Religion (of choice) Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 3:** Religion, Philosophy & Ethics (**50% 2 hour examination**)

## Course Description

Students study the following components:

**Component 1: Beliefs, Teachings & Practices of Christianity.** What is the nature of God? Was Jesus a teacher or miracle worker? Why is there evil and suffering in the world?

**Component 2: Beliefs, Teachings & Practices of either:** Islam, Judaism, Buddhism or Hinduism.

**Component 3: Philosophy & Ethics.** This is split into 4 themes: Relationships & Families, Existence of God, Peace & Conflict and Discussion between Religious and non-religious beliefs. Some key questions from this unit include: Is equality possible? Should same sex marriages happen? Does God exist? Are miracles real? Is war ever justified? What causes terrorism? How can religion and science link? Do we have the right to create or end life? Is society becoming less religious?

You get the opportunity to visit places of worship and meet with various faith representatives to develop your understanding of religion and culture and building your knowledge gained from specialists to help improve your potential to succeed. Previously students have visited a Buddhist meditation centre, various churches and some attended a trip to the Vatican City in Rome.



## Future Pathway

This qualification will support students moving to A Level and University. At GCSE RS links well with subjects such as Sociology, History, Health & Social Care, English and Science. Religious Studies will support you in a career working with people. It is particularly useful for a role within the public sector (teaching, social work, police).

# Sociology

Course Leader: Miss Solanki de Carvalho  
Eduqas

## Course Outline

This course will appeal to candidates who have a keen interest in the society that we live in. The Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues.

Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world.

## Assessment

**Component 1:** Understanding Social Processes. Written examination: 1 hour 45 minutes (50% of qualification).

**Component 2:** Understanding Social Structures. Written examination: 1 hour 45 minutes (50% of qualification).

## Course Description

**Component 1 will include:**

**Key Concepts & Processes of Cultural Transmission:** key sociological concepts; debates over the acquisition of identity; the process of socialisation.

**Families:** family diversity and different family forms in the UK and within a global context; social changes and family relationships.

**Education:** patterns and factors impacting educational achievement.

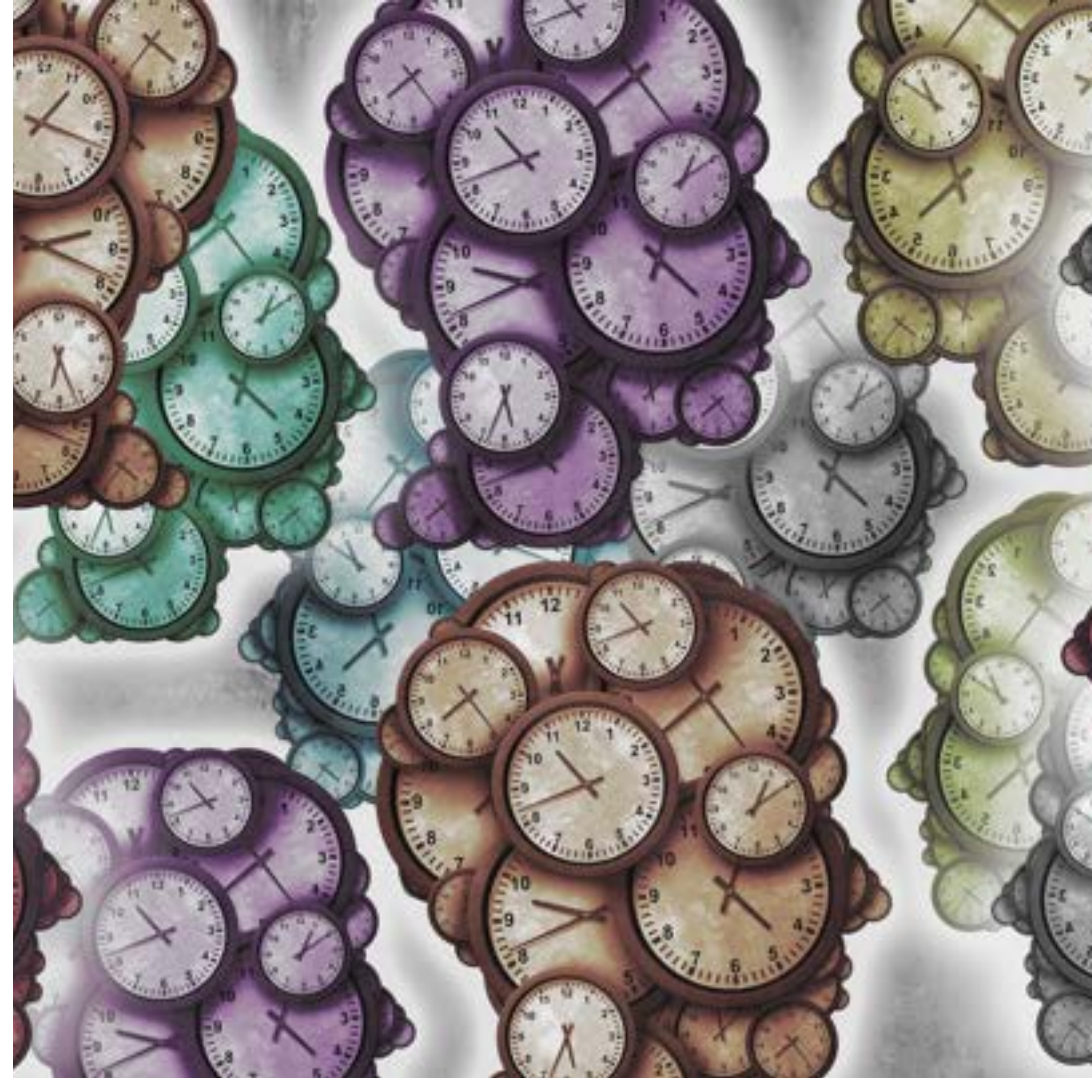
**Sociological Research Methods:** usefulness of different types of data; methods of research and sampling; practical and ethical issues affecting research.

**Component 2 will include:**

**Social Differentiation & Stratification:** different forms and sources of power and authority; equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality.

**Crime & Deviance:** social construction of concepts of crime and deviance; patterns of criminal and deviant behaviour; sources of data on crime.

**Applied Methods of Sociological Enquiry:** the process of research design; interpreting data.



## Future Pathway

**College:** A-Level Sociology; Level 3 Criminology

**Career:** Law; journalism; social work; childcare; youth and community work; police

# GCSE Art & Design: Textiles\*

Course Leader: Mrs Earnshaw

AQA

## Course Outline

This course is suitable for all students with an interest in Textiles and Art. From an Art based approach, it aims to stimulate imagination and will suit students who enjoy designing and using fabrics in imaginative ways.

Students will develop a passion for the creative world of Fashion & Textiles ensuring they have a broad range of skills in understanding materials, surface decoration all whilst making a range of high-quality products design by them.

It is a practical course in which students learn by doing, creating imaginative personal work. Students will find out about a whole range of media, techniques and processes. It will develop their creativity and independent thought, learning to express themselves visually and lets their imagination flourish.

## Assessment

**Component 1 Portfolio-60% of total marks.** Two units of coursework where students will be expected to design and make quality textile products.

**Component 2 Externally set assignment-40% of total marks.** Students choose 1 of 7 themed questions. Students have a preparation period, plus 10 hours of supervised time to complete a final or several pieces.

## Course Description

**Unit 1 - Natural World.** During this project students will be exploring the theme 'Natural World'. They will be introduced to many new textile techniques, textile artists and fashion designers, to inspire them with their sample development. Students will be making and designing a fashion garment inspired by the starting point 'Natural World'.

**Unit 2 - Landscape Cushion.** During this project students will be exploring landscapes within Textiles & Art. They will be using this as a basis of their ideas, drawings and samples. They will find and research a specific artist to base their cushion on and, within this, they will explore a range of textile techniques to show texture and tone, for the outcome of a 'Landscape Cushion'.

Landscape is broken down into many categories, some of which include: **Seascapes** (sea, beaches, coastal); **Rural** (meadows, mountains, lakes, fields); **Urban** (city, man made, bridges, skyscrapers).

We encourage students to develop essential skills to enable them to research and experiment in an independent way. These skills include: fabric construction; machine and hand embroidery; silk painting; batik transfer printing; stencilling; shibori; felting; applique; reverse appliques; heat manipulation; weaving; quilting; trapunto.

Online sketchbooks and prep sheets are used extensively to present samples, observational drawings, development of ideas, analysis of own work and the work of others. Students' work will show informed connections with that of other artists, designers and crafts people.



## Future Pathway

Students can continue their art and design studies at AS and A Level. Otherwise, the transferable skills they gain will still be valuable. They'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Art & Design opens the door to lots of exciting careers. Try these for starters: fashion designer; constructed textiles; theatre designer; animator; illustrator; photographer; architect; costume design; textiles design; ceramics; printed textiles; advertising; interior design; fashion and media journalism; hair and make-up design.

# Enterprise & Marketing

Course Leader: Mr Gillet

AQA

## Course Outline

Learners will be able to develop a variety of skills when investigating and researching local small businesses. Based upon the findings, learners will then be able to plan and present business-related projects. The coursework components will be based on planning and pitching a business idea based upon a specific customer brief, before sitting an exam in Year 11.

## Assessment

**Year 10:** Designing a business proposal (30%)

**Year 11:** Market and pitch a business proposal (30%)

**Year 11:** Enterprise and marketing concepts - examination (40%)

## Course Description

### Designing a Business Proposal: Coursework (30%)

Creating a new product is an exciting challenge. If you want your product to make a profit, then it must meet customer needs but also stand out from similar products that are on the market. This unit will provide you with the skills and knowledge to design a product proposal to meet a business brief.

In this unit you will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. To help decide on your final design, you will gain feedback and then assess the strengths and weaknesses of your initial ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit.

### Market & Pitch a Business Proposal: Coursework (30%)

In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Your promotional campaign will include you choosing different methods of promotion which you think are most suitable for your target customers. You will then need to create a presentation that you will pitch to an audience. After delivering your professional pitch, you will reflect on your pitching skills, your brand, your promotional campaign and the likely success of your product.

### Enterprise & Marketing Concepts: Examination (40%)

In this unit you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. You will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding your target market's needs, you will learn how the marketing mix elements must be carefully blended to enhance business performance. You will examine each element individually and explore the decisions that an entrepreneur needs to make. You will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which you will learn about so that you can understand how to obtain timely and appropriate guidance.



## Future Pathway

After completing this course, learners will be able to study a range of A Level and vocational courses including:

- A Level Business
- A Level Economics
- A range of intermediate or advanced apprenticeships
- Level 3 Vocational Business

# Hairdressing & Beauty

Course Leader: Miss De La Ceaux

CO2A5 Level 1 & 2 Technical Award

## Course Outline

The course is over the duration of 2 school years. One mock exam and 1 GCSE equivalent exam. An assignment needs to be passed to gain the full qualification.

### Theory Components of the Course - Vocational Equivalent to a GCSE:

**UCO90 Business & Entrepreneurship in the Hair & Beauty Sector.** This unit will enable learners to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector.

LO1: Understand the structure and concept of hair and beauty businesses

LO2: Understand enterprise and entrepreneurship in the hair and beauty sector

LO3: Understand marketing and its role in the promotion of hair and beauty products and services

### UCO91 Anatomy, Physiology and Cosmetic Science

LO1-UCO91: Anatomy, physiology and cosmetic science. This unit will enable learners to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty products.

LO2-UCO91: The anatomy and physiology of the skin.

LO3: The historical evolution of hair and beauty products from ancient times to the 21st century.

**UCO92 Design in the Hair & Beauty Sector - Assignment.** This unit will enable learners to develop knowledge and understanding of the purpose, principles and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills.

Practical Components of the Course: hairdressing assessments; barbering; nails/manicures; beauty/make-up

## Assessment

Ongoing formative and summative assessments of both practical and theory sessions.  
Portfolio of work - 100% of marks.

## Course Description

**Unit 1:** Underpinning knowledge will be taught of the examination they take in Year 11, Business & Entrepreneurship in the Hair & Beauty Sector and Anatomy, Physiology and Cosmetic Science.

### Practical components of the course:

- Hairdressing assessments
- Barbering
- Nails/manicures
- Beauty/make-up



## Future Pathway

Hair and beauty salons will consider employment at the age of 14, this could lead onto apprenticeships in the hair and beauty industry in further education or full-time hairdressing and beauty courses in college.

# Hospitality & Catering

Course Leader: Mr A Brown & Mrs R Gregory  
WJEC Eduqas - Level 1/2 Vocational Award

## Course Outline

The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

## Assessment

WJEC Level 1/2 Vocational Award in Hospitality & Catering (Technical Award) consists of 2 units:

**Unit 1:** The hospitality and catering industry - external assessment - 40%

**Unit 2:** Hospitality and catering in action - internal assessment - 60%

Unit 1 will be assessed through an examination which is worth 40% of your qualification. In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

## Course Description

### Unit 1: The Hospitality & Catering Industry

You will:

- learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### Unit 2: Hospitality & Catering in Action

You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

You will develop a range of skills which are attractive to employers, colleges and universities including: Communication, Confidence, Learning independently, Organisation, Problem solving, Research, Self-discipline, Stamina, Taking on responsibility, Time management.



## Future Pathway

This course works well with sciences, sports and fitness, Religious Education and many other GCSEs. It can lead onto Level 3 qualifications in the food, catering and health industries and then into apprenticeships or specific university courses.

Food product development scientist; nutritionist; sports and fitness trainer; NHS dieting and nutritionist; nutritional therapist; teacher; chef; food labelling specialist; corporate wellness consultant; food safety auditor; public health nutritionist.

# Health & Social Care

Course Leader: Miss Fynan

OCR

## Course Outline

Vocational qualifications develop practical skills and knowledge related to an employment area and are designed to help students learn in a practical way.

Health and Social care can offer students the ability to gain the skills needed to start a job, progress in a career, or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities and are assessed usually by both written and practical coursework or exams.

## Assessment

During 2 years of study students must complete 3 units: one externally assessed unit and two internal units of coursework.

External assessments will take place in January with an opportunity to re-sit in June. The exam must be taken in the final assessment series before qualification certification.

### Grading

All results are awarded on the following scale:

- Level 2 - Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)
- Level 1 - Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified

## Course Description

What learning experiences can I expect?

**RO32: Principles of care in health and social care** (this is assessed by an exam).

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: the rights of service users in health and social care settings; person-centred values of care; effective communication in health and social care; protecting service users and service providers in health and social care settings.

**RO33: Supporting individuals through life events** (this is assessed by a set assignment).

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include: life stages; impacts of life events; sources of support.

**RO35: Health promotion campaigns.** (this is assessed by a set assignment).

In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Topics include: Current public health issues and the impact on society; factors influencing health; plan and create a health promotion campaign; Deliver and evaluate a health promotion campaign.

### Not forgetting ...

Community involvement including local schools and care homes; work experience; speakers from the health and social sector; work based learning; research and reflection on current issues surrounding health and social care using media.



## Future Pathway

Careers in the health and social care sector including nursing, teaching, midwifery, probation, childcare, social work, carer. Further education – sixth form/colleges/apprenticeships.

# Musical Theatre/Production Arts

Course Leader: Miss Grindey

## Course Outline

Students who opt for this performing arts course will select from either a performing or production route.

Students who select the performing route will explore and develop their use of skills as a performer, working on a range of Musical Theatre projects.

Students who select the production route will learn about a range of production roles within Musical Theatre, such as set, props, costume, lighting, sound and make-up. They will then create the design ideas for the practical projects the performing students are working on.

This is a practical-based course. Students will complete logbooks to document their progress but will predominantly be assessed on their practical work. Topics will include Everybody talking about Jamie, Lion King etc.

## Assessment

60% Practical coursework components. **Component 1:** Exploring the Performing Arts. **Component 2:** Developing Skills & Techniques.

40% Live Performance. **Component 3:** Live Performance - devising to a brief.

## Course Description

**Component 1:** Exploring the Performing arts.  
Focused study on 3 musicals; you will explore how the musicals were created through research and class discussion; you will explore the themes in the musical through practical workshops; you will learn about the roles within a creative or production team.

**Component 2:** Developing Skills & Techniques.  
You will explore physical, vocal and interpretative skills to create a character; you will explore the use of design and professional skills required to work in a production team (production); you will participate in workshops and follow a rehearsal schedule; you will take on a production role and pitch ideas to the rest of the group for performance (production); perform a final piece to an audience; carry out a production role for a performance (production); keep a log book to document your development skills.

**Component 3:** Live Performance - Devising to a Brief.  
You will devise a performance piece based on a brief provided by the examination board; you will be part of a production team to support a group devised piece (production); you will explore ideas and themes in workshops; keep a log book to document your development ideas; rehearse and complete a final performance.



## Extra-Curricular Opportunities

There are several extra-curricular opportunities for students to access, for example, MTC (Musical Theatre Company). Students studying this option will be offered live performance opportunities as well as the chance to work on lighting/sound.

We offer trips to live performances as much as possible and are often able to facilitate workshops with West End professionals.

## Future Pathway

This option is designed to prepare students for Performing Arts or Production Arts BTEC at Level 3, and go onto a university course in either of these disciplines, which could ultimately lead to a career in the Performing Arts Industry.

# BTEC Music

Course Leader: Mrs Fowler  
Eduqas

## Course Outline

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Music sector – a vibrant, exciting and competitive industry that offers many different and exciting new work opportunities, whether in composing, performing, or producing music. This course allows learners to explore the sector, and to learn and try out new skills, techniques and styles, allowing them to make an informed decision about their future learning and career.

As a creative subject with a focus on music practice, there is no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeals to them.

The course is divided into three components. The first 2 components are assessed through practical tasks that are then externally moderated. Component 3 is an external synoptic task completed in lessons that is marked externally.

## Assessment

**Component 1 - 'Performing' (30%)** - 120 hours of supervised sessions. Internally assessed and externally moderated.

**Component 2 - 'Creating' (30%)** - 10 hours of supervised sessions. Internally assessed and externally moderated.

**Component 3 - 'Performing Arts In Practice' (40%)** - 20 hours of supervised sessions. Externally moderated.

## Course Description

**Component 1: Performing** - You will learn the skills and techniques needed to produce a successful performance of an existing piece of music using LOGIC.

**Component 2: Composing** - You will learn of to create and refine your own original work through Music Composition using Music Technology.

**Component 3: Performing Arts In Practice** - You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own ideas.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Sports Studies

Course Leader: Mr Bixley

Cambridge National Sports Studies

## Course Outline

This qualification aims to develop our students' knowledge, understanding and skills of the essentials of Sport and Physical Activity. The students will gain an insight into the Sport and Physical Activity industry. The vocational course is designed to meet the requirements that today's employer's demand.

## Assessment

The course will involve a wide range of centre assessed units with practical as well as examined units on the impacts of sport and physical activity on health and wellbeing.

Students will complete 3 units:

R184 Contemporary issues in sport (written Exam)

R185 (Internal assessment) Performance and Leadership in sports activities

R187 (Internal assessment) Increasing awareness of outdoor and adventurous activities.

## Course Description

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. The course also offers a practical element whereby the students will be assessed in two sports of their choice.

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners can 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. Learners 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.

The qualification has been designed with practical and engaging ways of teaching in mind and enables learners to:

- develop a range of skills through involvement in sport and physical activity in different contexts and roles
- develop their ability to apply theoretical knowledge to practical situations
- gain a better understanding of the complexity of different areas of sport and the sports industry
- increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport
- Develop leadership skills in planning and delivering a session to students



## Future Pathway

Vocational Sport – to be able to access a Level 3 Vocational qualification in the Sixth Form such as the Cambridge Technical in Sport and Physical activity or a levels in sport and physical activity, enter employment or apply for an apprenticeship in the sports industry.

# Travel & Tourism

Course Leader: Mrs Cook

BTEC Level 2 - Pearson

## Course Outline

Tourism is a work-related course. Learners provide evidence of attainment through exams, group projects, assignments and observed assessments. All work is based on realistic workplace situations, activities and business demands.

When taking Tourism learners will study:

**Component 1:** Travel and Tourism Organisations and Destinations (coursework)

**Component 2:** Customer Needs in Travel and Tourism (coursework)

**Component 3:** Influences on Global Travel and Tourism (exam)

## Assessment

Units of work will be internally and externally assessed and marked with an overall grade for the complete qualification awarded at the end of the course.

Components 1 and 2 are assessed by coursework and are each worth 30% of the overall grade. Component 3 is assessed by an exam and is worth 40% of the overall grade.

## Course Description

By taking Travel & Tourism, learners will develop their own employability skills such as: self-management; teamwork; reflection; effective participation; independence; creativity; research skills; time management.

By taking Travel & Tourism, learners will learn through: completing individual projects; participating in group projects; carrying out independent investigation; giving presentations; taking part in group-based discussions and debates; role play and recordings; answering examination questions; participating on organised trips.

Once you have completed the qualification, you will have developed an understanding of the travel and tourism sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the travel and tourism sector is for you and, if so, which part of it you might want to study further.



## Future Pathway

Taking a course in tourism prepares learners for more advanced courses such as:

- BTEC Level 3 Diploma in Travel & Tourism
- AS/A2 Leisure & Tourism
- AS/A2 Travel & Tourism
- Travel & Tourism Vocational Qualifications; Level 2 Certificate in Retail Travel (ABTAC), Airline & Cabin Crew, Resort Representative. Level 3 Galileo (Global Distribution System).

# Vocational IT

Course Leader: Mr Warren

## Course Outline

This vocational IT qualification gives you an insight into using ICT in the wider world. The Cambridge National in IT is designed to inspire and equip you with the confidence to use skills that are relevant to the IT sector and more widely.

It covers the use of IT in the digital world, Internet of Everything, data manipulation using spreadsheets, human-computer interface (HCI) and augmented reality.

You will develop real and relevant skills for the future, learning to select the best tools and techniques to problem solve. You will be creative and practical.

## Assessment

Two internal assessments, each worth 30%  
One external examination worth 40%

## Course Description

The course has 3 different elements:

- An internal assessment using a particular application, or selection of applications, to meet a particular need eg: using spreadsheets to manage data.
- An internal assessment using a particular application, or selection of applications, to meet a particular need. This will focus on the development of an augmented reality app for a company or organisation.
- An examination unit - based on theoretical IT.

What will you learn?

- to understand the fundamental principles and concepts of IT
- You will think creatively, innovatively, analytically, logically and evaluatively
- You will learn advanced use of the Microsoft apps, along with the use of more specialist applications
- You will also learn about people in IT and IT in society
- You will learn about cyber security and legislation
- You will learn about the 'Internet of Everything'
- You will learn about augmented reality and its uses
- You will learn project management skills.



## Future Pathway

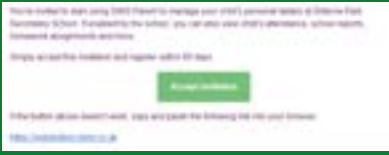
This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Information Technology.

Careers in this subject include: games designer; web designer; data manager; project manager. IT is also seen as an essential skill in most careers.


# How To Make Your Preferences Choices

In order to complete the preferences process, you will need to be able to access SIMS-Options online. You will receive a separate email with your log-in details (please check your Junk/Spam folder). Please complete the following steps:

**1** Using the email address that we have on record for you at school, check your email inbox (or junk folder). You will find an email from [noreply@sims.co.uk](mailto:noreply@sims.co.uk) that looks like this:

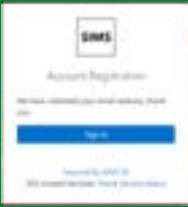


**2** Accept the invitation and it will direct you to this page:

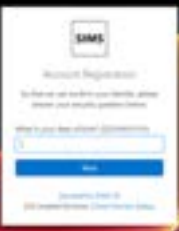


**3** Type in the email address you wish to link to the account.

The invitation code should appear automatically. Press 'Next' to go to account registration.




**4** Please enter your date of birth. Press next and you will be directed to a 'create password' page.

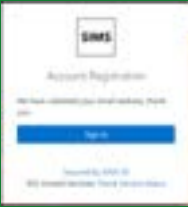


**5** Create a password; confirm your password and then press 'next'.

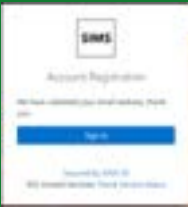
Do not attempt to login before you have completed step 6!




**6** There should now be a verification email in your inbox from [simsid4@identityfor.co.uk](mailto:simsid4@identityfor.co.uk). Please click on the link in the email to verify.



**7** Please verify your email address. You will then automatically be directed to an activate page that looks like this.




**8** Press 'sign in'



**9** Type in [sims-options.co.uk](http://sims-options.co.uk) into your web browser. Login using the email and password you set up in Steps 3 & 5



**10** Press the 'SIMS Options' tab and follow the onscreen directions.





# KS4 PREFERENCES

Information Booklet - 2024



Year 9 are now at an exciting stage in their school lives, as they begin the process of selecting their Key Stage 4 preferences.

Some subjects are compulsory at Key Stage 4 and all students will continue to study these (core subjects). In addition, we offer a wide range of subjects both GCSE and vocational that students can opt for. Furthermore, your child will have been placed on to a specific 'pathway' based on their current progress. As a result, they may be required to complete the EBacc suite of subjects and therefore their preferences will need to fulfil this. Your child's booklet will make it clear which preferences they will need to select from. Whilst we endeavour to give students these preferences, we may need to utilise their reserve.

Your child took a mini options process in Year 8 and their previous choices do not limit, or restrict what they can choose in Year 9.

It is important to discuss with your child that they will study all of their given preferences for the whole of Years 10 and 11, through to the examination, so they must select preferences which they are interested in and enjoy. Once the courses start there will not be an opportunity to change to another. It is also important that students know their bands could change to try and accommodate their preferences.

Our Preferences Roadshows have happened to help with their decisions as well as parents having had the opportunity to attend our KS4 Preferences Evening.

Parents/carers should complete their child's preferences via the SIMS App (guidance is included in this booklet). The preferences form will be open from Monday 19th February and must be completed by **Friday 1st March**. Student's preferences will be checked and discussed by their tutor and a member of the year team, to ensure they have chosen appropriate courses.

If you have any questions, please contact your child's tutor in the first instance. Tutor email addresses can be found on the school website under the parent area 'year teams' 'Year 9'.

Grant Hellyer

**Head of School for KS3**

Kirstie Gardner

**Head of Year**

# HOW TO MAKE YOUR CHOICES

## Core Subjects

ENGLISH LANGUAGE

ENGLISH LITERATURE

MATHEMATICS

SCIENCE (COMBINED)

CORE PE

PSHE

## Plus 4 Options (to be delivered in ISC)

PHOTOGRAPHY GCSE

ART GCSE

ASDAN

FOOD (CNAT)

Choose 4 additional options and 1 reserve from the list below

## GCSE (to be delivered in the mainstream classes)

COMPUTER SCIENCE

DANCE

DRAMA

FILM STUDIES

GEOGRAPHY

HISTORY

MUSIC

PHYSICAL EDUCATION

MEDIA STUDIES

PRODUCT DESIGN

RELIGIOUS STUDIES

SOCIOLOGY

TEXTILES

## Vocational (to be delivered in the mainstream classes)

ENTERPRISE & MARKETING

HAIRDRESSING &  
BEAUTY THERAPY

HOSPITALITY &  
CATERING

HEALTH &  
SOCIAL CARE

MUSICAL THEATRE / PRODUCTION

MUSIC TECHNOLOGY

SPORTS STUDIES

TRAVEL & TOURISM

VOCATIONAL IT

ARTS (PERFORMING ARTS  
PREFERENCE)

The following subjects cannot be taken together:

ART



TEXTILES

OR

GCSE PE



SPORTS STUDIES

GCSE Languages: Students must select the language that they have studied at Key Stage 3. Should they wish to study a second language, they must discuss this with their teacher. ISC Provision: If you wish to discuss the Key Stage 4 curriculum, or the options process for the Integrated Studies Curriculum department, please contact Mrs Ross directly.

# English Language

Course Leader: Mrs MacDonald

AQA

## Course Outline

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

## Assessment

This course is 100% examination and consists of two examination papers. Spoken language is awarded as a separate endorsement and carries 0% weighting towards the English Language GCSE.

## Course Description

### Paper 1: Explorations in Creative Reading and Writing

**Section A:** Reading question based on one literature fixture text.

**Section B:** Writing which is descriptive or narrative.

Assessed by a written examination: 1 hour 45 minutes, 80 marks and 50% of GCSE.

### Paper 2: Writers' Viewpoints and Perspectives

**Section A:** Reading question based on one non-fiction text and one literary non-fiction text.

**Section B:** Writing which presents a viewpoint.

Assessed by a written examination: 1 hour 45 minutes, 80 marks and 50% of GCSE.

Non-Examination Assessment: Spoken Language.

What is assessed?

- Presenting
- Responding to questions and feedback
- Use of standard English

Assessed by the teacher throughout the course and marked by the teacher.



## Future Pathway

A Level in English Literature, English Language or English Literature and Language combined, Law, Psychology and Sociology. As an academic subject, it is a gateway subject for A Levels and degree level subjects.

It can lead to careers in:

- Advertising and marketing
- Art and Design
- Law
- Publishing and Media
- Education
- Recruitment and HR
- Journalism

# English Literature

Course Leader: Mrs MacDonald  
AQA

## Course Outline

Reading comprehension and reading critically, literal and inferential comprehension; understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events. Critical reading; identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text. Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context and style.

## Assessment

This course is 100% examination and consists of two examination papers.

## Course Description

### Paper 1: Shakespeare and the 19th century novel

It will be assessed with a written exam: 1 hour 45 minutes 64 marks 40% of GCSE.

#### Section A: Shakespeare

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

#### Section B: The 19th-century novel

Students will answer one question on A Christmas Carol. This is the same format as the above.

### Paper 2: Modern Texts and Poetry

It will be assessed with a written exam: 2 hour 15 minutes 96 marks 60% of GCSE.

#### Section A: Modern Texts

Students will answer one essay question on An Inspector Calls.

#### Section B: Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict anthology.

#### Section C: Unseen Poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



## Future Pathway

A Level in English Literature, English Language or English Literature and Language combined, Law, Psychology, and Sociology. As an academic subject, it is a gateway subject for A Levels and degree level subjects.

It can lead to careers in: advertising and marketing; art and design; law; publishing and media; education; recruitment & HR; journalism.



# Science (Combined)

Course Leader: Mr Gorman

AQA: Trilogy (8464) (2 GCSES)

## Course Outline

Students will learn biology, chemistry and physics within this combined science qualification, worth two GCSEs. This qualification allows progression onto science A Levels.

GCSE Combined Science provides the opportunity for students to:

- develop curiosity, an interest in and enthusiasm for biology, chemistry and physics;
- develop scientific knowledge and conceptual understanding of each discipline;
- evaluate claims based on science through critical analysis of evidence and methods.

## Assessment

There will be six written exams in total for the qualification. These exams are worth 100% of the final grade. They are assessed externally by AQA. Each exam paper:

- is offered in Foundation and Higher tiers;
- uses a variety of question types such as: multiple choice, structured, closed, short answer and open response questions;
- has a length of 1 hour 15 minutes;
- is equally weighted (16.7% of the grade).

Students will be assessed through two Biology exams, two Physics exams and two Chemistry exams. Students will be graded based on all six exams on a 17 point scale from 1-1 to 9-9 where 9-9 is the best grade.

## Course Description

The course comprises Biology, Chemistry and Physics topics. Within the content covered students will complete 16 required practicals, which will be essential for the students' understanding of practical skills and how experimental observations support science theory. Areas of the theory and practical techniques from these required practicals will be assessed in the final exams.

Mathematical skills will also be assessed within the papers. In combined science, a minimum of 10% of Biology questions, 20% of Chemistry questions and 30% of Physics questions will test for mathematical skills.

### Aspects of Learning & Teaching:

**Biology:** cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation & evolution; ecology.

**Chemistry:** atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.

**Physics:** forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure.



## Future Pathways

Good grades in your two Combined Science GCSEs will allow you to study a range of Science A Level courses including biology, chemistry or physics.

Careers which you could consider if you have good science qualifications include, doctor, nurse, radiographer, civil engineer, electronic engineer, food scientist, sports scientists, marine biologist, palaeontologist, accountant, animal technician, astronaut and many, many others!

Science is also used in careers such as hairdressing, football coaching and vehicle maintenance.

# Photography

Course Leader: Miss Snoddon

AQA

## Course Outline

The Photography course is designed to encourage students to develop an understanding and appreciation of digital photography and image manipulation as well as some aspects of traditional black and white film photography.

In year one students learn basic photography skills: using a manual DSLR camera, basic digital photography (including using Photoshop digital manipulation software) and develop an understanding of artist understanding and interpretation in order to develop ideas of their own inspired by artists explored. Students follow several units of coursework throughout the course including mock practical examinations, which then become important pieces of the 60% portfolio.

## Assessment

The coursework portfolio makes up 60% of the overall GCSE marks. The coursework begins from the start of Year 10 and is completed in December of Year 11 and consists of three projects. A controlled test set by the examinations board makes up the remaining 40%. During the GCSE students will research other photographers, artists and creative people and present written information such as opinions, analysis and evaluations. Presentation of a portfolio should be imaginative and reflect the subject or theme of the unit.

In the controlled test exam students have a preparatory period to prepare their work followed by 10 hours of supervised practical exam time to complete a final piece or pieces for their exam.

## Course Description

Students require discipline and commitment if they are to be successful in GCSE Photography. Full support is offered in the classroom, studio and darkroom at lunchtimes and after school. Students are expected to use the support offered and work independently in class and at home.

For many students this will be the first time they work in Photography and the course delivers excellent skills, knowledge and understanding at the beginning to develop these new skills. It is of benefit, but not necessary, to have had some creative art skills before or during the course.

The course provides some basic materials and students can use the school cameras we have in lessons. However, it is an advantage to have your own camera from a digital SLR or a simple digital bridge camera.

During the course we provide basic consumables that students use, and a print quota; however, students are asked to pay a £20.00 photography fee. This will allocate you a pack of basic consumables that should last the full 2 years. It includes a SD card, a SD card reader and a folder to hold all of their work in. This will also help toward the running of more expensive parts of the course including cameras, studio equipment and digital printing. Please discuss this with the Photography teacher if you have any questions.



## Future Pathway

A Level Photography at Bitterne Park Sixth Form. Varying Arts-based degrees including BA Hons in Photography (both general or subject-specific), BA Hons in Fine Art or foundation degrees in Art and Design plus many other creative career and life opportunities.

# Fine Art

Course Leader: Mr Vardy

AQA

## Course Outline

This Art course is designed to encourage students to develop creatively; to do this they will grow in their understanding of a wide range of materials and techniques. They will also appreciate the work of other artists in relation to their own work. Within this course students can use a wide range of media and techniques from painting, printing, 3D sculptures, collage, digital and installation work.

The course will encourage students to develop:

- Creative and imaginative abilities and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills
- Understanding of codes and conventions of art, craft and design and awareness of the contexts in which they operate
- Knowledge and understanding of art, craft and design in which they operate
- Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures
- Greater focus on literacy within the critical and contextual elements of the course.

## Assessment

The scheme of assessment comprises of two components.

**Portfolio of work – 60% of the marks:** A portfolio of two or three units of coursework is required. Each unit of the portfolio should include preparatory work, sketch books or journals related to the final piece in the chosen area of study and an evaluation.

**Externally Set Task – 40% of the marks - 10 Hour final exam:** Students will be required to respond to one starting point from the examination paper. There will be a preparatory period followed by 10 hours of supervised examination time. Students will be expected to develop their own work to resolve their investigations, producing a final piece (or pieces) based upon preparatory studies and research.

## Course Description

We use a variety of teaching and learning methods to create an inclusive environment. Students are guided and supported in their learning and are given the opportunity to be proactive in their progress towards attainment and achievement. Students are expected to meet deadlines for homework and coursework and are supported in this via clubs, workshops, study visits and one to one meetings. Students will be expected to have access to basic materials for use at home, to use the school library and other places to gather research materials (such as museums and galleries) and attend Art Department study visits as a part of their coursework.

Students will use a sketch book to record information, findings, experiments and ideas. Sketch books can be purchased from the Art Department at cost price. Students will research and explore the work of artists, designers and craftspeople from different times and cultures.



## Future Pathway

Students will have an opportunity to continue their study into an exciting and successful Fine Art A Level at Bitterne Park Sixth Form College and develop a career path within the visual arts and design industry, of which Britain has a highly successful and proud heritage. This could then lead to many possible careers, some examples are below:

TV graphic artist, web designer, book illustrator, architect, art therapist, cartoonist, film animator, tattoo artist, interior decorator, magazine producer, furniture designer, makeup artist, advertiser, medical illustrator, theatre set designer, card designer, graphic artist, accessory designer, background film artist, film animator, poster artist, theme park designer.

## Course Outline

ASDAN Personal Development Programme is an accredited course which will run over two years. The course provides an opportunity for learners to develop personal, social, and work-related skills.

## Assessment

Learners will record and provide supporting evidence to create a portfolio which can include activity sheets, photos and witness statements, Activity logs and video and audio recordings. These will then be internally marked by the class teacher and then externally marked by ASDAN.

## Course Description

This course helps Learners recognise their own personal qualities. They have a say in what topics they learn about. They will get the chance to explore new activities and become more confident in trying new things which will help develop skills that will be invaluable to them when they start work and begin to live their lives more independent.

There are 3 levels learners can work towards. Bronze which is a total of 60 hours, Silver which is 120 hours and Gold which is 180 hours. Depending how much learners invest their own time into the course will determine what the teacher feels they can put the learner forward for.

Learners will also have the opportunity to go off site and take part in activities including map reading, environmental work in local parks or gardening and keeping an allotment.



# Food (CNat)

Course Leader: Mrs Llewellyn

## Course Outline

Designed for learners with an interest in food and cookery. This course provides learners with experience of using different cooking skills and methods to enable them to these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food. This qualification does not carry any performance points.

## Assessment

Students will complete four units and cook a range of dishes showing different skills at different levels, these will be assessed. They will also produce a portfolio of work which will cover everything from health and safety in the kitchen to nutrition and healthy eating. These portfolios will be internally assessed by the teacher and externally assessed by a moderator for the awarding body.

## Course Description

This course is designed to develop skills for learning, work and life.

The mandatory units are:

- Preparing to cook
- Understanding food
- Exploring balanced diets
- Plan and produce dishes in response to a brief (final assessment)

Guided learners 120 hours over 2 years.

Total qualification time 160 hours over 2 hours



# Computer Science

Course Leader: Mr Warren

Edexcel

## Course Outline

This exciting GCSE provides students with an excellent opportunity to investigate how computers work, how they are used and to develop computer programming and problem-solving skills. Students will also carry out some fascinating in-depth research and practical work.

Students study practical programming skills using Python. They learn how computers work, how data is used in computers as well as how networks work. Students also study how Computing has affected our wider society.

## Assessment

Two examinations 50/50 weighting.

**Paper 1:** Principles of Computer Science (1 hour 30 minute examination)

**Paper 2:** Application of Computational Thinking (2 hour on screen examination)

## Course Description

**Paper 1.** This paper will assess topics 1 to 5.

**Topic 1:** Computational Thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.

**Topic 2:** Data - understanding of binary, data representation, data storage and compression.

**Topic 3:** Computers - understanding of hardware and software components of computer systems and characteristics of programming languages.

**Topic 4:** Networks - understanding of computer networks and network security.

**Topic 5:** Issues and Impact - awareness of emerging trends in computing technologies and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

**Paper 2.** This paper will assess topic 6: Problem solving with programming.

The main focus of this paper is:

- Understanding what algorithms are, what they are used for and how they work in relation to creating programs.
- Understanding how to decompose and analyse problems.
- Ability to read, write, refine and evaluate programs.



## Future Pathway

This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Computer Science.

Careers in this subject include: games designer, web developer, program coder.

# Dance

Course Leader: Miss Richards

AQA

## Course Outline

Students will be introduced to an exciting and energetic GCSE with new and challenging ways of choreographing and performing. GCSE Dance will introduce students to an anthology which has a mix of artistic, cultural and aesthetically diverse works which are choreographed and performed in the UK today. They explore the connections between movement, choreographic intention and features of production like lighting, costume and music.

All students will have the opportunity to perform in front of a variety of audiences and attend workshops delivered by professional dancers and choreographers. All students will be offered the chance to see a live performance as part of the course.

## Assessment

**Performance** (internally marked, externally moderated) **30%**. Students will perform 2 pieces: A solo performance of Set Phrases (set by AQA) - approximately 1 minute in duration; a performance in a duo/trio - approximately 3 minutes 30 seconds in duration.

**Choreography** (internally marked, externally moderated) **30%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

**Dance Appreciation** (internally marked, externally moderated) **40%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

## Course Description

The six anthology works are as follows:

- A Linha Curva (Samba, contemporary fusion)
- Within Her Eyes (Contact work, Contemporary)
- Emancipation of Expressionism (Hip Hop)
- Shadows (Contemporary)
- Infra (Contemporary)
- Artificial Things (Contemporary)

Each term students will explore a different professional dance work or style of dance. All works are studied practically and theoretically. Students will have fortnightly technique classes that improve students physical and technical dance skills. During each half term, you will be expected to work both independently and with a group on choreographing and performing your own work, work in the style of the six anthology works and performance pieces.

The course will suit a student who: likes to express themselves through movement; enjoys performing and wants to develop their performance skills; wants to explore different dance styles and ways to create dance.



## Future Pathway

GCSE Dance study offers progression to study Dance at Sixth Form or College (both A Level and BTEC courses). Careers in the arts industry, leadership roles, teaching, sports and fitness industry, analysis and presentation skills.

# Drama

Course Leader: Miss Roberts

Edexcel

## Course Outline

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience.

Students will create, perform and respond - informed by their theoretical knowledge of drama and theatre.

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

## Assessment

**Component 1:** Understanding Drama (40%) written - examination paper

**Component 2:** Devising Drama (40%) practical with supporting logbook

**Component 3:** Text in practice (20%) practical - live performance to a visiting examiner

## Course Description

### Component 1: Understanding Drama

Students will explore a set text practically - to gain an in depth understanding of style, design, character and context. They will then learn and develop their skills in description, analysis and evaluation in preparation for the written exam in Year 11.

### Component 2: Devising Drama

Students will create, develop and perform a Drama from a given stimulus. Students are expected to work collaboratively with peers to be successful. They will then produce a logbook which documents their creative process.

### Component 3: Text in Practice

To study, rehearse and perform from a script to create a polished and high-quality piece of drama. This is performed to a visiting examiner.

You will achieve success if you are able to do the following:

- Express yourself in an active and exciting way
- Apply self-discipline
- Work in a group with any member of the class
- Contribute your own ideas and respect those of others
- Explore ideas by putting yourself in other people's shoes
- Play many parts in different, imaginary situations
- Create your own drama work
- Look at plays written and performed by other people

This course will suit you if you enjoy the practical process of Drama and want to be challenged and developed in your performance skills. It will also suit you if you like to analyse your own work and the work of others, developing your understanding of the theatre and its craft.



## Future Pathway

A Level Drama, BTEC Performing Arts, BA (Hons) Performing Arts.

# Film Studies

Course Leader: Mr Drummond  
WJEC Eduqas

## Course Outline

Film is often considered as the most important art form of the 20th Century. It is a major industry in most developed countries and an important part of people's cultural experience. It has become a huge influence on society today. Films entertain, educate and provoke debate.

The WJEC Eduqas specification in GCSE Film Studies is designed to draw on students' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology.

Students will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from the UK, Europe and Japan.

## Assessment

**Component 1: Key Developments in US Film.** (35%) 70 Marks. Written examination: 1 hour 30 minutes.

Students study 3 US films:

- 1 mainstream film from the 1950s
- 1 mainstream film from the 1980s
- 1 independently produced film

**Component 2: Global Film: Narrative, Representation & Film Style.** (35%) 70 Marks.

Written examination: 1 hour 30 minutes.

Students study 3 films from outside the US:

- 1 UK film
- 1 global English language film
- 1 global non-English language film

**Component 3: Production.** (30%) 60 Marks. Non-exam assessment (coursework).

Students have 2 choices:

- Create a genre film (2 minutes to 2 1/2 minutes)
- Write a screenplay for a genre film (800 to 1000 words) with a shooting script.

All students must complete an evaluation of the production (750 to 850 words).

## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.



## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# Geography

Course Leader: Mrs Miles

AQA

## Course Outline

Geography at Bitterne Park is exciting, challenging and fun. It is the subject that crosses all borders between the Arts and the Sciences, providing timeless skills and opportunities later in life. This course develops and builds on many of the skills and ideas introduced in Key Stage 3. Up to date case studies are selected from a variety of countries across the world and offer students real life examples of geographical issues they are studying. This helps to contextualise what they're learning and gives them a broader understanding of places around the world. Students will also study different topics which make links between people and the physical environment.

## Assessment

Three written examinations contribute to 100% of marks at the end of Year 11. These are outlined below:

### Living with the Physical Environment (35% of GCSE)

- The Challenge of Natural Hazards (eg: volcanoes)
- The Living World (eg: rainforests)
- Physical Landscapes in the UK (eg: rivers and coasts)

### Challenges in the Human Environment (35% of GCSE)

- Urban Issues & Challenges (eg: Rio de Janeiro)
- The Changing Economic World (eg: global poverty and MNCs)
- The Challenge of Resource Management (eg: food, water and energy)

### Geographical Application (30% of GCSE)

- Issue Evaluation
- Fieldwork Skills

## Course Description

GCSE Geography is taught by specialist teachers. During the course, the majority of lessons are classroom based, but with provision of both human and physical fieldwork being conducted in Year 10. Students will find themselves faced with challenges and will be expected to work independently, in small groups and as part of their class team.

A broad variety of skills are developed throughout the GCSE including investigating, decision making, research, developing conclusions, presenting and evaluating – all of these in addition to core literacy and numeracy skills of the course.

We teach in a fast and fun environment! Students that have an interest in how our world works and how we can shape it in a positive way are encouraged to join the course!



## Future Pathway

Geography develops literacy, mathematical and scientific skills, making links between all subjects studied at school. It enhances environmental and social awareness of the world around us and enables students to make informed decisions and choices. Geographers gain skills in interpreting maps, understanding data and conducting research in natural and built environments.

As a result, studying geography opens up a huge variety of careers in services, information technology, finance, research and development. Jobs specifically related to Geography include climate change analyst, conservationist, GPS specialist, teacher, tour operator, town planner, disaster response specialist, meteorologist, politician, archaeologist, flood risk assessor and many more!

# History

Course Leader: Mr Finlay  
Eduqas

## Course Outline

History at GCSE is a relevant and engaging course. By studying rich narratives of the past, you will explore Anglo-Saxon and Norman England, Spain and the New World, Crime & Punishment in Britain through time and Weimar & Nazi Germany. You will follow chronological enquiries that support your understanding of the key features of each time period, while asking whether the law has been used by those in power as a weapon against the poor and vulnerable groups and individuals.

## Assessment

100% Examination, split over 2 hour sittings, each with 2 papers.

## Course Description

Non-British depth study: The Crusades, c.1095-1149

British Depth Study: The Elizabethan Age, 1558-1603

Period study: The Development of Germany, 1919-1991

Thematic Study: Changes in Health and Medicine in Britain, c.500 to the present day



## Future Pathway

A Level History. We run a very successful AS and A Level History course at BP6. Our GCSE History course prepares students well for analysing interpretations and sources, skills that are valuable for further study, as well as many careers.

History qualifications are valued highly in professions such as the law, teaching, news and media, archiving, politics, local government, social research and many more.

# GCSE Music

Course Leader: Mrs Fowler

Edexcel

## Course Outline

The GCSE Music course combines the practical aspects of performing and composing with theoretical and historical musical analysis. It is therefore more suitable for students who have an interest in the theoretical aspects of music, rather than the vocational. You will learn how to improve your performing skills, to construct music from initial ideas through to the final product and to analyse music from a wide range of historical periods and genres. The course includes elements of working both individually and as part of a group and is assessed through practical coursework and a final listening examination. Students will need to be performing to at least a Grade 2 level (or equivalent) on their instrument in order to complete the performing component of the course.

## Assessment

**Coursework** Performing & Composing - 60%

**Listening Exam** - 40%

## Course Description

### Unit 1: Performing (30%)

In this unit you will perform two pieces – one solo and one ensemble, with a combined duration of at least four minutes. There is no requirement to perform in front of an audience, as all performances are recorded and sent to the exam board to be marked. Although not a pre-requisite of the course, it is preferred that you are receiving weekly lessons on your chosen instrument to further support development in this area. A performing standard of **Grade 3 (or above)** is required in order to succeed in this element of the course.

### Unit 2: Composing (30%)

In this unit you will compose two pieces – one in response to a brief set by the exam board and one in a style of your choice, with a combined duration of three minutes. Compositions are usually created using sequencing software and are submitted to the exam board along with your written commentary which explains how you developed your ideas.

### Unit 3: Appraising (40%)

The final unit is assessed as a 1.5 hour listening examination at the end of the course. You will learn about musical elements, musical contexts and identify features in different pieces of music using appropriate musical language. There are four areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. You will learn about two pieces of music in each area of study. The final examination comprises two sections – the first focuses on short answer questions and the second is an extended piece of writing, in which you will compare one of the set works to an unfamiliar piece.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Physical Education

Course Leader: Mr Speight  
AQA (8582)

## Course Outline

GCSE PE is a fascinating, active and very successful course which develops knowledge and understanding of theoretical and practical concepts within the health, exercise and sporting world. Students must have a genuine interest in sport and exercise and be willing to work hard; this course is ideal for students who are enthusiastic sportswomen and sportsmen. The course is very topical and challenging and it extends skills learnt in GCSE English, Maths and Science.

## Assessment

### Theory of Physical Education:

- 60% of final GCSE grade
- Two separate written exams with a combined length of 2 hours 30 minutes including: multiple choice, short answers and longer 6 mark answers
- Paper 1 Human Body & Movement in physical activity and sport
- Paper 2: Socio Cultural Wellbeing & Influences in physical activity and sport
- Combined total marks available is 156

### Practical Performance in Physical Education:

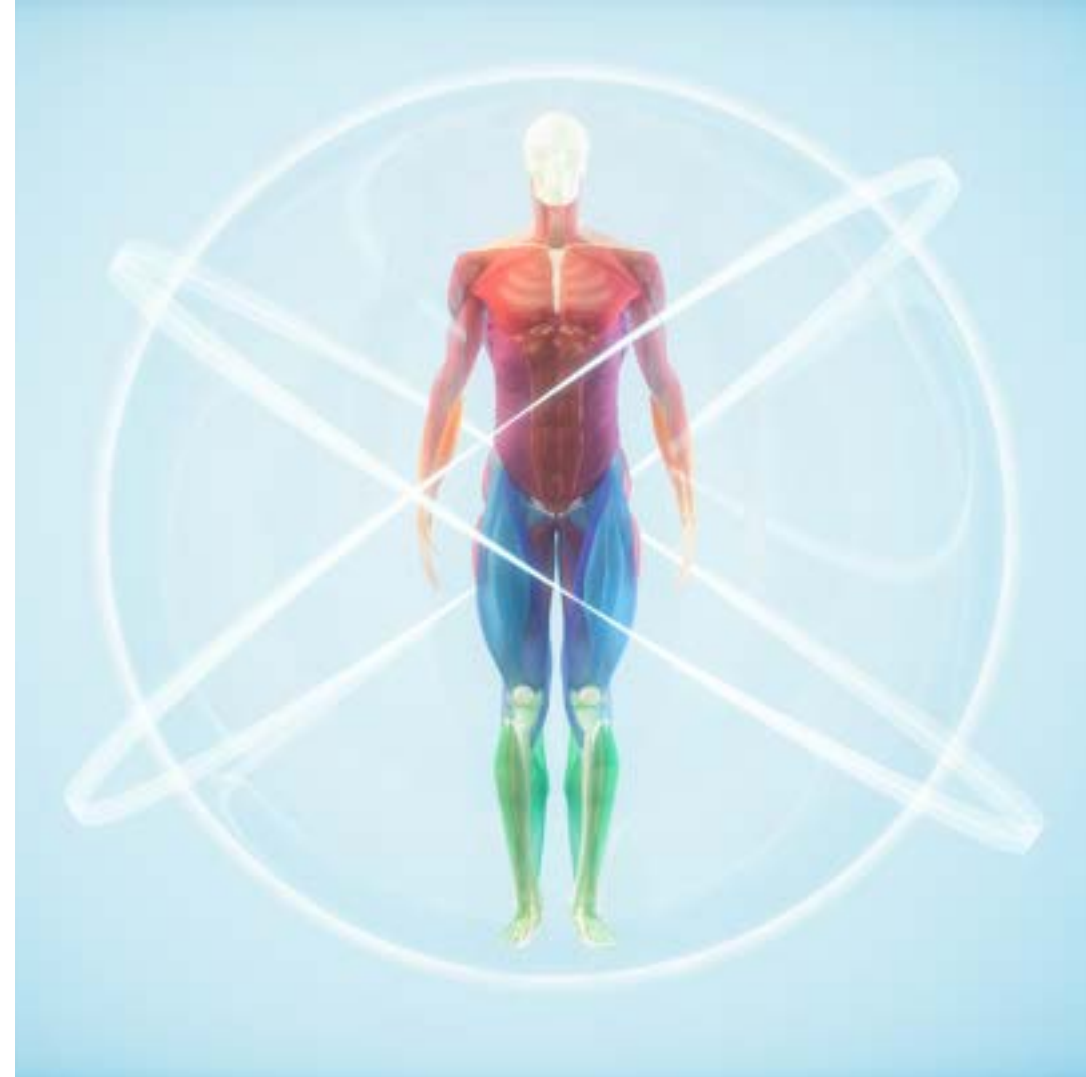
- 40% of final GCSE grade
- Students will perform their best 3 sports or activities during a moderated practical exam
- Every student must complete a substantial written analysis of performance

## Course Description

During the practical elements of this course our students will learn to analyse and evaluate their own and others' practical performances; they will be provided with constructive feedback and know how to improve their performance levels. All of our students' performances are compared to strict GCSE performance criteria. We aim for our students to apply their theoretical knowledge within practical contexts in order to improve their understanding of the course.

A selection of theoretical topics are listed below:

Health, fitness and exercise; motivation, arousal, personality and sport; commercialisation and global impact of sport; skill acquisition; sport and fitness training; diet for health and performance; the use of drugs in sport; our skeletal system; our muscular system; our cardiovascular system; our respiratory system; biomechanics and sporting performance.



## Future Pathway

To be able to access either A Level or Level 3 vocational qualifications in the Sixth Form, enter employment or apply for an apprenticeship in the sports industry.

# Media Studies

Course Leader: Mr Drummond  
WJEC GCSE Media Studies

## Course Outline

Media plays a central role in modern society and culture. It shapes our perceptions of the world through the representations, viewpoints and messages they offer. In addition, they provide us with ways to communicate, with forms of cultural expression and enable us to participate in key aspects of society.

The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of media, coupled with ongoing technological developments and more opportunities to interact with the media (through social media), suggest that their dominance in modern life will only increase.

## Assessment

### Component 1: Exploring the Media

Written examination: 1 hour 30 minutes

40% of qualification

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

### Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

Section B: Music (music videos and online media)

### Component 3: Creating Media Products

Non-exam assessment

30% of qualification

Students create a media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

They will have a choice of 4 briefs:

1. Television
2. Magazines
3. Film marketing
4. Music marketing



## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.

## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# Product Design

Course Leader: Miss Harrison  
AQA

## Course Outline

This course involves and rewards your imagination and creativity. You will push your understanding and flair when designing and presenting your ideas, to produce professional products that you could see on the shop floor.

## Assessment

You will be assessed in both an exam and a controlled assignment. **2 hour examination assessment (50% of GCSE)**

You will demonstrate the subject knowledge gained over the course by answering examination paper questions. **Non-examination assessment (50% of GCSE)**

Here you will be assessed by carrying out an individual design and practical make activity. You will look into existing products and use this to create and develop your own design, through to making the prototypes of your final idea.

## Course Description

You will be taught the course syllabus through a series of design and make projects, working individually and in small groups. You will be given the opportunity through the course to develop your ideas using a range of presentation techniques and computer aided design. When making your prototypes you will be improving your practical skills by using a range of hand tools and computer aided manufacture.

**Theme: Materials.** The course will introduce you to the world of professional designing, the role a professional designer undertakes and the skills and techniques used to develop and present your ideas in a creative discipline. You will develop your hand skills by producing prototypes out of plastics, woods, metals and cards; while at the same time develop and use the latest computer technology to produce 3D models, CAD drawings and the laser cutter to make your visions a reality.

**Theme: Packaging & Advertising.** Supporting the business aspects, you will also look at the role of packaging and advertising. You will explore packaging materials, using word processors and digital technology to give them a professional quality that protects your final product.

**Theme: Non-Examination Assessment & Examination Preparation.** This is a question set by the examination board for students to research for their coursework assignment.



## Future Pathway

A Level Product Design. A variety of careers: architect, furniture designer, packaging designer, jewellery designer, teacher, product design, industrial design, automotive design, engineering, civil engineering, aerospace design, model making, mechanical engineering, surveying, interior design, CAD operator, illustrator, games designer, quantity surveyor, structural engineer, technical illustrator, servicing & repair, interior design, site manager, set design, civil engineering, aerospace engineering, graphic designer, mechanic, freelance designer, production manager, town planning, the armed services, website design, electrical engineering, creative & media, market researcher, surveyor, marketing, product manager, landscape architect.

# Religious Education

Course Leader: Miss Underwood  
OCR

## Course Outline

Religious Studies provides a brilliant opportunity to discuss key philosophical and ethical issues which impact our lives today. Students regularly express their personal opinions and have a chance to share their views. You will gain a greater understanding of why people behave the way they do and develop an awareness of different cultures and the various ways in which people interpret beliefs and teachings. Religious Studies is a subject that will help to prepare you for future life and social interactions and provides a valuable qualification for careers in a wide area.

## Assessment

**100% examination - no controlled assessment.**

There are 3 examinations in total:

**Paper 1:** Christianity Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 2:** Other Religion (of choice) Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 3:** Religion, Philosophy & Ethics (**50% 2 hour examination**)

## Course Description

Students study the following components:

**Component 1: Beliefs, Teachings & Practices of Christianity.** What is the nature of God? Was Jesus a teacher or miracle worker? Why is there evil and suffering in the world?

**Component 2: Beliefs, Teachings & Practices of either:** Islam, Judaism, Buddhism or Hinduism.

**Component 3: Philosophy & Ethics.** This is split into 4 themes: Relationships & Families, Existence of God, Peace & Conflict and Discussion between Religious and non-religious beliefs. Some key questions from this unit include: Is equality possible? Should same sex marriages happen? Does God exist? Are miracles real? Is war ever justified? What causes terrorism? How can religion and science link? Do we have the right to create or end life? Is society becoming less religious?

You get the opportunity to visit places of worship and meet with various faith representatives to develop your understanding of religion and culture and building your knowledge gained from specialists to help improve your potential to succeed. Previously students have visited a Buddhist meditation centre, various churches and some attended a trip to the Vatican City in Rome.



## Future Pathway

This qualification will support students moving to A Level and University. At GCSE RS links well with subjects such as Sociology, History, Health & Social Care, English and Science. Religious Studies will support you in a career working with people. It is particularly useful for a role within the public sector (teaching, social work, police).

# Sociology

Course Leader: Miss Solanki de Carvalho  
Eduqas

## Course Outline

This course will appeal to candidates who have a keen interest in the society that we live in. The Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues.

Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world.

## Assessment

**Component 1:** Understanding Social Processes. Written examination: 1 hour 45 minutes (50% of qualification).

**Component 2:** Understanding Social Structures. Written examination: 1 hour 45 minutes (50% of qualification).

## Course Description

**Component 1 will include:**

**Key Concepts & Processes of Cultural Transmission:** key sociological concepts; debates over the acquisition of identity; the process of socialisation.

**Families:** family diversity and different family forms in the UK and within a global context; social changes and family relationships.

**Education:** patterns and factors impacting educational achievement.

**Sociological Research Methods:** usefulness of different types of data; methods of research and sampling; practical and ethical issues affecting research.

**Component 2 will include:**

**Social Differentiation & Stratification:** different forms and sources of power and authority; equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality.

**Crime & Deviance:** social construction of concepts of crime and deviance; patterns of criminal and deviant behaviour; sources of data on crime.

**Applied Methods of Sociological Enquiry:** the process of research design; interpreting data.



## Future Pathway

**College:** A-Level Sociology; Level 3 Criminology

**Career:** Law; journalism; social work; childcare; youth and community work; police

# GCSE Art & Design: Textiles\*

Course Leader: Mrs Earnshaw

AQA

## Course Outline

This course is suitable for all students with an interest in Textiles and Art. From an Art based approach, it aims to stimulate imagination and will suit students who enjoy designing and using fabrics in imaginative ways.

Students will develop a passion for the creative world of Fashion & Textiles ensuring they have a broad range of skills in understanding materials, surface decoration all whilst making a range of high-quality products design by them.

It is a practical course in which students learn by doing, creating imaginative personal work. Students will find out about a whole range of media, techniques and processes. It will develop their creativity and independent thought, learning to express themselves visually and lets their imagination flourish.

## Assessment

**Component 1 Portfolio-60% of total marks.** Two units of coursework where students will be expected to design and make quality textile products.

**Component 2 Externally set assignment-40% of total marks.** Students choose 1 of 7 themed questions. Students have a preparation period, plus 10 hours of supervised time to complete a final or several pieces.

## Course Description

**Unit 1 - Natural World.** During this project students will be exploring the theme 'Natural World'. They will be introduced to many new textile techniques, textile artists and fashion designers, to inspire them with their sample development. Students will be making and designing a fashion garment inspired by the starting point 'Natural World'.

**Unit 2 - Landscape Cushion.** During this project students will be exploring landscapes within Textiles & Art. They will be using this as a basis of their ideas, drawings and samples. They will find and research a specific artist to base their cushion on and, within this, they will explore a range of textile techniques to show texture and tone, for the outcome of a 'Landscape Cushion'.

Landscape is broken down into many categories, some of which include: **Seascapes** (sea, beaches, coastal); **Rural** (meadows, mountains, lakes, fields); **Urban** (city, man made, bridges, skyscrapers).

We encourage students to develop essential skills to enable them to research and experiment in an independent way. These skills include: fabric construction; machine and hand embroidery; silk painting; batik transfer printing; stencilling; shibori; felting; applique; reverse appliques; heat manipulation; weaving; quilting; trapunto.

Online sketchbooks and prep sheets are used extensively to present samples, observational drawings, development of ideas, analysis of own work and the work of others. Students' work will show informed connections with that of other artists, designers and crafts people.



## Future Pathway

Students can continue their art and design studies at AS and A Level. Otherwise, the transferable skills they gain will still be valuable. They'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Art & Design opens the door to lots of exciting careers. Try these for starters: fashion designer; constructed textiles; theatre designer; animator; illustrator; photographer; architect; costume design; textiles design; ceramics; printed textiles; advertising; interior design; fashion and media journalism; hair and make-up design.

# Enterprise & Marketing

Course Leader: Mr Gillet

AQA

## Course Outline

Learners will be able to develop a variety of skills when investigating and researching local small businesses. Based upon the findings, learners will then be able to plan and present business-related projects. The coursework components will be based on planning and pitching a business idea based upon a specific customer brief, before sitting an exam in Year 11.

## Assessment

**Year 10:** Designing a business proposal (30%)

**Year 11:** Market and pitch a business proposal (30%)

**Year 11:** Enterprise and marketing concepts - examination (40%)

## Course Description

### Designing a Business Proposal: Coursework (30%)

Creating a new product is an exciting challenge. If you want your product to make a profit, then it must meet customer needs but also stand out from similar products that are on the market. This unit will provide you with the skills and knowledge to design a product proposal to meet a business brief.

In this unit you will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. To help decide on your final design, you will gain feedback and then assess the strengths and weaknesses of your initial ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit.

### Market & Pitch a Business Proposal: Coursework (30%)

In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Your promotional campaign will include you choosing different methods of promotion which you think are most suitable for your target customers. You will then need to create a presentation that you will pitch to an audience. After delivering your professional pitch, you will reflect on your pitching skills, your brand, your promotional campaign and the likely success of your product.

### Enterprise & Marketing Concepts: Examination (40%)

In this unit you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. You will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding your target market's needs, you will learn how the marketing mix elements must be carefully blended to enhance business performance. You will examine each element individually and explore the decisions that an entrepreneur needs to make. You will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which you will learn about so that you can understand how to obtain timely and appropriate guidance.



## Future Pathway

After completing this course, learners will be able to study a range of A Level and vocational courses including:

- A Level Business
- A Level Economics
- A range of intermediate or advanced apprenticeships
- Level 3 Vocational Business

# Hairdressing & Beauty

Course Leader: Miss De La Ceaux

CO2A5 Level 1 & 2 Technical Award

## Course Outline

The course is over the duration of 2 school years. One mock exam and 1 GCSE equivalent exam. An assignment needs to be passed to gain the full qualification.

### Theory Components of the Course - Vocational Equivalent to a GCSE:

**UCO90 Business & Entrepreneurship in the Hair & Beauty Sector.** This unit will enable learners to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector.

LO1: Understand the structure and concept of hair and beauty businesses  
LO2: Understand enterprise and entrepreneurship in the hair and beauty sector  
LO3: Understand marketing and its role in the promotion of hair and beauty products and services

### UCO91 Anatomy, Physiology and Cosmetic Science

LO1-UCO91: Anatomy, physiology and cosmetic science. This unit will enable learners to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty products.  
LO2-UCO91: The anatomy and physiology of the skin.  
LO3: The historical evolution of hair and beauty products from ancient times to the 21st century.

**UCO92 Design in the Hair & Beauty Sector - Assignment.** This unit will enable learners to develop knowledge and understanding of the purpose, principles and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills.

Practical Components of the Course: hairdressing assessments; barbering; nails/manicures; beauty/make-up

## Assessment

Ongoing formative and summative assessments of both practical and theory sessions.  
Portfolio of work - 100% of marks.

## Course Description

**Unit 1:** Underpinning knowledge will be taught of the examination they take in Year 11, Business & Entrepreneurship in the Hair & Beauty Sector and Anatomy, Physiology and Cosmetic Science.

### Practical components of the course:

- Hairdressing assessments
- Barbering
- Nails/manicures
- Beauty/make-up



## Future Pathway

Hair and beauty salons will consider employment at the age of 14, this could lead onto apprenticeships in the hair and beauty industry in further education or full-time hairdressing and beauty courses in college.

# Hospitality & Catering

Course Leader: Mr A Brown & Mrs R Gregory  
WJEC Eduqas - Level 1/2 Vocational Award

## Course Outline

The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

## Assessment

WJEC Level 1/2 Vocational Award in Hospitality & Catering (Technical Award) consists of 2 units:

**Unit 1:** The hospitality and catering industry - external assessment - 40%

**Unit 2:** Hospitality and catering in action - internal assessment - 60%

Unit 1 will be assessed through an examination which is worth 40% of your qualification. In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

## Course Description

### Unit 1: The Hospitality & Catering Industry

You will:

- learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### Unit 2: Hospitality & Catering in Action

You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

You will develop a range of skills which are attractive to employers, colleges and universities including: Communication, Confidence, Learning independently, Organisation, Problem solving, Research, Self-discipline, Stamina, Taking on responsibility, Time management.



## Future Pathway

This course works well with sciences, sports and fitness, Religious Education and many other GCSEs. It can lead onto Level 3 qualifications in the food, catering and health industries and then into apprenticeships or specific university courses.

Food product development scientist; nutritionist; sports and fitness trainer; NHS dieting and nutritionist; nutritional therapist; teacher; chef; food labelling specialist; corporate wellness consultant; food safety auditor; public health nutritionist.

# Health & Social Care

Course Leader: Miss Fynan

OCR

## Course Outline

Vocational qualifications develop practical skills and knowledge related to an employment area and are designed to help students learn in a practical way.

Health and Social care can offer students the ability to gain the skills needed to start a job, progress in a career, or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities and are assessed usually by both written and practical coursework or exams.

## Assessment

During 2 years of study students must complete 3 units: one externally assessed unit and two internal units of coursework.

External assessments will take place in January with an opportunity to re-sit in June. The exam must be taken in the final assessment series before qualification certification.

### Grading

All results are awarded on the following scale:

- Level 2 - Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)
- Level 1 - Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified

## Course Description

What learning experiences can I expect?

**RO32: Principles of care in health and social care** (this is assessed by an exam).

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: the rights of service users in health and social care settings; person-centred values of care; effective communication in health and social care; protecting service users and service providers in health and social care settings.

**RO33: Supporting individuals through life events** (this is assessed by a set assignment).

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include: life stages; impacts of life events; sources of support.

**RO35: Health promotion campaigns.** (this is assessed by a set assignment).

In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Topics include: Current public health issues and the impact on society; factors influencing health; plan and create a health promotion campaign; Deliver and evaluate a health promotion campaign.

### Not forgetting ...

Community involvement including local schools and care homes; work experience; speakers from the health and social sector; work based learning; research and reflection on current issues surrounding health and social care using media.



## Future Pathway

Careers in the health and social care sector including nursing, teaching, midwifery, probation, childcare, social work, carer. Further education – sixth form/colleges/apprenticeships.

# Musical Theatre/Production Arts

Course Leader: Miss Grindey

## Course Outline

Students who opt for this performing arts course will select from either a performing or production route.

Students who select the performing route will explore and develop their use of skills as a performer, working on a range of Musical Theatre projects.

Students who select the production route will learn about a range of production roles within Musical Theatre, such as set, props, costume, lighting, sound and make-up. They will then create the design ideas for the practical projects the performing students are working on.

This is a practical-based course. Students will complete logbooks to document their progress but will predominantly be assessed on their practical work. Topics will include Everybody talking about Jamie, Lion King etc.

## Assessment

60% Practical coursework components. **Component 1:** Exploring the Performing Arts. **Component 2:** Developing Skills & Techniques.

40% Live Performance. **Component 3:** Live Performance - devising to a brief.

## Course Description

**Component 1:** Exploring the Performing arts.

Focused study on 3 musicals; you will explore how the musicals were created through research and class discussion; you will explore the themes in the musical through practical workshops; you will learn about the roles within a creative or production team.

**Component 2:** Developing Skills & Techniques.

You will explore physical, vocal and interpretative skills to create a character; you will explore the use of design and professional skills required to work in a production team (production); you will participate in workshops and follow a rehearsal schedule; you will take on a production role and pitch ideas to the rest of the group for performance (production); perform a final piece to an audience; carry out a production role for a performance (production); keep a log book to document your development skills.

**Component 3:** Live Performance - Devising to a Brief.

You will devise a performance piece based on a brief provided by the examination board; you will be part of a production team to support a group devised piece (production); you will explore ideas and themes in workshops; keep a log book to document your development ideas; rehearse and complete a final performance.



## Extra-Curricular Opportunities

There are several extra-curricular opportunities for students to access, for example, MTC (Musical Theatre Company). Students studying this option will be offered live performance opportunities as well as the chance to work on lighting/sound.

We offer trips to live performances as much as possible and are often able to facilitate workshops with West End professionals.

## Future Pathway

This option is designed to prepare students for Performing Arts or Production Arts BTEC at Level 3, and go onto a university course in either of these disciplines, which could ultimately lead to a career in the Performing Arts Industry.

# BTEC Music

Course Leader: Mrs Fowler  
Eduqas

## Course Outline

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Music sector – a vibrant, exciting and competitive industry that offers many different and exciting new work opportunities, whether in composing, performing, or producing music. This course allows learners to explore the sector, and to learn and try out new skills, techniques and styles, allowing them to make an informed decision about their future learning and career.

As a creative subject with a focus on music practice, there is no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeals to them.

The course is divided into three components. The first 2 components are assessed through practical tasks that are then externally moderated. Component 3 is an external synoptic task completed in lessons that is marked externally.

## Assessment

**Component 1 - 'Performing' (30%)** - 120hours of supervised sessions. Internally assessed and externally moderated.

**Component 2 - 'Creating' (30%)** - 10 hours of supervised sessions. Internally assessed and externally moderated.

**Component 3 - 'Performing Arts In Practice' (40%)** - 20 hours of supervised sessions. Externally moderated.

## Course Description

**Component 1: Performing** - You will learn the skills and techniques needed to produce a successful performance of an existing piece of music using LOGIC.

**Component 2: Composing** - You will learn of to create and refine your own original work through Music Composition using Music Technology.

**Component 3: Performing Arts In Practice** - You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own ideas.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Sports Studies

Course Leader: Mr Bixley

Cambridge National Sports Studies

## Course Outline

This qualification aims to develop our students' knowledge, understanding and skills of the essentials of Sport and Physical Activity. The students will gain an insight into the Sport and Physical Activity industry. The vocational course is designed to meet the requirements that today's employer's demand.

## Assessment

The course will involve a wide range of centre assessed units with practical as well as examined units on the impacts of sport and physical activity on health and wellbeing.

Students will complete 3 units:

R184 Contemporary issues in sport (written Exam)

R185 (Internal assessment) Performance and Leadership in sports activities

R187 (Internal assessment) Increasing awareness of outdoor and adventurous activities.

## Course Description

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. The course also offers a practical element whereby the students will be assessed in two sports of their choice.

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners can 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. Learners 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.

The qualification has been designed with practical and engaging ways of teaching in mind and enables learners to:

- develop a range of skills through involvement in sport and physical activity in different contexts and roles
- develop their ability to apply theoretical knowledge to practical situations
- gain a better understanding of the complexity of different areas of sport and the sports industry
- increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport
- Develop leadership skills in planning and delivering a session to students



## Future Pathway

Vocational Sport – to be able to access a Level 3 Vocational qualification in the Sixth Form such as the Cambridge Technical in Sport and Physical activity or a levels in sport and physical activity, enter employment or apply for an apprenticeship in the sports industry.

# Travel & Tourism

Course Leader: Mrs Cook

BTEC Level 2 - Pearson

## Course Outline

Tourism is a work-related course. Learners provide evidence of attainment through exams, group projects, assignments and observed assessments. All work is based on realistic workplace situations, activities and business demands.

When taking Tourism learners will study:

**Component 1:** Travel and Tourism Organisations and Destinations (coursework)

**Component 2:** Customer Needs in Travel and Tourism (coursework)

**Component 3:** Influences on Global Travel and Tourism (exam)

## Assessment

Units of work will be internally and externally assessed and marked with an overall grade for the complete qualification awarded at the end of the course.

Components 1 and 2 are assessed by coursework and are each worth 30% of the overall grade. Component 3 is assessed by an exam and is worth 40% of the overall grade.

## Course Description

By taking Travel & Tourism, learners will develop their own employability skills such as: self-management; teamwork; reflection; effective participation; independence; creativity; research skills; time management.

By taking Travel & Tourism, learners will learn through: completing individual projects; participating in group projects; carrying out independent investigation; giving presentations; taking part in group-based discussions and debates; role play and recordings; answering examination questions; participating on organised trips.

Once you have completed the qualification, you will have developed an understanding of the travel and tourism sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the travel and tourism sector is for you and, if so, which part of it you might want to study further.



## Future Pathway

Taking a course in tourism prepares learners for more advanced courses such as:

- BTEC Level 3 Diploma in Travel & Tourism
- AS/A2 Leisure & Tourism
- AS/A2 Travel & Tourism
- Travel & Tourism Vocational Qualifications; Level 2 Certificate in Retail Travel (ABTAC), Airline & Cabin Crew, Resort Representative. Level 3 Galileo (Global Distribution System).

# Vocational IT

Course Leader: Mr Warren

## Course Outline

This vocational IT qualification gives you an insight into using ICT in the wider world. The Cambridge National in IT is designed to inspire and equip you with the confidence to use skills that are relevant to the IT sector and more widely.

It covers the use of IT in the digital world, Internet of Everything, data manipulation using spreadsheets, human-computer interface (HCI) and augmented reality.

You will develop real and relevant skills for the future, learning to select the best tools and techniques to problem solve. You will be creative and practical.

## Assessment

Two internal assessments, each worth 30%  
One external examination worth 40%

## Course Description

The course has 3 different elements:

- An internal assessment using a particular application, or selection of applications, to meet a particular need eg: using spreadsheets to manage data.
- An internal assessment using a particular application, or selection of applications, to meet a particular need. This will focus on the development of an augmented reality app for a company or organisation.
- An examination unit - based on theoretical IT.

What will you learn?

- to understand the fundamental principles and concepts of IT
- You will think creatively, innovatively, analytically, logically and evaluatively
- You will learn advanced use of the Microsoft apps, along with the use of more specialist applications
- You will also learn about people in IT and IT in society
- You will learn about cyber security and legislation
- You will learn about the 'Internet of Everything'
- You will learn about augmented reality and its uses
- You will learn project management skills.



## Future Pathway

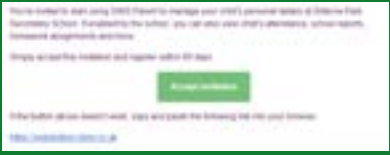
This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Information Technology.

Careers in this subject include: games designer; web designer; data manager; project manager. IT is also seen as an essential skill in most careers.


# How To Make Your Preferences Choices

In order to complete the preferences process, you will need to be able to access SIMS-Options online. You will receive a separate email with your log-in details (please check your Junk/Spam folder). Please complete the following steps:

**1** Using the email address that we have on record for you at school, check your email inbox (or junk folder). You will find an email from [noreply@sims.co.uk](mailto:noreply@sims.co.uk) that looks like this:

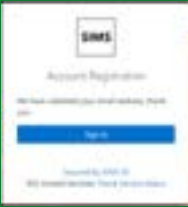


**2** Accept the invitation and it will direct you to this page:

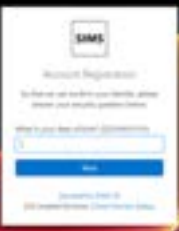


**3** Type in the email address you wish to link to the account.

The invitation code should appear automatically. Press 'Next' to go to account registration.




**4** Please enter your date of birth. Press next and you will be directed to a 'create password' page.

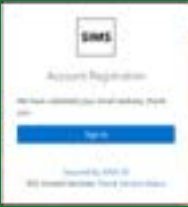


**5** Create a password; confirm your password and then press 'next'.

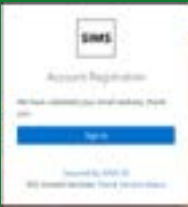
Do not attempt to login before you have completed step 6!




**6** There should now be a verification email in your inbox from [simsid4@identityfor.co.uk](mailto:simsid4@identityfor.co.uk). Please click on the link in the email to verify.



**7** Please verify your email address. You will then automatically be directed to an activate page that looks like this.




**8** Press 'sign in'



**9** Type in [sims-options.co.uk](http://sims-options.co.uk) into your web browser. Login using the email and password you set up in Steps 3 & 5



**10** Press the 'SIMS Options' tab and follow the onscreen directions.





# KS4 PREFERENCES

Information Booklet - 2024



Year 9 are now at an exciting stage in their school lives, as they begin the process of selecting their Key Stage 4 preferences.

Some subjects are compulsory at Key Stage 4 and all students will continue to study these (core subjects). In addition, we offer a wide range of subjects both GCSE and vocational that students can opt for. Furthermore, your child will have been placed on to a specific 'pathway' based on their current progress. As a result, they may be required to complete the EBacc suite of subjects and therefore their preferences will need to fulfil this. Your child's booklet will make it clear which preferences they will need to select from. Whilst we endeavour to give students these preferences, we may need to utilise their reserve.

Your child took a mini options process in Year 8 and their previous choices do not limit, or restrict what they can choose in Year 9.

It is important to discuss with your child that they will study all of their given preferences for the whole of Years 10 and 11, through to the examination, so they must select preferences which they are interested in and enjoy. Once the courses start there will not be an opportunity to change to another. It is also important that students know their bands could change to try and accommodate their preferences.

Our Preferences Roadshows have happened to help with their decisions as well as parents having had the opportunity to attend our KS4 Preferences Evening.

Parents/carers should complete their child's preferences via the SIMS App (guidance is included in this booklet). The preferences form will be open from Monday 19th February and must be completed by **Friday 1st March**. Student's preferences will be checked and discussed by their tutor and a member of the year team, to ensure they have chosen appropriate courses.

If you have any questions, please contact your child's tutor in the first instance. Tutor email addresses can be found on the school website under the parent area 'year teams' 'Year 9'.

Grant Hellyer

**Head of School for KS3**

Kirstie Gardner

**Head of Year**

# HOW TO MAKE YOUR CHOICES

## Core Subjects

ENGLISH LANGUAGE   ENGLISH LITERATURE   MATHEMATICS   COMBINED SCIENCE (DOUBLE AWARD)   CORE PE   PSHE

Plus

GEOGRAPHY

OR

HISTORY



FRENCH

OR

SPANISH

Choose 2 additional options and 1 reserve from the list below

## GCSE

COMPUTER SCIENCE

DANCE

DRAMA

FINE ART

MEDIA STUDIES

FILM STUDIES

SEPARATE SCIENCE  
(TRIPLE AWARD)

FRENCH

GEOGRAPHY

HISTORY

MUSIC

PHOTOGRAPHY

PHYSICAL EDUCATION

PRODUCT DESIGN

RELIGIOUS STUDIES

SOCIOLOGY

SPANISH

TEXTILES

## Vocational

ENTERPRISE & MARKETING

HAIRDRESSING &  
BEAUTY THERAPY

HOSPITALITY &  
CATERING

HEALTH &  
SOCIAL CARE

MUSICAL THEATRE / PRODUCTION  
ARTS (PERFORMING ARTS  
PREFERENCE)

MUSIC TECHNOLOGY

SPORTS STUDIES

TRAVEL & TOURISM

VOCATIONAL IT

The following subjects cannot be taken together:

ART



TEXTILES

OR

GCSE PE



SPORTS STUDIES

GCSE Languages: Students must select the language that they have studied at Key Stage 3. Should they wish to study a second language, they must discuss this with their teacher.

# English Language

Course Leader: Mrs MacDonald

AQA

## Course Outline

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

## Assessment

This course is 100% examination and consists of two examination papers. Spoken language is awarded as a separate endorsement and carries 0% weighting towards the English Language GCSE.

## Course Description

### Paper 1: Explorations in Creative Reading and Writing

**Section A:** Reading question based on one literature fixture text.

**Section B:** Writing which is descriptive or narrative.

Assessed by a written examination: 1 hour 45 minutes, 80 marks and 50% of GCSE.

### Paper 2: Writers' Viewpoints and Perspectives

**Section A:** Reading question based on one non-fiction text and one literary non-fiction text.

**Section B:** Writing which presents a viewpoint.

Assessed by a written examination: 1 hour 45 minutes, 80 marks and 50% of GCSE.

Non-Examination Assessment: Spoken Language.

What is assessed?

- Presenting
- Responding to questions and feedback
- Use of standard English

Assessed by the teacher throughout the course and marked by the teacher.



## Future Pathway

A Level in English Literature, English Language or English Literature and Language combined, Law, Psychology and Sociology. As an academic subject, it is a gateway subject for A Levels and degree level subjects.

It can lead to careers in:

- Advertising and marketing
- Art and Design
- Law
- Publishing and Media
- Education
- Recruitment and HR
- Journalism

# English Literature

Course Leader: Mrs MacDonald  
AQA

## Course Outline

Reading comprehension and reading critically, literal and inferential comprehension; understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events. Critical reading; identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text. Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context and style.

## Assessment

This course is 100% examination and consists of two examination papers.

## Course Description

### Paper 1: Shakespeare and the 19th century novel

It will be assessed with a written exam: 1 hour 45 minutes 64 marks 40% of GCSE.

#### Section A: Shakespeare

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

#### Section B: The 19th-century novel

Students will answer one question on A Christmas Carol. This is the same format as the above.

### Paper 2: Modern Texts and Poetry

It will be assessed with a written exam: 2 hour 15 minutes 96 marks 60% of GCSE.

#### Section A: Modern Texts

Students will answer one essay question on An Inspector Calls.

#### Section B: Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict anthology.

#### Section C: Unseen Poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



## Future Pathway

A Level in English Literature, English Language or English Literature and Language combined, Law, Psychology, and Sociology. As an academic subject, it is a gateway subject for A Levels and degree level subjects.

It can lead to careers in: advertising and marketing; art and design; law; publishing and media; education; recruitment & HR; journalism.

# Mathematics

Edexcel

Course Leader: Mr Feltham

## Course Outline

All students follow the GCSE Mathematics course and will be expected to take the final examination.

## Assessment

### Higher Linear Tier and Foundation Linear Tier Exam in June of Year 11

Three written papers: each contributes 33.3% of the final grade.

#### Tiered Papers

Foundation Tier Grades 1 to 5 available

Higher Tier Grades 4 to 9 available

#### All Papers 1 hour 30 minutes

Paper 1F and 1H: non-calculator

Paper 2F and 2H: calculator

Paper 3F and 3H: calculator

There is no coursework.

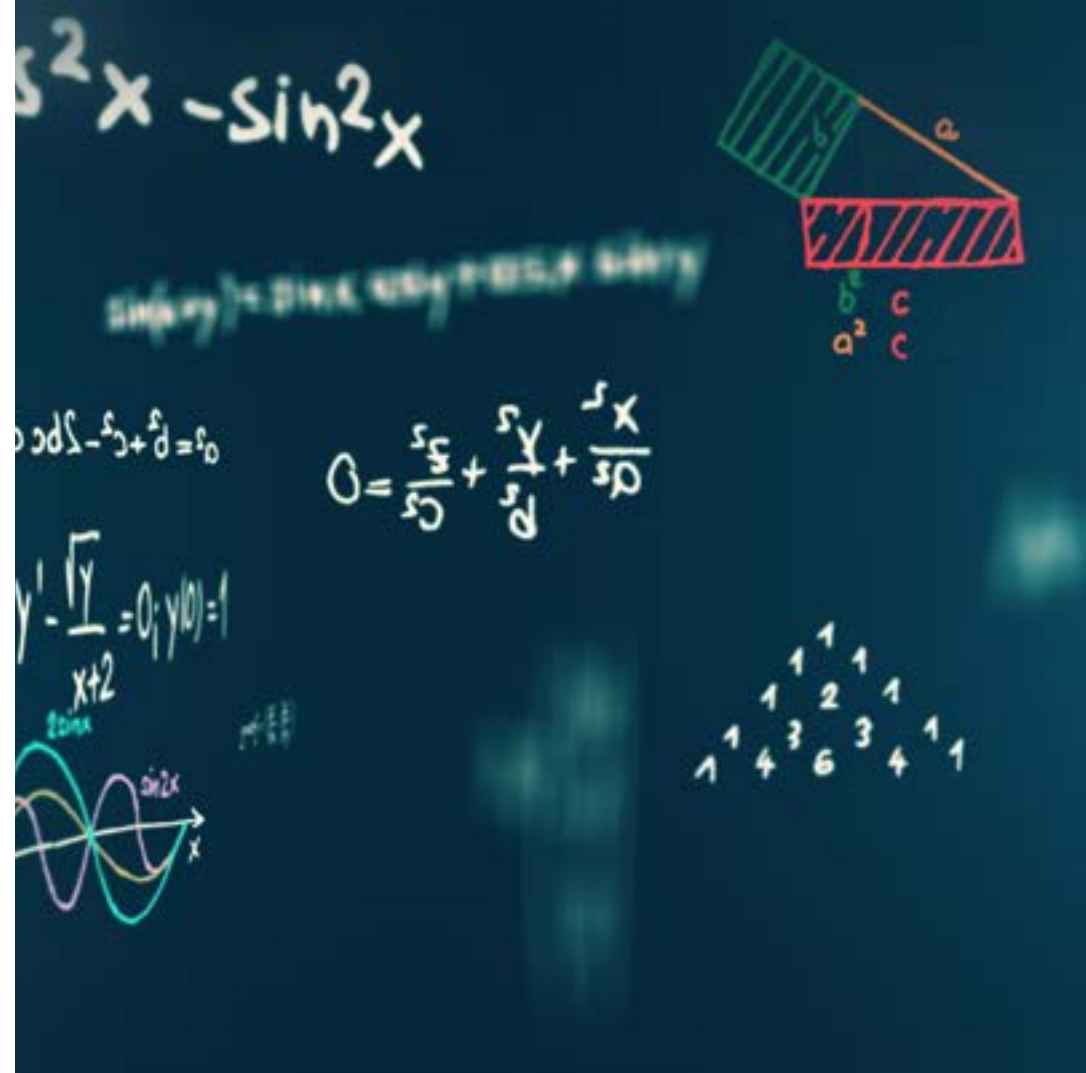
## Course Description

This qualification encourages students to develop their knowledge and confidence in mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

This course covers all aspects of the National Curriculum at KS4 and requires students to:

- Develop student knowledge, skills and understanding of mathematical methods and concepts, including: acquire, select and apply mathematical techniques to solve problems; reason mathematically, make deductions and inferences and draw conclusions; comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- The assessment will cover the following content headings: number; algebra; ratio, proportion and rates of change; geometry and measures; probability; statistics.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers, where 9 is the highest grade.



## Future Pathway

Access to Level 3 courses at college require a Grade 4 or above. Grade 7 or above to progress onto A Level in Mathematics. A number of jobs require a good competency with numbers.

# Science (Combined)

Course Leader: Mr Gorman

AQA: Trilogy (8464) (2 GCSES)

## Course Outline

Students will learn biology, chemistry and physics within this combined science qualification, worth two GCSEs. This qualification allows progression onto science A Levels.

GCSE Combined Science provides the opportunity for students to:

- develop curiosity, an interest in and enthusiasm for biology, chemistry and physics;
- develop scientific knowledge and conceptual understanding of each discipline;
- evaluate claims based on science through critical analysis of evidence and methods.

## Assessment

There will be six written exams in total for the qualification. These exams are worth 100% of the final grade. They are assessed externally by AQA. Each exam paper:

- is offered in Foundation and Higher tiers;
- uses a variety of question types such as: multiple choice, structured, closed, short answer and open response questions;
- has a length of 1 hour 15 minutes;
- is equally weighted (16.7% of the grade).

Students will be assessed through two Biology exams, two Physics exams and two Chemistry exams. Students will be graded based on all six exams on a 17 point scale from 1-1 to 9-9 where 9-9 is the best grade.

## Course Description

The course comprises Biology, Chemistry and Physics topics. Within the content covered students will complete 16 required practicals, which will be essential for the students' understanding of practical skills and how experimental observations support science theory. Areas of the theory and practical techniques from these required practicals will be assessed in the final exams.

Mathematical skills will also be assessed within the papers. In combined science, a minimum of 10% of Biology questions, 20% of Chemistry questions and 30% of Physics questions will test for mathematical skills.

### Aspects of Learning & Teaching:

**Biology:** cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation & evolution; ecology.

**Chemistry:** atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.

**Physics:** forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure.



## Future Pathways

Good grades in your two Combined Science GCSEs will allow you to study a range of Science A Level courses including biology, chemistry or physics.

Careers which you could consider if you have good science qualifications include, doctor, nurse, radiographer, civil engineer, electronic engineer, food scientist, sports scientists, marine biologist, palaeontologist, accountant, animal technician, astronaut and many, many others!

Science is also used in careers such as hairdressing, football coaching and vehicle maintenance.

# Geography

Course Leader: Mrs Miles

AQA

## Course Outline

Geography at Bitterne Park is exciting, challenging and fun. It is the subject that crosses all borders between the Arts and the Sciences, providing timeless skills and opportunities later in life. This course develops and builds on many of the skills and ideas introduced in Key Stage 3. Up to date case studies are selected from a variety of countries across the world and offer students real life examples of geographical issues they are studying. This helps to contextualise what they're learning and gives them a broader understanding of places around the world. Students will also study different topics which make links between people and the physical environment.

## Assessment

Three written examinations contribute to 100% of marks at the end of Year 11. These are outlined below:

### Living with the Physical Environment (35% of GCSE)

- The Challenge of Natural Hazards (eg: volcanoes)
- The Living World (eg: rainforests)
- Physical Landscapes in the UK (eg: rivers and coasts)

### Challenges in the Human Environment (35% of GCSE)

- Urban Issues & Challenges (eg: Rio de Janeiro)
- The Changing Economic World (eg: global poverty and MNCs)
- The Challenge of Resource Management (eg: food, water and energy)

### Geographical Application (30% of GCSE)

- Issue Evaluation
- Fieldwork Skills

## Course Description

GCSE Geography is taught by specialist teachers. During the course, the majority of lessons are classroom based, but with provision of both human and physical fieldwork being conducted in Year 10. Students will find themselves faced with challenges and will be expected to work independently, in small groups and as part of their class team.

A broad variety of skills are developed throughout the GCSE including investigating, decision making, research, developing conclusions, presenting and evaluating – all of these in addition to core literacy and numeracy skills of the course.

We teach in a fast and fun environment! Students that have an interest in how our world works and how we can shape it in a positive way are encouraged to join the course!



## Future Pathway

Geography develops literacy, mathematical and scientific skills, making links between all subjects studied at school. It enhances environmental and social awareness of the world around us and enables students to make informed decisions and choices. Geographers gain skills in interpreting maps, understanding data and conducting research in natural and built environments.

As a result, studying geography opens up a huge variety of careers in services, information technology, finance, research and development. Jobs specifically related to Geography include climate change analyst, conservationist, GPS specialist, teacher, tour operator, town planner, disaster response specialist, meteorologist, politician, archaeologist, flood risk assessor and many more!

# History

Course Leader: Mr Finlay  
Eduqas

## Course Outline

History at GCSE is a relevant and engaging course. By studying rich narratives of the past, you will explore Anglo-Saxon and Norman England, Spain and the New World, Crime & Punishment in Britain through time and Weimar & Nazi Germany. You will follow chronological enquiries that support your understanding of the key features of each time period, while asking whether the law has been used by those in power as a weapon against the poor and vulnerable groups and individuals.

## Assessment

100% Examination, split over 2 hour sittings, each with 2 papers.

## Course Description

Non-British depth study: The Crusades, c.1095-1149

British Depth Study: The Elizabethan Age, 1558-1603

Period study: The Development of Germany, 1919-1991

Thematic Study: Changes in Health and Medicine in Britain, c.500 to the present day



## Future Pathway

A Level History. We run a very successful AS and A Level History course at BP6. Our GCSE History course prepares students well for analysing interpretations and sources, skills that are valuable for further study, as well as many careers.

History qualifications are valued highly in professions such as the law, teaching, news and media, archiving, politics, local government, social research and many more.

# French

Course Leader: Miss Mercer  
AQA

## Course Outline

GCSE French will follow on from and extend the knowledge and skills taught during Key Stage 3. The Modern Foreign Languages team believe that this course will enable you to acquire the necessary skills needed in order to be a successful linguist and communicate confidently in any French speaking country. If you are passionate about becoming a global citizen with an understanding of diverse cultures and want to broaden your horizons, this is the course for you! Learn a language, share a culture, change the world.

## Assessment

This qualification is linear, meaning students sit all their examinations at the end of the course. Each paper counts as 25% of the overall marks.

GCSE Languages have a Foundation Tier (Grades 1 to 5) and a Higher Tier (Grades 4 to 9). Students must enter for all four skills.

## Course Description

Students will study the four skills of listening, speaking, reading and writing alongside grammar and cultural aspects of France and the French-speaking world. They may have the opportunity to visit France to enhance their learning at GCSE level.

The four skills are embedded in the following themes. These themes apply to all four examination papers.

**Theme 1: My Personal World**

**Theme 2: Lifestyle and Wellbeing**

**Theme 3: My Neighbourhood**

**Theme 4: Media and Technology**

**Theme 5: Studying and my future**

**Theme 6: Travel and Tourism**

Students can opt to take an additional language as long as they continue to study their current language eg: a student who has studied Spanish since Year 7 can opt for French, as long as they continue to study Spanish in addition.



## Future Pathway

Learning a language offers many transferable skills that are applicable to any job role, for example, good communication skills. Having a knowledge of any language would enhance a CV, no matter which career path you choose.

# Spanish

Course Leader: Miss Mercer  
EDEXCEL

## Course Outline

GCSE Spanish will follow on from and extend the knowledge and skills taught during Key Stage 3. The Modern Foreign Languages team believe that this course will enable you to acquire the necessary skills needed in order to be a successful linguist and communicate confidently in any Spanish speaking country. If you are passionate about becoming an international citizen with an understanding of diverse cultures and want to broaden your horizons, this is the course for you! Learn a language, share a culture, change the world.

## Assessment

This qualification is linear, meaning students sit all their examinations at the end of the course. Each paper counts as 25% of the overall marks.

GCSE Languages have a Foundation Tier (Grades 1 to 5) and a Higher Tier (Grades 4 to 9). Students must enter for all four skills.

## Course Description

Students will study the four skills of listening, speaking, reading and writing alongside grammar and cultural aspects of Spain and the Spanish-speaking world. They may have the opportunity to visit Spain to enhance their learning at GCSE level.

The four skills are embedded in the following themes. These themes apply to all four examination papers.

**Theme 1: My Personal World**

**Theme 2: Lifestyle and Wellbeing**

**Theme 3: My Neighbourhood**

**Theme 4: Media and Technology**

**Theme 5: Studying and my future**

**Theme 6: Travel and Tourism**

Students can opt to take an additional language as long as they continue to study their current language eg: a student who has studied Spanish since Year 7 can opt for French, as long as they continue to study Spanish in addition.



## Future Pathway

Learning a language offers many transferable skills that are applicable to any job role, for example, good communication skills. Having a knowledge of any language would enhance a CV, no matter which career path you choose.

# Media Studies

Course Leader: Mr Drummond  
WJEC GCSE Media Studies

## Course Outline

Media plays a central role in modern society and culture. It shapes our perceptions of the world through the representations, viewpoints and messages they offer. In addition, they provide us with ways to communicate, with forms of cultural expression and enable us to participate in key aspects of society.

The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of media, coupled with ongoing technological developments and more opportunities to interact with the media (through social media), suggest that their dominance in modern life will only increase.

## Assessment

### Component 1: Exploring the Media

Written examination: 1 hour 30 minutes

40% of qualification

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

### Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

Section B: Music (music videos and online media)

### Component 3: Creating Media Products

Non-exam assessment

30% of qualification

Students create a media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

They will have a choice of 4 briefs:

1. Television
2. Magazines
3. Film marketing
4. Music marketing



## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.

## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# Science (Separate)

Course Leader: Mr Gorman

AQA (3 GCSEs): Biology (8461), Chemistry (8462) and Physics (8463)

## Course Outline

This qualification gives students the opportunity to further develop understanding of scientific explanations, how science works and aspects of biology, chemistry and physics. This qualification allows progression onto science A-Levels.

GCSE Separate Science provides the opportunity for students to:

- develop curiosity, an interest in and enthusiasm for biology, chemistry and physics;
- develop detailed scientific knowledge and conceptual understanding of each science;
- evaluate claims based on science through critical analysis of evidence and methods.

## Assessment

There will be two written exams per GCSE; they are worth 100% of the final grade. They are assessed externally by AQA. Each exam paper:

- is offered in Foundation and Higher tiers only;
- uses a variety of question types: multiple choice, structured, closed, short answer and open response questions;
- has a length of 1 hour 45 minutes;
- is equally weighted (50% of the GCSE Grade).

Students will be graded for each GCSE subject on a 9 point scale from 1 - 9 where 9 is the best grade.

## Course Description

In addition to the content covered, each individual GCSE will require the students to complete 8 practicals (24 in total across the 3 sciences), which will be essential for the students' understanding of practical skills and how experimental observations support scientific theory. Areas of the theory and techniques from these required practicals will be assessed in the final exams.

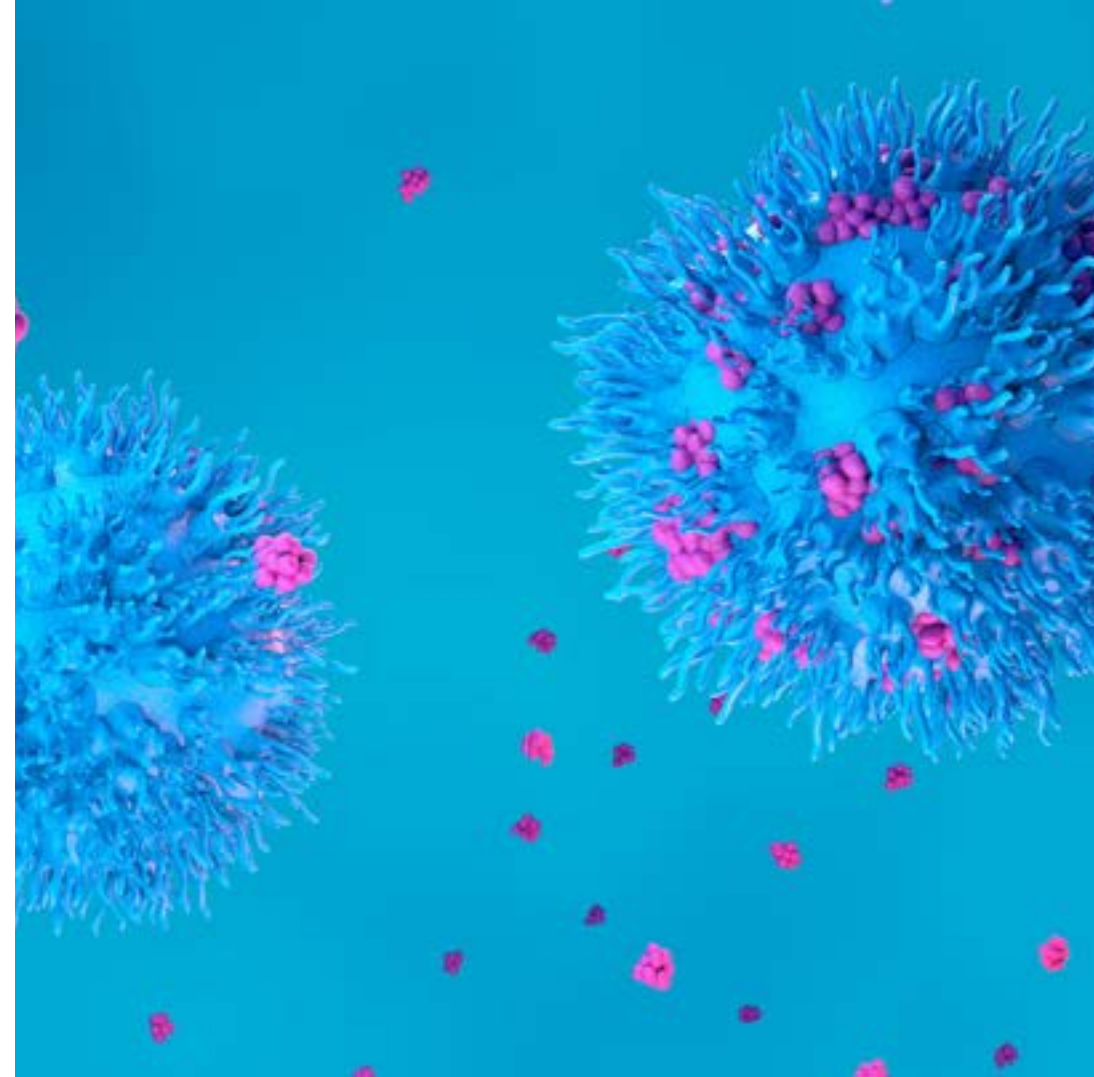
Mathematical skills will also be assessed within the papers. In GCSE Biology a minimum of 10% of questions will test for mathematical skills, in GCSE Chemistry a minimum of 20% of questions will test for mathematical skills and in GCSE Physics questions, a minimum of 30% will test for mathematical skills.

### Aspects of Learning & Teaching:

**Biology:** cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation & evolution; ecology.

**Chemistry:** atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.

**Physics:** forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure; space physics.



## Future Pathways

Good grades in three separate science GCSEs will allow you to study a range of science A Level courses including biology, chemistry or physics.

Careers which you could consider if you have good science qualifications include, doctor, nurse, radiographer, civil engineer, electronic engineer, food scientist, sports scientists, marine biologist, palaeontologist, accountant, animal technician, astronaut and many, many others!

# Computer Science

Course Leader: Mr Warren

Edexcel

## Course Outline

This exciting GCSE provides students with an excellent opportunity to investigate how computers work, how they are used and to develop computer programming and problem-solving skills. Students will also carry out some fascinating in-depth research and practical work.

Students study practical programming skills using Python. They learn how computers work, how data is used in computers as well as how networks work. Students also study how Computing has affected our wider society.

## Assessment

Two examinations 50/50 weighting.

**Paper 1:** Principles of Computer Science (1 hour 30 minute examination)

**Paper 2:** Application of Computational Thinking (2 hour on screen examination)

## Course Description

**Paper 1.** This paper will assess topics 1 to 5.

**Topic 1:** Computational Thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.

**Topic 2:** Data - understanding of binary, data representation, data storage and compression.

**Topic 3:** Computers - understanding of hardware and software components of computer systems and characteristics of programming languages.

**Topic 4:** Networks - understanding of computer networks and network security.

**Topic 5:** Issues and Impact - awareness of emerging trends in computing technologies and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

**Paper 2.** This paper will assess topic 6: Problem solving with programming.

The main focus of this paper is:

- Understanding what algorithms are, what they are used for and how they work in relation to creating programs.
- Understanding how to decompose and analyse problems.
- Ability to read, write, refine and evaluate programs.



## Future Pathway

This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Computer Science.

Careers in this subject include: games designer, web developer, program coder.

# Dance

Course Leader: Miss Richards

AQA

## Course Outline

Students will be introduced to an exciting and energetic GCSE with new and challenging ways of choreographing and performing. GCSE Dance will introduce students to an anthology which has a mix of artistic, cultural and aesthetically diverse works which are choreographed and performed in the UK today. They explore the connections between movement, choreographic intention and features of production like lighting, costume and music.

All students will have the opportunity to perform in front of a variety of audiences and attend workshops delivered by professional dancers and choreographers. All students will be offered the chance to see a live performance as part of the course.

## Assessment

**Performance** (internally marked, externally moderated) **30%**. Students will perform 2 pieces: A solo performance of Set Phrases (set by AQA) - approximately 1 minute in duration; a performance in a duo/trio - approximately 3 minutes 30 seconds in duration.

**Choreography** (internally marked, externally moderated) **30%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

**Dance Appreciation** (internally marked, externally moderated) **40%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

## Course Description

The six anthology works are as follows:

- A Linha Curva (Samba, contemporary fusion)
- Within Her Eyes (Contact work, Contemporary)
- Emancipation of Expressionism (Hip Hop)
- Shadows (Contemporary)
- Infra (Contemporary)
- Artificial Things (Contemporary)

Each term students will explore a different professional dance work or style of dance. All works are studied practically and theoretically. Students will have fortnightly technique classes that improve students physical and technical dance skills. During each half term, you will be expected to work both independently and with a group on choreographing and performing your own work, work in the style of the six anthology works and performance pieces.

The course will suit a student who: likes to express themselves through movement; enjoys performing and wants to develop their performance skills; wants to explore different dance styles and ways to create dance.



## Future Pathway

GCSE Dance study offers progression to study Dance at Sixth Form or College (both A Level and BTEC courses). Careers in the arts industry, leadership roles, teaching, sports and fitness industry, analysis and presentation skills.

# Drama

Course Leader: Miss Roberts

Edexcel

## Course Outline

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience.

Students will create, perform and respond - informed by their theoretical knowledge of drama and theatre.

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

## Assessment

**Component 1:** Understanding Drama (40%) written - examination paper

**Component 2:** Devising Drama (40%) practical with supporting logbook

**Component 3:** Text in practice (20%) practical - live performance to a visiting examiner

## Course Description

### Component 1: Understanding Drama

Students will explore a set text practically - to gain an in depth understanding of style, design, character and context. They will then learn and develop their skills in description, analysis and evaluation in preparation for the written exam in Year 11.

### Component 2: Devising Drama

Students will create, develop and perform a Drama from a given stimulus. Students are expected to work collaboratively with peers to be successful. They will then produce a logbook which documents their creative process.

### Component 3: Text in Practice

To study, rehearse and perform from a script to create a polished and high-quality piece of drama. This is performed to a visiting examiner.

You will achieve success if you are able to do the following:

- Express yourself in an active and exciting way
- Apply self-discipline
- Work in a group with any member of the class
- Contribute your own ideas and respect those of others
- Explore ideas by putting yourself in other people's shoes
- Play many parts in different, imaginary situations
- Create your own drama work
- Look at plays written and performed by other people

This course will suit you if you enjoy the practical process of Drama and want to be challenged and developed in your performance skills. It will also suit you if you like to analyse your own work and the work of others, developing your understanding of the theatre and its craft.



## Future Pathway

A Level Drama, BTEC Performing Arts, BA (Hons) Performing Arts.

# Fine Art

Course Leader: Mr Vardy

AQA

## Course Outline

This Art course is designed to encourage students to develop creatively; to do this they will grow in their understanding of a wide range of materials and techniques. They will also appreciate the work of other artists in relation to their own work. Within this course students can use a wide range of media and techniques from painting, printing, 3D sculptures, collage, digital and installation work.

The course will encourage students to develop:

- Creative and imaginative abilities and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills
- Understanding of codes and conventions of art, craft and design and awareness of the contexts in which they operate
- Knowledge and understanding of art, craft and design in which they operate
- Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures
- Greater focus on literacy within the critical and contextual elements of the course.

## Assessment

The scheme of assessment comprises of two components.

**Portfolio of work – 60% of the marks:** A portfolio of two or three units of coursework is required. Each unit of the portfolio should include preparatory work, sketch books or journals related to the final piece in the chosen area of study and an evaluation.

**Externally Set Task – 40% of the marks - 10 Hour final exam:** Students will be required to respond to one starting point from the examination paper. There will be a preparatory period followed by 10 hours of supervised examination time. Students will be expected to develop their own work to resolve their investigations, producing a final piece (or pieces) based upon preparatory studies and research.

## Course Description

We use a variety of teaching and learning methods to create an inclusive environment. Students are guided and supported in their learning and are given the opportunity to be proactive in their progress towards attainment and achievement. Students are expected to meet deadlines for homework and coursework and are supported in this via clubs, workshops, study visits and one to one meetings. Students will be expected to have access to basic materials for use at home, to use the school library and other places to gather research materials (such as museums and galleries) and attend Art Department study visits as a part of their coursework.

Students will use a sketch book to record information, findings, experiments and ideas. Sketch books can be purchased from the Art Department at cost price. Students will research and explore the work of artists, designers and craftspeople from different times and cultures.



## Future Pathway

Students will have an opportunity to continue their study into an exciting and successful Fine Art A Level at Bitterne Park Sixth Form College and develop a career path within the visual arts and design industry, of which Britain has a highly successful and proud heritage. This could then lead to many possible careers, some examples are below:

TV graphic artist, web designer, book illustrator, architect, art therapist, cartoonist, film animator, tattoo artist, interior decorator, magazine producer, furniture designer, makeup artist, advertiser, medical illustrator, theatre set designer, card designer, graphic artist, accessory designer, background film artist, film animator, poster artist, theme park designer.

# Film Studies

Course Leader: Mr Drummond  
WJEC Eduqas

## Course Outline

Film is often considered as the most important art form of the 20th Century. It is a major industry in most developed countries and an important part of people's cultural experience. It has become a huge influence on society today. Films entertain, educate and provoke debate.

The WJEC Eduqas specification in GCSE Film Studies is designed to draw on students' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology.

Students will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from the UK, Europe and Japan.

## Assessment

**Component 1: Key Developments in US Film.** (35%) 70 Marks. Written examination: 1 hour 30 minutes.

Students study 3 US films:

- 1 mainstream film from the 1950s
- 1 mainstream film from the 1980s
- 1 independently produced film

**Component 2: Global Film: Narrative, Representation & Film Style.** (35%) 70 Marks.

Written examination: 1 hour 30 minutes.

Students study 3 films from outside the US:

- 1 UK film
- 1 global English language film
- 1 global non-English language film

**Component 3: Production.** (30%) 60 Marks. Non-exam assessment (coursework).

Students have 2 choices:

- Create a genre film (2 minutes to 2 1/2 minutes)
- Write a screenplay for a genre film (800 to 1000 words) with a shooting script.

All students must complete an evaluation of the production (750 to 850 words).

## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.



## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# GCSE Music

Course Leader: Mrs Fowler

Edexcel

## Course Outline

The GCSE Music course combines the practical aspects of performing and composing with theoretical and historical musical analysis. It is therefore more suitable for students who have an interest in the theoretical aspects of music, rather than the vocational. You will learn how to improve your performing skills, to construct music from initial ideas through to the final product and to analyse music from a wide range of historical periods and genres. The course includes elements of working both individually and as part of a group and is assessed through practical coursework and a final listening examination. Students will need to be performing to at least a Grade 2 level (or equivalent) on their instrument in order to complete the performing component of the course.

## Assessment

**Coursework** Performing & Composing - 60%

**Listening Exam** - 40%

## Course Description

### Unit 1: Performing (30%)

In this unit you will perform two pieces – one solo and one ensemble, with a combined duration of at least four minutes. There is no requirement to perform in front of an audience, as all performances are recorded and sent to the exam board to be marked. Although not a pre-requisite of the course, it is preferred that you are receiving weekly lessons on your chosen instrument to further support development in this area. A performing standard of **Grade 3 (or above)** is required in order to succeed in this element of the course.

### Unit 2: Composing (30%)

In this unit you will compose two pieces – one in response to a brief set by the exam board and one in a style of your choice, with a combined duration of three minutes. Compositions are usually created using sequencing software and are submitted to the exam board along with your written commentary which explains how you developed your ideas.

### Unit 3: Appraising (40%)

The final unit is assessed as a 1.5 hour listening examination at the end of the course. You will learn about musical elements, musical contexts and identify features in different pieces of music using appropriate musical language. There are four areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. You will learn about two pieces of music in each area of study. The final examination comprises two sections – the first focuses on short answer questions and the second is an extended piece of writing, in which you will compare one of the set works to an unfamiliar piece.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Photography

Course Leader: Miss Snoddon

AQA

## Course Outline

The Photography course is designed to encourage students to develop an understanding and appreciation of digital photography and image manipulation as well as some aspects of traditional black and white film photography.

In year one students learn basic photography skills: using a manual DSLR camera, basic digital photography (including using Photoshop digital manipulation software) and develop an understanding of artist understanding and interpretation in order to develop ideas of their own inspired by artists explored. Students follow several units of coursework throughout the course including mock practical examinations, which then become important pieces of the 60% portfolio.

## Assessment

The coursework portfolio makes up 60% of the overall GCSE marks. The coursework begins from the start of Year 10 and is completed in December of Year 11 and consists of three projects. A controlled test set by the examinations board makes up the remaining 40%. During the GCSE students will research other photographers, artists and creative people and present written information such as opinions, analysis and evaluations. Presentation of a portfolio should be imaginative and reflect the subject or theme of the unit.

In the controlled test exam students have a preparatory period to prepare their work followed by 10 hours of supervised practical exam time to complete a final piece or pieces for their exam.

## Course Description

Students require discipline and commitment if they are to be successful in GCSE Photography. Full support is offered in the classroom, studio and darkroom at lunchtimes and after school. Students are expected to use the support offered and work independently in class and at home.

For many students this will be the first time they work in Photography and the course delivers excellent skills, knowledge and understanding at the beginning to develop these new skills. It is of benefit, but not necessary, to have had some creative art skills before or during the course.

The course provides some basic materials and students can use the school cameras we have in lessons. However, it is an advantage to have your own camera from a digital SLR or a simple digital bridge camera.

During the course we provide basic consumables that students use, and a print quota; however, students are asked to pay a £20.00 photography fee. This will allocate you a pack of basic consumables that should last the full 2 years. It includes a SD card, a SD card reader and a folder to hold all of their work in. This will also help toward the running of more expensive parts of the course including cameras, studio equipment and digital printing. Please discuss this with the Photography teacher if you have any questions.



## Future Pathway

A Level Photography at Bitterne Park Sixth Form. Varying Arts-based degrees including BA Hons in Photography (both general or subject-specific), BA Hons in Fine Art or foundation degrees in Art and Design plus many other creative career and life opportunities.

# Physical Education

Course Leader: Mr Speight  
AQA (8582)

## Course Outline

GCSE PE is a fascinating, active and very successful course which develops knowledge and understanding of theoretical and practical concepts within the health, exercise and sporting world. Students must have a genuine interest in sport and exercise and be willing to work hard; this course is ideal for students who are enthusiastic sportswomen and sportsmen. The course is very topical and challenging and it extends skills learnt in GCSE English, Maths and Science.

## Assessment

### Theory of Physical Education:

- 60% of final GCSE grade
- Two separate written exams with a combined length of 2 hours 30 minutes including: multiple choice, short answers and longer 6 mark answers
- Paper 1 Human Body & Movement in physical activity and sport
- Paper 2: Socio Cultural Wellbeing & Influences in physical activity and sport
- Combined total marks available is 156

### Practical Performance in Physical Education:

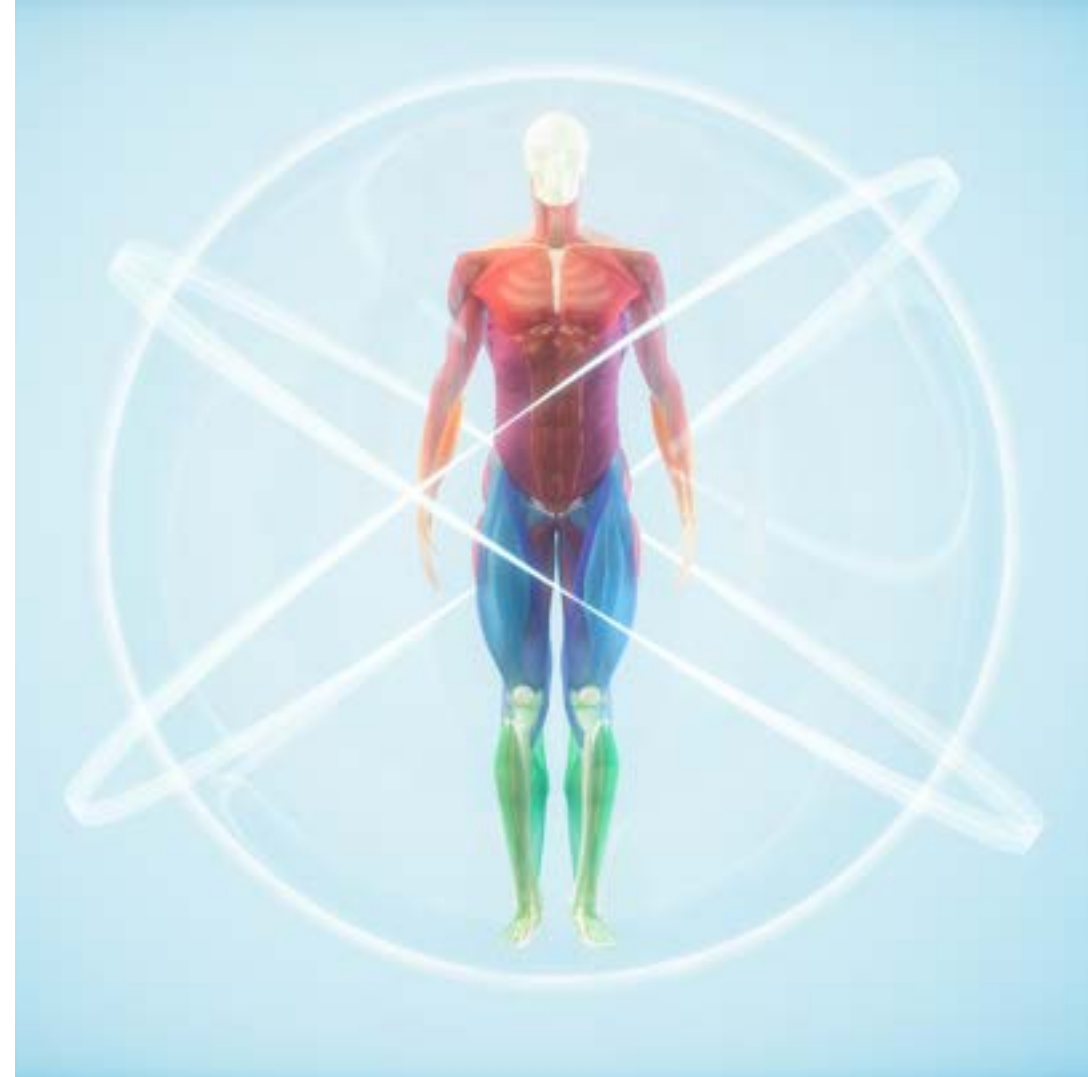
- 40% of final GCSE grade
- Students will perform their best 3 sports or activities during a moderated practical exam
- Every student must complete a substantial written analysis of performance

## Course Description

During the practical elements of this course our students will learn to analyse and evaluate their own and others' practical performances; they will be provided with constructive feedback and know how to improve their performance levels. All of our students' performances are compared to strict GCSE performance criteria. We aim for our students to apply their theoretical knowledge within practical contexts in order to improve their understanding of the course.

A selection of theoretical topics are listed below:

Health, fitness and exercise; motivation, arousal, personality and sport; commercialisation and global impact of sport; skill acquisition; sport and fitness training; diet for health and performance; the use of drugs in sport; our skeletal system; our muscular system; our cardiovascular system; our respiratory system; biomechanics and sporting performance.



## Future Pathway

To be able to access either A Level or Level 3 vocational qualifications in the Sixth Form, enter employment or apply for an apprenticeship in the sports industry.

# Product Design

Course Leader: Miss Harrison  
AQA

## Course Outline

This course involves and rewards your imagination and creativity. You will push your understanding and flair when designing and presenting your ideas, to produce professional products that you could see on the shop floor.

## Assessment

You will be assessed in both an exam and a controlled assignment. **2 hour examination assessment (50% of GCSE)**

You will demonstrate the subject knowledge gained over the course by answering examination paper questions. **Non-examination assessment (50% of GCSE)**

Here you will be assessed by carrying out an individual design and practical make activity. You will look into existing products and use this to create and develop your own design, through to making the prototypes of your final idea.

## Course Description

You will be taught the course syllabus through a series of design and make projects, working individually and in small groups. You will be given the opportunity through the course to develop your ideas using a range of presentation techniques and computer aided design. When making your prototypes you will be improving your practical skills by using a range of hand tools and computer aided manufacture.

**Theme: Materials.** The course will introduce you to the world of professional designing, the role a professional designer undertakes and the skills and techniques used to develop and present your ideas in a creative discipline. You will develop your hand skills by producing prototypes out of plastics, woods, metals and cards; while at the same time develop and use the latest computer technology to produce 3D models, CAD drawings and the laser cutter to make your visions a reality.

**Theme: Packaging & Advertising.** Supporting the business aspects, you will also look at the role of packaging and advertising. You will explore packaging materials, using word processors and digital technology to give them a professional quality that protects your final product.

**Theme: Non-Examination Assessment & Examination Preparation.** This is a question set by the examination board for students to research for their coursework assignment.



## Future Pathway

A Level Product Design. A variety of careers: architect, furniture designer, packaging designer, jewellery designer, teacher, product design, industrial design, automotive design, engineering, civil engineering, aerospace design, model making, mechanical engineering, surveying, interior design, CAD operator, illustrator, games designer, quantity surveyor, structural engineer, technical illustrator, servicing & repair, interior design, site manager, set design, civil engineering, aerospace engineering, graphic designer, mechanic, freelance designer, production manager, town planning, the armed services, website design, electrical engineering, creative & media, market researcher, surveyor, marketing, product manager, landscape architect.

# Religious Education

Course Leader: Miss Underwood  
OCR

## Course Outline

Religious Studies provides a brilliant opportunity to discuss key philosophical and ethical issues which impact our lives today. Students regularly express their personal opinions and have a chance to share their views. You will gain a greater understanding of why people behave the way they do and develop an awareness of different cultures and the various ways in which people interpret beliefs and teachings. Religious Studies is a subject that will help to prepare you for future life and social interactions and provides a valuable qualification for careers in a wide area.

## Assessment

**100% examination - no controlled assessment.**

There are 3 examinations in total:

**Paper 1:** Christianity Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 2:** Other Religion (of choice) Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 3:** Religion, Philosophy & Ethics (**50% 2 hour examination**)

## Course Description

Students study the following components:

**Component 1: Beliefs, Teachings & Practices of Christianity.** What is the nature of God? Was Jesus a teacher or miracle worker? Why is there evil and suffering in the world?

**Component 2: Beliefs, Teachings & Practices of either:** Islam, Judaism, Buddhism or Hinduism.

**Component 3: Philosophy & Ethics.** This is split into 4 themes: Relationships & Families, Existence of God, Peace & Conflict and Discussion between Religious and non-religious beliefs. Some key questions from this unit include: Is equality possible? Should same sex marriages happen? Does God exist? Are miracles real? Is war ever justified? What causes terrorism? How can religion and science link? Do we have the right to create or end life? Is society becoming less religious?

You get the opportunity to visit places of worship and meet with various faith representatives to develop your understanding of religion and culture and building your knowledge gained from specialists to help improve your potential to succeed. Previously students have visited a Buddhist meditation centre, various churches and some attended a trip to the Vatican City in Rome.



## Future Pathway

This qualification will support students moving to A Level and University. At GCSE RS links well with subjects such as Sociology, History, Health & Social Care, English and Science. Religious Studies will support you in a career working with people. It is particularly useful for a role within the public sector (teaching, social work, police).

# Sociology

Course Leader: Miss Solanki de Carvalho  
Eduqas

## Course Outline

This course will appeal to candidates who have a keen interest in the society that we live in. The Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues.

Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world.

## Assessment

**Component 1:** Understanding Social Processes. Written examination: 1 hour 45 minutes (50% of qualification).

**Component 2:** Understanding Social Structures. Written examination: 1 hour 45 minutes (50% of qualification).

## Course Description

**Component 1 will include:**

**Key Concepts & Processes of Cultural Transmission:** key sociological concepts; debates over the acquisition of identity; the process of socialisation.

**Families:** family diversity and different family forms in the UK and within a global context; social changes and family relationships.

**Education:** patterns and factors impacting educational achievement.

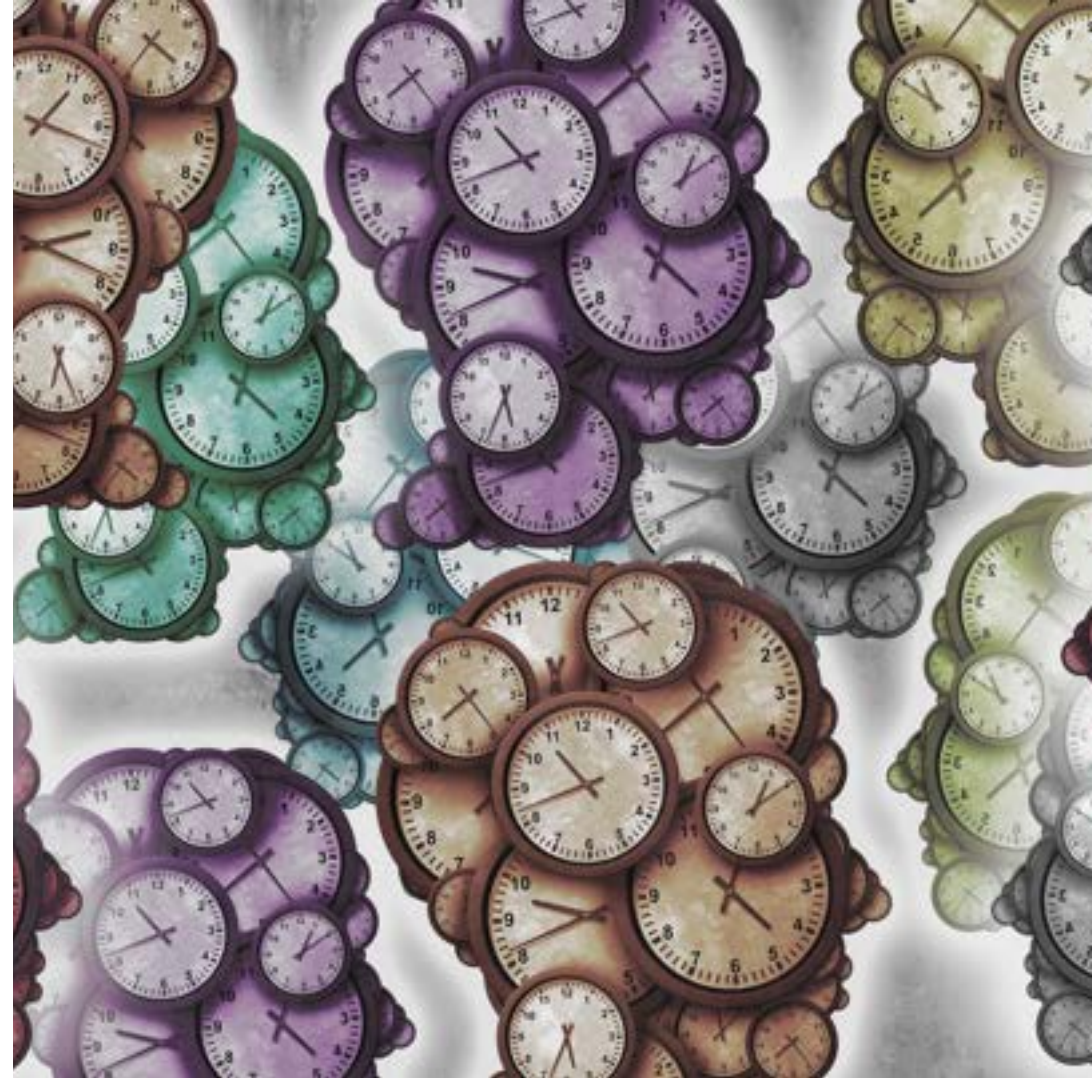
**Sociological Research Methods:** usefulness of different types of data; methods of research and sampling; practical and ethical issues affecting research.

**Component 2 will include:**

**Social Differentiation & Stratification:** different forms and sources of power and authority; equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality.

**Crime & Deviance:** social construction of concepts of crime and deviance; patterns of criminal and deviant behaviour; sources of data on crime.

**Applied Methods of Sociological Enquiry:** the process of research design; interpreting data.



## Future Pathway

**College:** A-Level Sociology; Level 3 Criminology

**Career:** Law; journalism; social work; childcare; youth and community work; police

# GCSE Art & Design: Textiles\*

Course Leader: Mrs Earnshaw

AQA

## Course Outline

This course is suitable for all students with an interest in Textiles and Art. From an Art based approach, it aims to stimulate imagination and will suit students who enjoy designing and using fabrics in imaginative ways.

Students will develop a passion for the creative world of Fashion & Textiles ensuring they have a broad range of skills in understanding materials, surface decoration all whilst making a range of high-quality products design by them.

It is a practical course in which students learn by doing, creating imaginative personal work. Students will find out about a whole range of media, techniques and processes. It will develop their creativity and independent thought, learning to express themselves visually and lets their imagination flourish.

## Assessment

**Component 1 Portfolio-60% of total marks.** Two units of coursework where students will be expected to design and make quality textile products.

**Component 2 Externally set assignment-40% of total marks.** Students choose 1 of 7 themed questions. Students have a preparation period, plus 10 hours of supervised time to complete a final or several pieces.

## Course Description

**Unit 1 - Natural World.** During this project students will be exploring the theme 'Natural World'. They will be introduced to many new textile techniques, textile artists and fashion designers, to inspire them with their sample development. Students will be making and designing a fashion garment inspired by the starting point 'Natural World'.

**Unit 2 - Landscape Cushion.** During this project students will be exploring landscapes within Textiles & Art. They will be using this as a basis of their ideas, drawings and samples. They will find and research a specific artist to base their cushion on and, within this, they will explore a range of textile techniques to show texture and tone, for the outcome of a 'Landscape Cushion'.

Landscape is broken down into many categories, some of which include: **Seascapes** (sea, beaches, coastal); **Rural** (meadows, mountains, lakes, fields); **Urban** (city, man made, bridges, skyscrapers).

We encourage students to develop essential skills to enable them to research and experiment in an independent way. These skills include: fabric construction; machine and hand embroidery; silk painting; batik transfer printing; stencilling; shibori; felting; applique; reverse appliques; heat manipulation; weaving; quilting; trapunto.

Online sketchbooks and prep sheets are used extensively to present samples, observational drawings, development of ideas, analysis of own work and the work of others. Students' work will show informed connections with that of other artists, designers and crafts people.



## Future Pathway

Students can continue their art and design studies at AS and A Level. Otherwise, the transferable skills they gain will still be valuable. They'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Art & Design opens the door to lots of exciting careers. Try these for starters: fashion designer; constructed textiles; theatre designer; animator; illustrator; photographer; architect; costume design; textiles design; ceramics; printed textiles; advertising; interior design; fashion and media journalism; hair and make-up design.

# Enterprise & Marketing

Course Leader: Mr Gillet

AQA

## Course Outline

Learners will be able to develop a variety of skills when investigating and researching local small businesses. Based upon the findings, learners will then be able to plan and present business-related projects. The coursework components will be based on planning and pitching a business idea based upon a specific customer brief, before sitting an exam in Year 11.

## Assessment

**Year 10:** Designing a business proposal (30%)

**Year 11:** Market and pitch a business proposal (30%)

**Year 11:** Enterprise and marketing concepts - examination (40%)

## Course Description

### Designing a Business Proposal: Coursework (30%)

Creating a new product is an exciting challenge. If you want your product to make a profit, then it must meet customer needs but also stand out from similar products that are on the market. This unit will provide you with the skills and knowledge to design a product proposal to meet a business brief.

In this unit you will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. To help decide on your final design, you will gain feedback and then assess the strengths and weaknesses of your initial ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit.

### Market & Pitch a Business Proposal: Coursework (30%)

In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Your promotional campaign will include you choosing different methods of promotion which you think are most suitable for your target customers. You will then need to create a presentation that you will pitch to an audience. After delivering your professional pitch, you will reflect on your pitching skills, your brand, your promotional campaign and the likely success of your product.

### Enterprise & Marketing Concepts: Examination (40%)

In this unit you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. You will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding your target market's needs, you will learn how the marketing mix elements must be carefully blended to enhance business performance. You will examine each element individually and explore the decisions that an entrepreneur needs to make. You will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which you will learn about so that you can understand how to obtain timely and appropriate guidance.



## Future Pathway

After completing this course, learners will be able to study a range of A Level and vocational courses including:

- A Level Business
- A Level Economics
- A range of intermediate or advanced apprenticeships
- Level 3 Vocational Business

# Hairdressing & Beauty

Course Leader: Miss De La Ceaux

CO2A5 Level 1 & 2 Technical Award

## Course Outline

The course is over the duration of 2 school years. One mock exam and 1 GCSE equivalent exam. An assignment needs to be passed to gain the full qualification.

### Theory Components of the Course - Vocational Equivalent to a GCSE:

**UCO90 Business & Entrepreneurship in the Hair & Beauty Sector.** This unit will enable learners to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector.

LO1: Understand the structure and concept of hair and beauty businesses

LO2: Understand enterprise and entrepreneurship in the hair and beauty sector

LO3: Understand marketing and its role in the promotion of hair and beauty products and services

### UCO91 Anatomy, Physiology and Cosmetic Science

LO1-UCO91: Anatomy, physiology and cosmetic science. This unit will enable learners to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty products.

LO2-UCO91: The anatomy and physiology of the skin.

LO3: The historical evolution of hair and beauty products from ancient times to the 21st century.

**UCO92 Design in the Hair & Beauty Sector - Assignment.** This unit will enable learners to develop knowledge and understanding of the purpose, principles and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills.

Practical Components of the Course: hairdressing assessments; barbering; nails/manicures; beauty/make-up

## Assessment

Ongoing formative and summative assessments of both practical and theory sessions.  
Portfolio of work - 100% of marks.

## Course Description

**Unit 1:** Underpinning knowledge will be taught of the examination they take in Year 11, Business & Entrepreneurship in the Hair & Beauty Sector and Anatomy, Physiology and Cosmetic Science.

### Practical components of the course:

- Hairdressing assessments
- Barbering
- Nails/manicures
- Beauty/make-up



## Future Pathway

Hair and beauty salons will consider employment at the age of 14, this could lead onto apprenticeships in the hair and beauty industry in further education or full-time hairdressing and beauty courses in college.

# Hospitality & Catering

Course Leader: Mr A Brown & Mrs R Gregory  
WJEC Eduqas - Level 1/2 Vocational Award

## Course Outline

The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

## Assessment

WJEC Level 1/2 Vocational Award in Hospitality & Catering (Technical Award) consists of 2 units:

**Unit 1:** The hospitality and catering industry - external assessment - 40%

**Unit 2:** Hospitality and catering in action - internal assessment - 60%

Unit 1 will be assessed through an examination which is worth 40% of your qualification. In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

## Course Description

### Unit 1: The Hospitality & Catering Industry

You will:

- learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### Unit 2: Hospitality & Catering in Action

You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

You will develop a range of skills which are attractive to employers, colleges and universities including: Communication, Confidence, Learning independently, Organisation, Problem solving, Research, Self-discipline, Stamina, Taking on responsibility, Time management.



## Future Pathway

This course works well with sciences, sports and fitness, Religious Education and many other GCSEs. It can lead onto Level 3 qualifications in the food, catering and health industries and then into apprenticeships or specific university courses.

Food product development scientist; nutritionist; sports and fitness trainer; NHS dieting and nutritionist; nutritional therapist; teacher; chef; food labelling specialist; corporate wellness consultant; food safety auditor; public health nutritionist.

# Health & Social Care

Course Leader: Miss Fynan

OCR

## Course Outline

Vocational qualifications develop practical skills and knowledge related to an employment area and are designed to help students learn in a practical way.

Health and Social care can offer students the ability to gain the skills needed to start a job, progress in a career, or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities and are assessed usually by both written and practical coursework or exams.

## Assessment

During 2 years of study students must complete 3 units: one externally assessed unit and two internal units of coursework.

External assessments will take place in January with an opportunity to re-sit in June. The exam must be taken in the final assessment series before qualification certification.

### Grading

All results are awarded on the following scale:

- Level 2 - Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)
- Level 1 - Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified

## Course Description

What learning experiences can I expect?

**RO32: Principles of care in health and social care** (this is assessed by an exam).

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: the rights of service users in health and social care settings; person-centred values of care; effective communication in health and social care; protecting service users and service providers in health and social care settings.

**RO33: Supporting individuals through life events** (this is assessed by a set assignment).

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include: life stages; impacts of life events; sources of support.

**RO35: Health promotion campaigns.** (this is assessed by a set assignment).

In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Topics include: Current public health issues and the impact on society; factors influencing health; plan and create a health promotion campaign; Deliver and evaluate a health promotion campaign.

### Not forgetting ...

Community involvement including local schools and care homes; work experience; speakers from the health and social sector; work based learning; research and reflection on current issues surrounding health and social care using media.



## Future Pathway

Careers in the health and social care sector including nursing, teaching, midwifery, probation, childcare, social work, carer. Further education – sixth form/colleges/apprenticeships.

# Musical Theatre/Production Arts

Course Leader: Miss Grindey

## Course Outline

Students who opt for this performing arts course will select from either a performing or production route.

Students who select the performing route will explore and develop their use of skills as a performer, working on a range of Musical Theatre projects.

Students who select the production route will learn about a range of production roles within Musical Theatre, such as set, props, costume, lighting, sound and make-up. They will then create the design ideas for the practical projects the performing students are working on.

This is a practical-based course. Students will complete logbooks to document their progress but will predominantly be assessed on their practical work. Topics will include Everybody talking about Jamie, Lion King etc.

## Assessment

60% Practical coursework components. **Component 1:** Exploring the Performing Arts. **Component 2:** Developing Skills & Techniques.

40% Live Performance. **Component 3:** Live Performance - devising to a brief.

## Course Description

**Component 1:** Exploring the Performing arts.

Focused study on 3 musicals; you will explore how the musicals were created through research and class discussion; you will explore the themes in the musical through practical workshops; you will learn about the roles within a creative or production team.

**Component 2:** Developing Skills & Techniques.

You will explore physical, vocal and interpretative skills to create a character; you will explore the use of design and professional skills required to work in a production team (production); you will participate in workshops and follow a rehearsal schedule; you will take on a production role and pitch ideas to the rest of the group for performance (production); perform a final piece to an audience; carry out a production role for a performance (production); keep a log book to document your development skills.

**Component 3:** Live Performance - Devising to a Brief.

You will devise a performance piece based on a brief provided by the examination board; you will be part of a production team to support a group devised piece (production); you will explore ideas and themes in workshops; keep a log book to document your development ideas; rehearse and complete a final performance.



## Extra-Curricular Opportunities

There are several extra-curricular opportunities for students to access, for example, MTC (Musical Theatre Company). Students studying this option will be offered live performance opportunities as well as the chance to work on lighting/sound.

We offer trips to live performances as much as possible and are often able to facilitate workshops with West End professionals.

## Future Pathway

This option is designed to prepare students for Performing Arts or Production Arts BTEC at Level 3, and go onto a university course in either of these disciplines, which could ultimately lead to a career in the Performing Arts Industry.

# BTEC Music

Course Leader: Mrs Fowler  
Eduqas

## Course Outline

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Music sector – a vibrant, exciting and competitive industry that offers many different and exciting new work opportunities, whether in composing, performing, or producing music. This course allows learners to explore the sector, and to learn and try out new skills, techniques and styles, allowing them to make an informed decision about their future learning and career.

As a creative subject with a focus on music practice, there is no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeals to them.

The course is divided into three components. The first 2 components are assessed through practical tasks that are then externally moderated. Component 3 is an external synoptic task completed in lessons that is marked externally.

## Assessment

**Component 1 - 'Performing' (30%)** - 120 hours of supervised sessions. Internally assessed and externally moderated.

**Component 2 - 'Creating' (30%)** - 10 hours of supervised sessions. Internally assessed and externally moderated.

**Component 3 - 'Performing Arts In Practice' (40%)** - 20 hours of supervised sessions. Externally moderated.

## Course Description

**Component 1: Performing** - You will learn the skills and techniques needed to produce a successful performance of an existing piece of music using LOGIC.

**Component 2: Composing** - You will learn of to create and refine your own original work through Music Composition using Music Technology.

**Component 3: Performing Arts In Practice** - You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own ideas.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Sports Studies

Course Leader: Mr Bixley

Cambridge National Sports Studies

## Course Outline

This qualification aims to develop our students' knowledge, understanding and skills of the essentials of Sport and Physical Activity. The students will gain an insight into the Sport and Physical Activity industry. The vocational course is designed to meet the requirements that today's employer's demand.

## Assessment

The course will involve a wide range of centre assessed units with practical as well as examined units on the impacts of sport and physical activity on health and wellbeing.

Students will complete 3 units:

R184 Contemporary issues in sport (written Exam)

R185 (Internal assessment) Performance and Leadership in sports activities

R187 (Internal assessment) Increasing awareness of outdoor and adventurous activities.

## Course Description

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. The course also offers a practical element whereby the students will be assessed in two sports of their choice.

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners can 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. Learners 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.

The qualification has been designed with practical and engaging ways of teaching in mind and enables learners to:

- develop a range of skills through involvement in sport and physical activity in different contexts and roles
- develop their ability to apply theoretical knowledge to practical situations
- gain a better understanding of the complexity of different areas of sport and the sports industry
- increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport
- Develop leadership skills in planning and delivering a session to students



## Future Pathway

Vocational Sport – to be able to access a Level 3 Vocational qualification in the Sixth Form such as the Cambridge Technical in Sport and Physical activity or a levels in sport and physical activity, enter employment or apply for an apprenticeship in the sports industry.

# Travel & Tourism

Course Leader: Mrs Cook

BTEC Level 2 - Pearson

## Course Outline

Tourism is a work-related course. Learners provide evidence of attainment through exams, group projects, assignments and observed assessments. All work is based on realistic workplace situations, activities and business demands.

When taking Tourism learners will study:

**Component 1:** Travel and Tourism Organisations and Destinations (coursework)

**Component 2:** Customer Needs in Travel and Tourism (coursework)

**Component 3:** Influences on Global Travel and Tourism (exam)

## Assessment

Units of work will be internally and externally assessed and marked with an overall grade for the complete qualification awarded at the end of the course.

Components 1 and 2 are assessed by coursework and are each worth 30% of the overall grade. Component 3 is assessed by an exam and is worth 40% of the overall grade.

## Course Description

By taking Travel & Tourism, learners will develop their own employability skills such as: self-management; teamwork; reflection; effective participation; independence; creativity; research skills; time management.

By taking Travel & Tourism, learners will learn through: completing individual projects; participating in group projects; carrying out independent investigation; giving presentations; taking part in group-based discussions and debates; role play and recordings; answering examination questions; participating on organised trips.

Once you have completed the qualification, you will have developed an understanding of the travel and tourism sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the travel and tourism sector is for you and, if so, which part of it you might want to study further.



## Future Pathway

Taking a course in tourism prepares learners for more advanced courses such as:

- BTEC Level 3 Diploma in Travel & Tourism
- AS/A2 Leisure & Tourism
- AS/A2 Travel & Tourism
- Travel & Tourism Vocational Qualifications; Level 2 Certificate in Retail Travel (ABTAC), Airline & Cabin Crew, Resort Representative. Level 3 Galileo (Global Distribution System).

# Vocational IT

Course Leader: Mr Warren

## Course Outline

This vocational IT qualification gives you an insight into using ICT in the wider world. The Cambridge National in IT is designed to inspire and equip you with the confidence to use skills that are relevant to the IT sector and more widely.

It covers the use of IT in the digital world, Internet of Everything, data manipulation using spreadsheets, human-computer interface (HCI) and augmented reality.

You will develop real and relevant skills for the future, learning to select the best tools and techniques to problem solve. You will be creative and practical.

## Assessment

Two internal assessments, each worth 30%  
One external examination worth 40%

## Course Description

The course has 3 different elements:

- An internal assessment using a particular application, or selection of applications, to meet a particular need eg: using spreadsheets to manage data.
- An internal assessment using a particular application, or selection of applications, to meet a particular need. This will focus on the development of an augmented reality app for a company or organisation.
- An examination unit - based on theoretical IT.

What will you learn?

- to understand the fundamental principles and concepts of IT
- You will think creatively, innovatively, analytically, logically and evaluatively
- You will learn advanced use of the Microsoft apps, along with the use of more specialist applications
- You will also learn about people in IT and IT in society
- You will learn about cyber security and legislation
- You will learn about the 'Internet of Everything'
- You will learn about augmented reality and its uses
- You will learn project management skills.



## Future Pathway

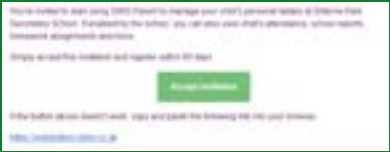
This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Information Technology.

Careers in this subject include: games designer; web designer; data manager; project manager. IT is also seen as an essential skill in most careers.


# How To Make Your Preferences Choices

In order to complete the preferences process, you will need to be able to access SIMS-Options online. You will receive a separate email with your log-in details (please check your Junk/Spam folder). Please complete the following steps:

**1** Using the email address that we have on record for you at school, check your email inbox (or junk folder). You will find an email from [noreply@sims.co.uk](mailto:noreply@sims.co.uk) that looks like this:

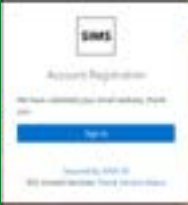


**2** Accept the invitation and it will direct you to this page:

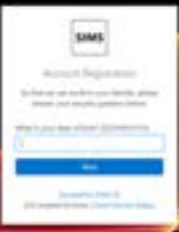


**3** Type in the email address you wish to link to the account.

The invitation code should appear automatically. Press 'Next' to go to account registration.




**4** Please enter your date of birth. Press next and you will be directed to a 'create password' page.

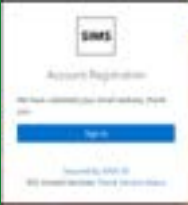


**5** Create a password; confirm your password and then press 'next'.

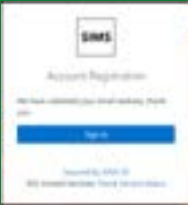
Do not attempt to login before you have completed step 6!




**6** There should now be a verification email in your inbox from [simsid4@identityfor.co.uk](mailto:simsid4@identityfor.co.uk). Please click on the link in the email to verify.



**7** Please verify your email address. You will then automatically be directed to an activate page that looks like this.




**8** Press 'sign in'



**9** Type in [sims-options.co.uk](http://sims-options.co.uk) into your web browser. Login using the email and password you set up in Steps 3 & 5



**10** Press the 'SIMS Options' tab and follow the onscreen directions.





# KS4 PREFERENCES

Information Booklet - 2024



Year 9 are now at an exciting stage in their school lives, as they begin the process of selecting their Key Stage 4 preferences.

Some subjects are compulsory at Key Stage 4 and all students will continue to study these (core subjects). In addition, we offer a wide range of subjects both GCSE and vocational that students can opt for. Furthermore, your child will have been placed on to a specific 'pathway' based on their current progress. As a result, they may be required to complete the EBacc suite of subjects and therefore their preferences will need to fulfil this. Your child's booklet will make it clear which preferences they will need to select from. Whilst we endeavour to give students these preferences, we may need to utilise their reserve.

Your child took a mini options process in Year 8 and their previous choices do not limit, or restrict what they can choose in Year 9.

It is important to discuss with your child that they will study all of their given preferences for the whole of Years 10 and 11, through to the examination, so they must select preferences which they are interested in and enjoy. Once the courses start there will not be an opportunity to change to another. It is also important that students know their bands could change to try and accommodate their preferences.

Our Preferences Roadshows have happened to help with their decisions as well as parents having had the opportunity to attend our KS4 Preferences Evening.

Parents/carers should complete their child's preferences via the SIMS App (guidance is included in this booklet). The preferences form will be open from Monday 19th February and must be completed by **Friday 1st March**. Student's preferences will be checked and discussed by their tutor and a member of the year team, to ensure they have chosen appropriate courses.

If you have any questions, please contact your child's tutor in the first instance. Tutor email addresses can be found on the school website under the parent area 'year teams' 'Year 9'.

Grant Hellyer

**Head of School for KS3**

Kirstie Gardner

**Head of Year**

# HOW TO MAKE YOUR CHOICES

## Core Subjects

ENGLISH LANGUAGE   ENGLISH LITERATURE   MATHEMATICS   SCIENCE (COMBINED)   CORE PE   PSHE

## Plus 1 Subject From

GEOGRAPHY   *OR*   HISTORY   *OR*   FRENCH   *OR*   SPANISH   *OR*   COMPUTER SCIENCE

Choose 3 additional options and 1 reserve from the list below

## GCSE

COMPUTER SCIENCE   DANCE   DRAMA   FINE ART   FILM STUDIES   FRENCH  
GEOGRAPHY   HISTORY   MUSIC   PHOTOGRAPHY   PHYSICAL EDUCATION  
PRODUCT DESIGN   RELIGIOUS STUDIES   SOCIOLOGY   SPANISH   TEXTILES   MEDIA STUDIES

## Vocational

ENTERPRISE & MARKETING   HAIRDRESSING & BEAUTY THERAPY   HOSPITALITY & CATERING   HEALTH & SOCIAL CARE  
MUSICAL THEATRE / PRODUCTION ARTS (PERFORMING ARTS PREFERENCE)   MUSIC TECHNOLOGY   SPORTS STUDIES   TRAVEL & TOURISM   VOCATIONAL IT

The following subjects cannot be taken together:

ART      TEXTILES   *OR*   GCSE PE      SPORTS STUDIES

GCSE Languages: Students must select the language that they have studied at Key Stage 3. Should they wish to study a second language, they must discuss this with their teacher.

# English Language

Course Leader: Mrs MacDonald

AQA

## Course Outline

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

## Assessment

This course is 100% examination and consists of two examination papers. Spoken language is awarded as a separate endorsement and carries 0% weighting towards the English Language GCSE.

## Course Description

### Paper 1: Explorations in Creative Reading and Writing

**Section A:** Reading question based on one literature fixture text.

**Section B:** Writing which is descriptive or narrative.

Assessed by a written examination: 1 hour 45 minutes, 80 marks and 50% of GCSE.

### Paper 2: Writers' Viewpoints and Perspectives

**Section A:** Reading question based on one non-fiction text and one literary non-fiction text.

**Section B:** Writing which presents a viewpoint.

Assessed by a written examination: 1 hour 45 minutes, 80 marks and 50% of GCSE.

Non-Examination Assessment: Spoken Language.

What is assessed?

- Presenting
- Responding to questions and feedback
- Use of standard English

Assessed by the teacher throughout the course and marked by the teacher.



## Future Pathway

A Level in English Literature, English Language or English Literature and Language combined, Law, Psychology and Sociology. As an academic subject, it is a gateway subject for A Levels and degree level subjects.

It can lead to careers in:

- Advertising and marketing
- Art and Design
- Law
- Publishing and Media
- Education
- Recruitment and HR
- Journalism

# English Literature

Course Leader: Mrs MacDonald  
AQA

## Course Outline

Reading comprehension and reading critically, literal and inferential comprehension; understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events. Critical reading; identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text. Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context and style.

## Assessment

This course is 100% examination and consists of two examination papers.

## Course Description

### Paper 1: Shakespeare and the 19th century novel

It will be assessed with a written exam: 1 hour 45 minutes 64 marks 40% of GCSE.

#### Section A: Shakespeare

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

#### Section B: The 19th-century novel

Students will answer one question on A Christmas Carol. This is the same format as the above.

### Paper 2: Modern Texts and Poetry

It will be assessed with a written exam: 2 hour 15 minutes 96 marks 60% of GCSE.

#### Section A: Modern Texts

Students will answer one essay question on An Inspector Calls.

#### Section B: Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict anthology.

#### Section C: Unseen Poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



## Future Pathway

A Level in English Literature, English Language or English Literature and Language combined, Law, Psychology, and Sociology. As an academic subject, it is a gateway subject for A Levels and degree level subjects.

It can lead to careers in: advertising and marketing; art and design; law; publishing and media; education; recruitment & HR; journalism.

# Mathematics

Edexcel

Course Leader: Mr Feltham

## Course Outline

All students follow the GCSE Mathematics course and will be expected to take the final examination.

## Assessment

### Higher Linear Tier and Foundation Linear Tier Exam in June of Year 11

Three written papers: each contributes 33.3% of the final grade.

#### Tiered Papers

Foundation Tier Grades 1 to 5 available

Higher Tier Grades 4 to 9 available

#### All Papers 1 hour 30 minutes

Paper 1F and 1H: non-calculator

Paper 2F and 2H: calculator

Paper 3F and 3H: calculator

There is no coursework.

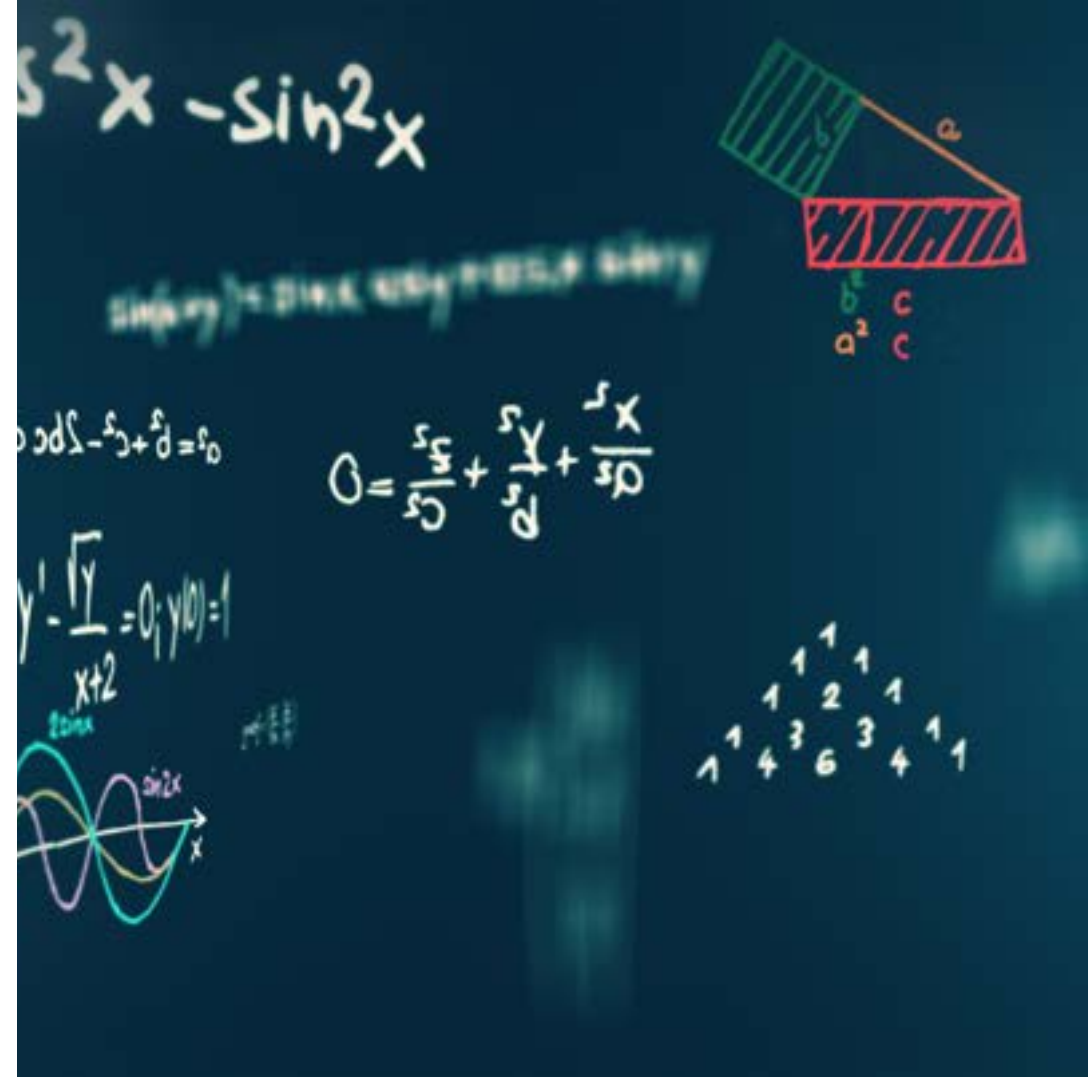
## Course Description

This qualification encourages students to develop their knowledge and confidence in mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

This course covers all aspects of the National Curriculum at KS4 and requires students to:

- Develop student knowledge, skills and understanding of mathematical methods and concepts, including: acquire, select and apply mathematical techniques to solve problems; reason mathematically, make deductions and inferences and draw conclusions; comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- The assessment will cover the following content headings: number; algebra; ratio, proportion and rates of change; geometry and measures; probability; statistics.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers, where 9 is the highest grade.



## Future Pathway

Access to Level 3 courses at college require a Grade 4 or above. Grade 7 or above to progress onto A Level in Mathematics. A number of jobs require a good competency with numbers.

# Science (Combined)

Course Leader: Mr Gorman

AQA: Trilogy (8464) (2 GCSES)

## Course Outline

Students will learn biology, chemistry and physics within this combined science qualification, worth two GCSEs. This qualification allows progression onto science A Levels.

GCSE Combined Science provides the opportunity for students to:

- develop curiosity, an interest in and enthusiasm for biology, chemistry and physics;
- develop scientific knowledge and conceptual understanding of each discipline;
- evaluate claims based on science through critical analysis of evidence and methods.

## Assessment

There will be six written exams in total for the qualification. These exams are worth 100% of the final grade. They are assessed externally by AQA. Each exam paper:

- is offered in Foundation and Higher tiers;
- uses a variety of question types such as: multiple choice, structured, closed, short answer and open response questions;
- has a length of 1 hour 15 minutes;
- is equally weighted (16.7% of the grade).

Students will be assessed through two Biology exams, two Physics exams and two Chemistry exams. Students will be graded based on all six exams on a 17 point scale from 1-1 to 9-9 where 9-9 is the best grade.

## Course Description

The course comprises Biology, Chemistry and Physics topics. Within the content covered students will complete 16 required practicals, which will be essential for the students' understanding of practical skills and how experimental observations support science theory. Areas of the theory and practical techniques from these required practicals will be assessed in the final exams.

Mathematical skills will also be assessed within the papers. In combined science, a minimum of 10% of Biology questions, 20% of Chemistry questions and 30% of Physics questions will test for mathematical skills.

### Aspects of Learning & Teaching:

**Biology:** cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation & evolution; ecology.

**Chemistry:** atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.

**Physics:** forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure.



## Future Pathways

Good grades in your two Combined Science GCSEs will allow you to study a range of Science A Level courses including biology, chemistry or physics.

Careers which you could consider if you have good science qualifications include, doctor, nurse, radiographer, civil engineer, electronic engineer, food scientist, sports scientists, marine biologist, palaeontologist, accountant, animal technician, astronaut and many, many others!

Science is also used in careers such as hairdressing, football coaching and vehicle maintenance.

# Geography

Course Leader: Mrs Miles

AQA

## Course Outline

Geography at Bitterne Park is exciting, challenging and fun. It is the subject that crosses all borders between the Arts and the Sciences, providing timeless skills and opportunities later in life. This course develops and builds on many of the skills and ideas introduced in Key Stage 3. Up to date case studies are selected from a variety of countries across the world and offer students real life examples of geographical issues they are studying. This helps to contextualise what they're learning and gives them a broader understanding of places around the world. Students will also study different topics which make links between people and the physical environment.

## Assessment

Three written examinations contribute to 100% of marks at the end of Year 11. These are outlined below:

### Living with the Physical Environment (35% of GCSE)

- The Challenge of Natural Hazards (eg: volcanoes)
- The Living World (eg: rainforests)
- Physical Landscapes in the UK (eg: rivers and coasts)

### Challenges in the Human Environment (35% of GCSE)

- Urban Issues & Challenges (eg: Rio de Janeiro)
- The Changing Economic World (eg: global poverty and MNCs)
- The Challenge of Resource Management (eg: food, water and energy)

### Geographical Application (30% of GCSE)

- Issue Evaluation
- Fieldwork Skills

## Course Description

GCSE Geography is taught by specialist teachers. During the course, the majority of lessons are classroom based, but with provision of both human and physical fieldwork being conducted in Year 10. Students will find themselves faced with challenges and will be expected to work independently, in small groups and as part of their class team.

A broad variety of skills are developed throughout the GCSE including investigating, decision making, research, developing conclusions, presenting and evaluating – all of these in addition to core literacy and numeracy skills of the course.

We teach in a fast and fun environment! Students that have an interest in how our world works and how we can shape it in a positive way are encouraged to join the course!



## Future Pathway

Geography develops literacy, mathematical and scientific skills, making links between all subjects studied at school. It enhances environmental and social awareness of the world around us and enables students to make informed decisions and choices. Geographers gain skills in interpreting maps, understanding data and conducting research in natural and built environments.

As a result, studying geography opens up a huge variety of careers in services, information technology, finance, research and development. Jobs specifically related to Geography include climate change analyst, conservationist, GPS specialist, teacher, tour operator, town planner, disaster response specialist, meteorologist, politician, archaeologist, flood risk assessor and many more!

# History

Course Leader: Mr Finlay  
Eduqas

## Course Outline

History at GCSE is a relevant and engaging course. By studying rich narratives of the past, you will explore Anglo-Saxon and Norman England, Spain and the New World, Crime & Punishment in Britain through time and Weimar & Nazi Germany. You will follow chronological enquiries that support your understanding of the key features of each time period, while asking whether the law has been used by those in power as a weapon against the poor and vulnerable groups and individuals.

## Assessment

100% Examination, split over 2 hour sittings, each with 2 papers.

## Course Description

Non-British depth study: The Crusades, c.1095-1149

British Depth Study: The Elizabethan Age, 1558-1603

Period study: The Development of Germany, 1919-1991

Thematic Study: Changes in Health and Medicine in Britain, c.500 to the present day



## Future Pathway

A Level History. We run a very successful AS and A Level History course at BP6. Our GCSE History course prepares students well for analysing interpretations and sources, skills that are valuable for further study, as well as many careers.

History qualifications are valued highly in professions such as the law, teaching, news and media, archiving, politics, local government, social research and many more.

# French

Course Leader: Miss Mercer

AQA

## Course Outline

GCSE French will follow on from and extend the knowledge and skills taught during Key Stage 3. The Modern Foreign Languages team believe that this course will enable you to acquire the necessary skills needed in order to be a successful linguist and communicate confidently in any French speaking country. If you are passionate about becoming a global citizen with an understanding of diverse cultures and want to broaden your horizons, this is the course for you! Learn a language, share a culture, change the world.

## Assessment

This qualification is linear, meaning students sit all their examinations at the end of the course. Each paper counts as 25% of the overall marks.

GCSE Languages have a Foundation Tier (Grades 1 to 5) and a Higher Tier (Grades 4 to 9). Students must enter for all four skills.

## Course Description

Students will study the four skills of listening, speaking, reading and writing alongside grammar and cultural aspects of France and the French-speaking world. They may have the opportunity to visit France to enhance their learning at GCSE level.

The four skills are embedded in the following themes. These themes apply to all four examination papers.

**Theme 1: My Personal World**

**Theme 2: Lifestyle and Wellbeing**

**Theme 3: My Neighbourhood**

**Theme 4: Media and Technology**

**Theme 5: Studying and my future**

**Theme 6: Travel and Tourism**

Students can opt to take an additional language as long as they continue to study their current language eg: a student who has studied Spanish since Year 7 can opt for French, as long as they continue to study Spanish in addition.



## Future Pathway

Learning a language offers many transferable skills that are applicable to any job role, for example, good communication skills. Having a knowledge of any language would enhance a CV, no matter which career path you choose.

# Spanish

Course Leader: Miss Mercer  
EDEXCEL

## Course Outline

GCSE Spanish will follow on from and extend the knowledge and skills taught during Key Stage 3. The Modern Foreign Languages team believe that this course will enable you to acquire the necessary skills needed in order to be a successful linguist and communicate confidently in any Spanish speaking country. If you are passionate about becoming an international citizen with an understanding of diverse cultures and want to broaden your horizons, this is the course for you! Learn a language, share a culture, change the world.

## Assessment

This qualification is linear, meaning students sit all their examinations at the end of the course. Each paper counts as 25% of the overall marks.

GCSE Languages have a Foundation Tier (Grades 1 to 5) and a Higher Tier (Grades 4 to 9). Students must enter for all four skills.

## Course Description

Students will study the four skills of listening, speaking, reading and writing alongside grammar and cultural aspects of Spain and the Spanish-speaking world. They may have the opportunity to visit Spain to enhance their learning at GCSE level.

The four skills are embedded in the following themes. These themes apply to all four examination papers.

**Theme 1: My Personal World**

**Theme 2: Lifestyle and Wellbeing**

**Theme 3: My Neighbourhood**

**Theme 4: Media and Technology**

**Theme 5: Studying and my future**

**Theme 6: Travel and Tourism**

Students can opt to take an additional language as long as they continue to study their current language eg: a student who has studied Spanish since Year 7 can opt for French, as long as they continue to study Spanish in addition.



## Future Pathway

Learning a language offers many transferable skills that are applicable to any job role, for example, good communication skills. Having a knowledge of any language would enhance a CV, no matter which career path you choose.



# Dance

Course Leader: Miss Richards

AQA

## Course Outline

Students will be introduced to an exciting and energetic GCSE with new and challenging ways of choreographing and performing. GCSE Dance will introduce students to an anthology which has a mix of artistic, cultural and aesthetically diverse works which are choreographed and performed in the UK today. They explore the connections between movement, choreographic intention and features of production like lighting, costume and music.

All students will have the opportunity to perform in front of a variety of audiences and attend workshops delivered by professional dancers and choreographers. All students will be offered the chance to see a live performance as part of the course.

## Assessment

**Performance** (internally marked, externally moderated) **30%**. Students will perform 2 pieces: A solo performance of Set Phrases (set by AQA) - approximately 1 minute in duration; a performance in a duo/trio - approximately 3 minutes 30 seconds in duration.

**Choreography** (internally marked, externally moderated) **30%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

**Dance Appreciation** (internally marked, externally moderated) **40%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

## Course Description

The six anthology works are as follows:

- A Linha Curva (Samba, contemporary fusion)
- Within Her Eyes (Contact work, Contemporary)
- Emancipation of Expressionism (Hip Hop)
- Shadows (Contemporary)
- Infra (Contemporary)
- Artificial Things (Contemporary)

Each term students will explore a different professional dance work or style of dance. All works are studied practically and theoretically. Students will have fortnightly technique classes that improve students physical and technical dance skills. During each half term, you will be expected to work both independently and with a group on choreographing and performing your own work, work in the style of the six anthology works and performance pieces.

The course will suit a student who: likes to express themselves through movement; enjoys performing and wants to develop their performance skills; wants to explore different dance styles and ways to create dance.



## Future Pathway

GCSE Dance study offers progression to study Dance at Sixth Form or College (both A Level and BTEC courses). Careers in the arts industry, leadership roles, teaching, sports and fitness industry, analysis and presentation skills.

# Drama

Course Leader: Miss Roberts

Edexcel

## Course Outline

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience.

Students will create, perform and respond - informed by their theoretical knowledge of drama and theatre.

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

## Assessment

**Component 1:** Understanding Drama (40%) written - examination paper

**Component 2:** Devising Drama (40%) practical with supporting logbook

**Component 3:** Text in practice (20%) practical - live performance to a visiting examiner

## Course Description

### Component 1: Understanding Drama

Students will explore a set text practically - to gain an in depth understanding of style, design, character and context. They will then learn and develop their skills in description, analysis and evaluation in preparation for the written exam in Year 11.

### Component 2: Devising Drama

Students will create, develop and perform a Drama from a given stimulus. Students are expected to work collaboratively with peers to be successful. They will then produce a logbook which documents their creative process.

### Component 3: Text in Practice

To study, rehearse and perform from a script to create a polished and high-quality piece of drama. This is performed to a visiting examiner.

You will achieve success if you are able to do the following:

- Express yourself in an active and exciting way
- Apply self-discipline
- Work in a group with any member of the class
- Contribute your own ideas and respect those of others
- Explore ideas by putting yourself in other people's shoes
- Play many parts in different, imaginary situations
- Create your own drama work
- Look at plays written and performed by other people

This course will suit you if you enjoy the practical process of Drama and want to be challenged and developed in your performance skills. It will also suit you if you like to analyse your own work and the work of others, developing your understanding of the theatre and its craft.



## Future Pathway

A Level Drama, BTEC Performing Arts, BA (Hons) Performing Arts.

# Fine Art

Course Leader: Mr Vardy

AQA

## Course Outline

This Art course is designed to encourage students to develop creatively; to do this they will grow in their understanding of a wide range of materials and techniques. They will also appreciate the work of other artists in relation to their own work. Within this course students can use a wide range of media and techniques from painting, printing, 3D sculptures, collage, digital and installation work.

The course will encourage students to develop:

- Creative and imaginative abilities and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills
- Understanding of codes and conventions of art, craft and design and awareness of the contexts in which they operate
- Knowledge and understanding of art, craft and design in which they operate
- Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures
- Greater focus on literacy within the critical and contextual elements of the course.

## Assessment

The scheme of assessment comprises of two components.

**Portfolio of work – 60% of the marks:** A portfolio of two or three units of coursework is required. Each unit of the portfolio should include preparatory work, sketch books or journals related to the final piece in the chosen area of study and an evaluation.

**Externally Set Task – 40% of the marks - 10 Hour final exam:** Students will be required to respond to one starting point from the examination paper. There will be a preparatory period followed by 10 hours of supervised examination time. Students will be expected to develop their own work to resolve their investigations, producing a final piece (or pieces) based upon preparatory studies and research.

## Course Description

We use a variety of teaching and learning methods to create an inclusive environment. Students are guided and supported in their learning and are given the opportunity to be proactive in their progress towards attainment and achievement. Students are expected to meet deadlines for homework and coursework and are supported in this via clubs, workshops, study visits and one to one meetings. Students will be expected to have access to basic materials for use at home, to use the school library and other places to gather research materials (such as museums and galleries) and attend Art Department study visits as a part of their coursework.

Students will use a sketch book to record information, findings, experiments and ideas. Sketch books can be purchased from the Art Department at cost price. Students will research and explore the work of artists, designers and craftspeople from different times and cultures.



## Future Pathway

Students will have an opportunity to continue their study into an exciting and successful Fine Art A Level at Bitterne Park Sixth Form College and develop a career path within the visual arts and design industry, of which Britain has a highly successful and proud heritage. This could then lead to many possible careers, some examples are below:

TV graphic artist, web designer, book illustrator, architect, art therapist, cartoonist, film animator, tattoo artist, interior decorator, magazine producer, furniture designer, makeup artist, advertiser, medical illustrator, theatre set designer, card designer, graphic artist, accessory designer, background film artist, film animator, poster artist, theme park designer.

# Film Studies

Course Leader: Mr Drummond  
WJEC Eduqas

## Course Outline

Film is often considered as the most important art form of the 20th Century. It is a major industry in most developed countries and an important part of people's cultural experience. It has become a huge influence on society today. Films entertain, educate and provoke debate.

The WJEC Eduqas specification in GCSE Film Studies is designed to draw on students' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology.

Students will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from the UK, Europe and Japan.

## Assessment

**Component 1: Key Developments in US Film.** (35%) 70 Marks. Written examination: 1 hour 30 minutes.

Students study 3 US films:

- 1 mainstream film from the 1950s
- 1 mainstream film from the 1980s
- 1 independently produced film

**Component 2: Global Film: Narrative, Representation & Film Style.** (35%) 70 Marks.

Written examination: 1 hour 30 minutes.

Students study 3 films from outside the US:

- 1 UK film
- 1 global English language film
- 1 global non-English language film

**Component 3: Production.** (30%) 60 Marks. Non-exam assessment (coursework).

Students have 2 choices:

- Create a genre film (2 minutes to 2 1/2 minutes)
- Write a screenplay for a genre film (800 to 1000 words) with a shooting script.

All students must complete an evaluation of the production (750 to 850 words).

## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.



## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# GCSE Music

Course Leader: Mrs Fowler

Edexcel

## Course Outline

The GCSE Music course combines the practical aspects of performing and composing with theoretical and historical musical analysis. It is therefore more suitable for students who have an interest in the theoretical aspects of music, rather than the vocational. You will learn how to improve your performing skills, to construct music from initial ideas through to the final product and to analyse music from a wide range of historical periods and genres. The course includes elements of working both individually and as part of a group and is assessed through practical coursework and a final listening examination. Students will need to be performing to at least a Grade 2 level (or equivalent) on their instrument in order to complete the performing component of the course.

## Assessment

**Coursework** Performing & Composing - 60%

**Listening Exam** - 40%

## Course Description

### Unit 1: Performing (30%)

In this unit you will perform two pieces – one solo and one ensemble, with a combined duration of at least four minutes. There is no requirement to perform in front of an audience, as all performances are recorded and sent to the exam board to be marked. Although not a pre-requisite of the course, it is preferred that you are receiving weekly lessons on your chosen instrument to further support development in this area. A performing standard of **Grade 3 (or above)** is required in order to succeed in this element of the course.

### Unit 2: Composing (30%)

In this unit you will compose two pieces – one in response to a brief set by the exam board and one in a style of your choice, with a combined duration of three minutes. Compositions are usually created using sequencing software and are submitted to the exam board along with your written commentary which explains how you developed your ideas.

### Unit 3: Appraising (40%)

The final unit is assessed as a 1.5 hour listening examination at the end of the course. You will learn about musical elements, musical contexts and identify features in different pieces of music using appropriate musical language. There are four areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. You will learn about two pieces of music in each area of study. The final examination comprises two sections – the first focuses on short answer questions and the second is an extended piece of writing, in which you will compare one of the set works to an unfamiliar piece.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Photography

Course Leader: Miss Snoddon

AQA

## Course Outline

The Photography course is designed to encourage students to develop an understanding and appreciation of digital photography and image manipulation as well as some aspects of traditional black and white film photography.

In year one students learn basic photography skills: using a manual DSLR camera, basic digital photography (including using Photoshop digital manipulation software) and develop an understanding of artist understanding and interpretation in order to develop ideas of their own inspired by artists explored. Students follow several units of coursework throughout the course including mock practical examinations, which then become important pieces of the 60% portfolio.

## Assessment

The coursework portfolio makes up 60% of the overall GCSE marks. The coursework begins from the start of Year 10 and is completed in December of Year 11 and consists of three projects. A controlled test set by the examinations board makes up the remaining 40%. During the GCSE students will research other photographers, artists and creative people and present written information such as opinions, analysis and evaluations. Presentation of a portfolio should be imaginative and reflect the subject or theme of the unit.

In the controlled test exam students have a preparatory period to prepare their work followed by 10 hours of supervised practical exam time to complete a final piece or pieces for their exam.

## Course Description

Students require discipline and commitment if they are to be successful in GCSE Photography. Full support is offered in the classroom, studio and darkroom at lunchtimes and after school. Students are expected to use the support offered and work independently in class and at home.

For many students this will be the first time they work in Photography and the course delivers excellent skills, knowledge and understanding at the beginning to develop these new skills. It is of benefit, but not necessary, to have had some creative art skills before or during the course.

The course provides some basic materials and students can use the school cameras we have in lessons. However, it is an advantage to have your own camera from a digital SLR or a simple digital bridge camera.

During the course we provide basic consumables that students use, and a print quota; however, students are asked to pay a £20.00 photography fee. This will allocate you a pack of basic consumables that should last the full 2 years. It includes a SD card, a SD card reader and a folder to hold all of their work in. This will also help toward the running of more expensive parts of the course including cameras, studio equipment and digital printing. Please discuss this with the Photography teacher if you have any questions.



## Future Pathway

A Level Photography at Bitterne Park Sixth Form. Varying Arts-based degrees including BA Hons in Photography (both general or subject-specific), BA Hons in Fine Art or foundation degrees in Art and Design plus many other creative career and life opportunities.

# Physical Education

Course Leader: Mr Speight  
AQA (8582)

## Course Outline

GCSE PE is a fascinating, active and very successful course which develops knowledge and understanding of theoretical and practical concepts within the health, exercise and sporting world. Students must have a genuine interest in sport and exercise and be willing to work hard; this course is ideal for students who are enthusiastic sportswomen and sportsmen. The course is very topical and challenging and it extends skills learnt in GCSE English, Maths and Science.

## Assessment

### Theory of Physical Education:

- 60% of final GCSE grade
- Two separate written exams with a combined length of 2 hours 30 minutes including: multiple choice, short answers and longer 6 mark answers
- Paper 1 Human Body & Movement in physical activity and sport
- Paper 2: Socio Cultural Wellbeing & Influences in physical activity and sport
- Combined total marks available is 156

### Practical Performance in Physical Education:

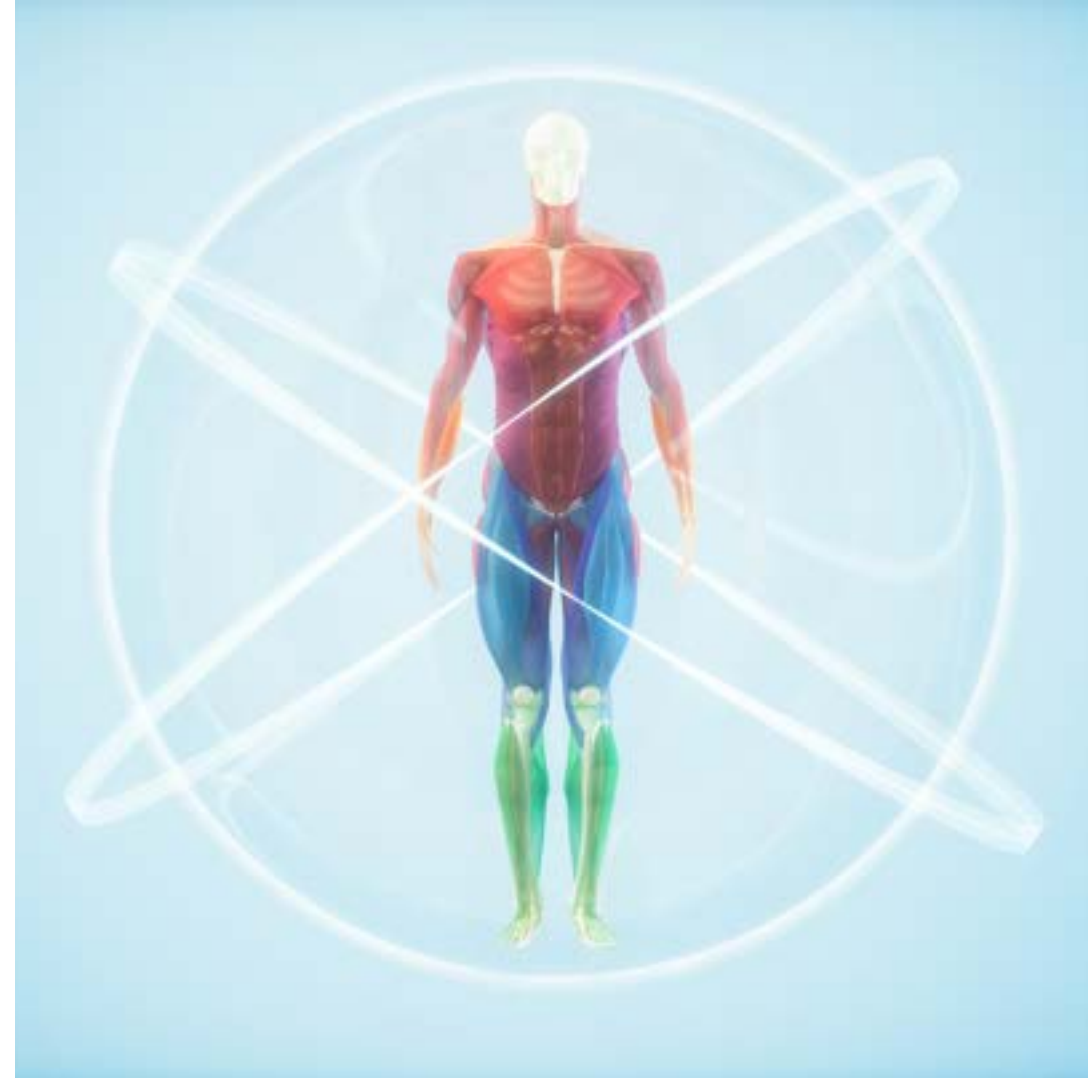
- 40% of final GCSE grade
- Students will perform their best 3 sports or activities during a moderated practical exam
- Every student must complete a substantial written analysis of performance

## Course Description

During the practical elements of this course our students will learn to analyse and evaluate their own and others' practical performances; they will be provided with constructive feedback and know how to improve their performance levels. All of our students' performances are compared to strict GCSE performance criteria. We aim for our students to apply their theoretical knowledge within practical contexts in order to improve their understanding of the course.

A selection of theoretical topics are listed below:

Health, fitness and exercise; motivation, arousal, personality and sport; commercialisation and global impact of sport; skill acquisition; sport and fitness training; diet for health and performance; the use of drugs in sport; our skeletal system; our muscular system; our cardiovascular system; our respiratory system; biomechanics and sporting performance.



## Future Pathway

To be able to access either A Level or Level 3 vocational qualifications in the Sixth Form, enter employment or apply for an apprenticeship in the sports industry.

# Product Design

Course Leader: Miss Harrison  
AQA

## Course Outline

This course involves and rewards your imagination and creativity. You will push your understanding and flair when designing and presenting your ideas, to produce professional products that you could see on the shop floor.

## Assessment

You will be assessed in both an exam and a controlled assignment. **2 hour examination assessment (50% of GCSE)**

You will demonstrate the subject knowledge gained over the course by answering examination paper questions. **Non-examination assessment (50% of GCSE)**

Here you will be assessed by carrying out an individual design and practical make activity. You will look into existing products and use this to create and develop your own design, through to making the prototypes of your final idea.

## Course Description

You will be taught the course syllabus through a series of design and make projects, working individually and in small groups. You will be given the opportunity through the course to develop your ideas using a range of presentation techniques and computer aided design. When making your prototypes you will be improving your practical skills by using a range of hand tools and computer aided manufacture.

**Theme: Materials.** The course will introduce you to the world of professional designing, the role a professional designer undertakes and the skills and techniques used to develop and present your ideas in a creative discipline. You will develop your hand skills by producing prototypes out of plastics, woods, metals and cards; while at the same time develop and use the latest computer technology to produce 3D models, CAD drawings and the laser cutter to make your visions a reality.

**Theme: Packaging & Advertising.** Supporting the business aspects, you will also look at the role of packaging and advertising. You will explore packaging materials, using word processors and digital technology to give them a professional quality that protects your final product.

**Theme: Non-Examination Assessment & Examination Preparation.** This is a question set by the examination board for students to research for their coursework assignment.



## Future Pathway

A Level Product Design. A variety of careers: architect, furniture designer, packaging designer, jewellery designer, teacher, product design, industrial design, automotive design, engineering, civil engineering, aerospace design, model making, mechanical engineering, surveying, interior design, CAD operator, illustrator, games designer, quantity surveyor, structural engineer, technical illustrator, servicing & repair, interior design, site manager, set design, civil engineering, aerospace engineering, graphic designer, mechanic, freelance designer, production manager, town planning, the armed services, website design, electrical engineering, creative & media, market researcher, surveyor, marketing, product manager, landscape architect.

# Religious Education

Course Leader: Miss Underwood

OCR

## Course Outline

Religious Studies provides a brilliant opportunity to discuss key philosophical and ethical issues which impact our lives today. Students regularly express their personal opinions and have a chance to share their views. You will gain a greater understanding of why people behave the way they do and develop an awareness of different cultures and the various ways in which people interpret beliefs and teachings. Religious Studies is a subject that will help to prepare you for future life and social interactions and provides a valuable qualification for careers in a wide area.

## Assessment

**100% examination - no controlled assessment.**

There are 3 examinations in total:

**Paper 1:** Christianity Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 2:** Other Religion (of choice) Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 3:** Religion, Philosophy & Ethics (**50% 2 hour examination**)

## Course Description

Students study the following components:

**Component 1: Beliefs, Teachings & Practices of Christianity.** What is the nature of God? Was Jesus a teacher or miracle worker? Why is there evil and suffering in the world?

**Component 2: Beliefs, Teachings & Practices of either:** Islam, Judaism, Buddhism or Hinduism.

**Component 3: Philosophy & Ethics.** This is split into 4 themes: Relationships & Families, Existence of God, Peace & Conflict and Discussion between Religious and non-religious beliefs. Some key questions from this unit include: Is equality possible? Should same sex marriages happen? Does God exist? Are miracles real? Is war ever justified? What causes terrorism? How can religion and science link? Do we have the right to create or end life? Is society becoming less religious?

You get the opportunity to visit places of worship and meet with various faith representatives to develop your understanding of religion and culture and building your knowledge gained from specialists to help improve your potential to succeed. Previously students have visited a Buddhist meditation centre, various churches and some attended a trip to the Vatican City in Rome.



## Future Pathway

This qualification will support students moving to A Level and University. At GCSE RS links well with subjects such as Sociology, History, Health & Social Care, English and Science. Religious Studies will support you in a career working with people. It is particularly useful for a role within the public sector (teaching, social work, police).

# Sociology

Course Leader: Miss Solanki de Carvalho  
Eduqas

## Course Outline

This course will appeal to candidates who have a keen interest in the society that we live in. The Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues.

Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world.

## Assessment

**Component 1:** Understanding Social Processes. Written examination: 1 hour 45 minutes (50% of qualification).

**Component 2:** Understanding Social Structures. Written examination: 1 hour 45 minutes (50% of qualification).

## Course Description

**Component 1 will include:**

**Key Concepts & Processes of Cultural Transmission:** key sociological concepts; debates over the acquisition of identity; the process of socialisation.

**Families:** family diversity and different family forms in the UK and within a global context; social changes and family relationships.

**Education:** patterns and factors impacting educational achievement.

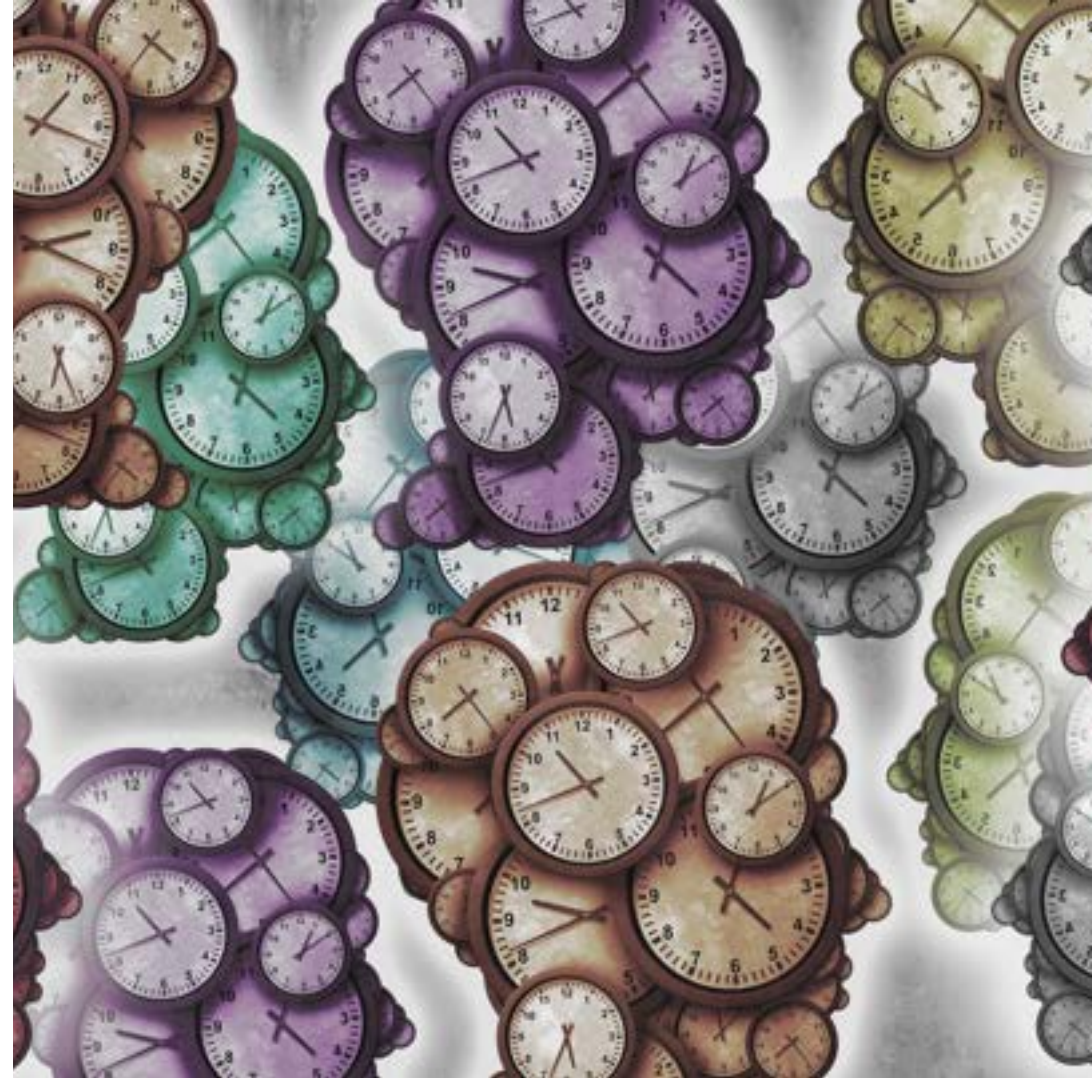
**Sociological Research Methods:** usefulness of different types of data; methods of research and sampling; practical and ethical issues affecting research.

**Component 2 will include:**

**Social Differentiation & Stratification:** different forms and sources of power and authority; equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality.

**Crime & Deviance:** social construction of concepts of crime and deviance; patterns of criminal and deviant behaviour; sources of data on crime.

**Applied Methods of Sociological Enquiry:** the process of research design; interpreting data.



## Future Pathway

**College:** A-Level Sociology; Level 3 Criminology

**Career:** Law; journalism; social work; childcare; youth and community work; police

# GCSE Art & Design: Textiles\*

Course Leader: Mrs Earnshaw

AQA

## Course Outline

This course is suitable for all students with an interest in Textiles and Art. From an Art based approach, it aims to stimulate imagination and will suit students who enjoy designing and using fabrics in imaginative ways.

Students will develop a passion for the creative world of Fashion & Textiles ensuring they have a broad range of skills in understanding materials, surface decoration all whilst making a range of high-quality products design by them.

It is a practical course in which students learn by doing, creating imaginative personal work. Students will find out about a whole range of media, techniques and processes. It will develop their creativity and independent thought, learning to express themselves visually and lets their imagination flourish.

## Assessment

**Component 1 Portfolio-60% of total marks.** Two units of coursework where students will be expected to design and make quality textile products.

**Component 2 Externally set assignment-40% of total marks.** Students choose 1 of 7 themed questions. Students have a preparation period, plus 10 hours of supervised time to complete a final or several pieces.

## Course Description

**Unit 1 - Natural World.** During this project students will be exploring the theme 'Natural World'. They will be introduced to many new textile techniques, textile artists and fashion designers, to inspire them with their sample development. Students will be making and designing a fashion garment inspired by the starting point 'Natural World'.

**Unit 2 - Landscape Cushion.** During this project students will be exploring landscapes within Textiles & Art. They will be using this as a basis of their ideas, drawings and samples. They will find and research a specific artist to base their cushion on and, within this, they will explore a range of textile techniques to show texture and tone, for the outcome of a 'Landscape Cushion'.

Landscape is broken down into many categories, some of which include: **Seascapes** (sea, beaches, coastal); **Rural** (meadows, mountains, lakes, fields); **Urban** (city, man made, bridges, skyscrapers).

We encourage students to develop essential skills to enable them to research and experiment in an independent way. These skills include: fabric construction; machine and hand embroidery; silk painting; batik transfer printing; stencilling; shibori; felting; applique; reverse appliques; heat manipulation; weaving; quilting; trapunto.

Online sketchbooks and prep sheets are used extensively to present samples, observational drawings, development of ideas, analysis of own work and the work of others. Students' work will show informed connections with that of other artists, designers and crafts people.



## Future Pathway

Students can continue their art and design studies at AS and A Level. Otherwise, the transferable skills they gain will still be valuable. They'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Art & Design opens the door to lots of exciting careers. Try these for starters: fashion designer; constructed textiles; theatre designer; animator; illustrator; photographer; architect; costume design; textiles design; ceramics; printed textiles; advertising; interior design; fashion and media journalism; hair and make-up design.

# Media Studies

Course Leader: Mr Drummond  
WJEC GCSE Media Studies

## Course Outline

Media plays a central role in modern society and culture. It shapes our perceptions of the world through the representations, viewpoints and messages they offer. In addition, they provide us with ways to communicate, with forms of cultural expression and enable us to participate in key aspects of society.

The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of media, coupled with ongoing technological developments and more opportunities to interact with the media (through social media), suggest that their dominance in modern life will only increase.

## Assessment

### Component 1: Exploring the Media

Written examination: 1 hour 30 minutes

40% of qualification

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

### Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

Section B: Music (music videos and online media)

### Component 3: Creating Media Products

Non-exam assessment

30% of qualification

Students create a media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

They will have a choice of 4 briefs:

1. Television
2. Magazines
3. Film marketing
4. Music marketing



## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.

## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# Enterprise & Marketing

Course Leader: Mr Gillet

AQA

## Course Outline

Learners will be able to develop a variety of skills when investigating and researching local small businesses. Based upon the findings, learners will then be able to plan and present business-related projects. The coursework components will be based on planning and pitching a business idea based upon a specific customer brief, before sitting an exam in Year 11.

## Assessment

**Year 10:** Designing a business proposal (30%)

**Year 11:** Market and pitch a business proposal (30%)

**Year 11:** Enterprise and marketing concepts - examination (40%)

## Course Description

### Designing a Business Proposal: Coursework (30%)

Creating a new product is an exciting challenge. If you want your product to make a profit, then it must meet customer needs but also stand out from similar products that are on the market. This unit will provide you with the skills and knowledge to design a product proposal to meet a business brief.

In this unit you will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. To help decide on your final design, you will gain feedback and then assess the strengths and weaknesses of your initial ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit.

### Market & Pitch a Business Proposal: Coursework (30%)

In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Your promotional campaign will include you choosing different methods of promotion which you think are most suitable for your target customers. You will then need to create a presentation that you will pitch to an audience. After delivering your professional pitch, you will reflect on your pitching skills, your brand, your promotional campaign and the likely success of your product.

### Enterprise & Marketing Concepts: Examination (40%)

In this unit you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. You will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding your target market's needs, you will learn how the marketing mix elements must be carefully blended to enhance business performance. You will examine each element individually and explore the decisions that an entrepreneur needs to make. You will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which you will learn about so that you can understand how to obtain timely and appropriate guidance.



## Future Pathway

After completing this course, learners will be able to study a range of A Level and vocational courses including:

- A Level Business
- A Level Economics
- A range of intermediate or advanced apprenticeships
- Level 3 Vocational Business

# Hairdressing & Beauty

Course Leader: Miss De La Ceaux

CO2A5 Level 1 & 2 Technical Award

## Course Outline

The course is over the duration of 2 school years. One mock exam and 1 GCSE equivalent exam. An assignment needs to be passed to gain the full qualification.

### Theory Components of the Course - Vocational Equivalent to a GCSE:

**UC090 Business & Entrepreneurship in the Hair & Beauty Sector.** This unit will enable learners to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector.

LO1: Understand the structure and concept of hair and beauty businesses

LO2: Understand enterprise and entrepreneurship in the hair and beauty sector

LO3: Understand marketing and its role in the promotion of hair and beauty products and services

### UC091 Anatomy, Physiology and Cosmetic Science

LO1-UC091: Anatomy, physiology and cosmetic science. This unit will enable learners to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty products.

LO2-UC091: The anatomy and physiology of the skin.

LO3: The historical evolution of hair and beauty products from ancient times to the 21st century.

**UC092 Design in the Hair & Beauty Sector - Assignment.** This unit will enable learners to develop knowledge and understanding of the purpose, principles and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills.

Practical Components of the Course: hairdressing assessments; barbering; nails/manicures; beauty/make-up

## Assessment

Ongoing formative and summative assessments of both practical and theory sessions.  
Portfolio of work - 100% of marks.

## Course Description

**Unit 1:** Underpinning knowledge will be taught of the examination they take in Year 11, Business & Entrepreneurship in the Hair & Beauty Sector and Anatomy, Physiology and Cosmetic Science.

### Practical components of the course:

- Hairdressing assessments
- Barbering
- Nails/manicures
- Beauty/make-up



## Future Pathway

Hair and beauty salons will consider employment at the age of 14, this could lead onto apprenticeships in the hair and beauty industry in further education or full-time hairdressing and beauty courses in college.

# Hospitality & Catering

Course Leader: Mr A Brown & Mrs R Gregory  
WJEC Eduqas - Level 1/2 Vocational Award

## Course Outline

The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

## Assessment

WJEC Level 1/2 Vocational Award in Hospitality & Catering (Technical Award) consists of 2 units:

**Unit 1:** The hospitality and catering industry - external assessment - 40%

**Unit 2:** Hospitality and catering in action - internal assessment - 60%

Unit 1 will be assessed through an examination which is worth 40% of your qualification. In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

## Course Description

### Unit 1: The Hospitality & Catering Industry

You will:

- learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### Unit 2: Hospitality & Catering in Action

You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

You will develop a range of skills which are attractive to employers, colleges and universities including: Communication, Confidence, Learning independently, Organisation, Problem solving, Research, Self-discipline, Stamina, Taking on responsibility, Time management.



## Future Pathway

This course works well with sciences, sports and fitness, Religious Education and many other GCSEs. It can lead onto Level 3 qualifications in the food, catering and health industries and then into apprenticeships or specific university courses.

Food product development scientist; nutritionist; sports and fitness trainer; NHS dieting and nutritionist; nutritional therapist; teacher; chef; food labelling specialist; corporate wellness consultant; food safety auditor; public health nutritionist.

# Health & Social Care

Course Leader: Miss Fynan

OCR

## Course Outline

Vocational qualifications develop practical skills and knowledge related to an employment area and are designed to help students learn in a practical way.

Health and Social care can offer students the ability to gain the skills needed to start a job, progress in a career, or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities and are assessed usually by both written and practical coursework or exams.

## Assessment

During 2 years of study students must complete 3 units: one externally assessed unit and two internal units of coursework.

External assessments will take place in January with an opportunity to re-sit in June. The exam must be taken in the final assessment series before qualification certification.

### Grading

All results are awarded on the following scale:

- Level 2 - Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)
- Level 1 - Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified

## Course Description

What learning experiences can I expect?

**RO32: Principles of care in health and social care** (this is assessed by an exam).

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: the rights of service users in health and social care settings; person-centred values of care; effective communication in health and social care; protecting service users and service providers in health and social care settings.

**RO33: Supporting individuals through life events** (this is assessed by a set assignment).

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include: life stages; impacts of life events; sources of support.

**RO35: Health promotion campaigns.** (this is assessed by a set assignment).

In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Topics include: Current public health issues and the impact on society; factors influencing health; plan and create a health promotion campaign; Deliver and evaluate a health promotion campaign.

### Not forgetting ...

Community involvement including local schools and care homes; work experience; speakers from the health and social sector; work based learning; research and reflection on current issues surrounding health and social care using media.



## Future Pathway

Careers in the health and social care sector including nursing, teaching, midwifery, probation, childcare, social work, carer. Further education – sixth form/colleges/apprenticeships.

# Musical Theatre/Production Arts

Course Leader: Miss Grindey

## Course Outline

Students who opt for this performing arts course will select from either a performing or production route.

Students who select the performing route will explore and develop their use of skills as a performer, working on a range of Musical Theatre projects.

Students who select the production route will learn about a range of production roles within Musical Theatre, such as set, props, costume, lighting, sound and make-up. They will then create the design ideas for the practical projects the performing students are working on.

This is a practical-based course. Students will complete logbooks to document their progress but will predominantly be assessed on their practical work. Topics will include Everybody talking about Jamie, Lion King etc.

## Assessment

60% Practical coursework components. **Component 1:** Exploring the Performing Arts. **Component 2:** Developing Skills & Techniques.

40% Live Performance. **Component 3:** Live Performance - devising to a brief.

## Course Description

**Component 1:** Exploring the Performing arts.  
Focused study on 3 musicals; you will explore how the musicals were created through research and class discussion; you will explore the themes in the musical through practical workshops; you will learn about the roles within a creative or production team.

**Component 2:** Developing Skills & Techniques.  
You will explore physical, vocal and interpretative skills to create a character; you will explore the use of design and professional skills required to work in a production team (production); you will participate in workshops and follow a rehearsal schedule; you will take on a production role and pitch ideas to the rest of the group for performance (production); perform a final piece to an audience; carry out a production role for a performance (production); keep a log book to document your development skills.

**Component 3:** Live Performance - Devising to a Brief.  
You will devise a performance piece based on a brief provided by the examination board; you will be part of a production team to support a group devised piece (production); you will explore ideas and themes in workshops; keep a log book to document your development ideas; rehearse and complete a final performance.



## Extra-Curricular Opportunities

There are several extra-curricular opportunities for students to access, for example, MTC (Musical Theatre Company). Students studying this option will be offered live performance opportunities as well as the chance to work on lighting/sound.

We offer trips to live performances as much as possible and are often able to facilitate workshops with West End professionals.

## Future Pathway

This option is designed to prepare students for Performing Arts or Production Arts BTEC at Level 3, and go onto a university course in either of these disciplines, which could ultimately lead to a career in the Performing Arts Industry.

# BTEC Music

Course Leader: Mrs Fowler  
Eduqas

## Course Outline

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Music sector – a vibrant, exciting and competitive industry that offers many different and exciting new work opportunities, whether in composing, performing, or producing music. This course allows learners to explore the sector, and to learn and try out new skills, techniques and styles, allowing them to make an informed decision about their future learning and career.

As a creative subject with a focus on music practice, there is no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeals to them.

The course is divided into three components. The first 2 components are assessed through practical tasks that are then externally moderated. Component 3 is an external synoptic task completed in lessons that is marked externally.

## Assessment

**Component 1 - 'Performing' (30%)** - 120 hours of supervised sessions. Internally assessed and externally moderated.

**Component 2 - 'Creating' (30%)** - 10 hours of supervised sessions. Internally assessed and externally moderated.

**Component 3 - 'Performing Arts In Practice' (40%)** - 20 hours of supervised sessions. Externally moderated.

## Course Description

**Component 1: Performing** - You will learn the skills and techniques needed to produce a successful performance of an existing piece of music using LOGIC.

**Component 2: Composing** - You will learn of to create and refine your own original work through Music Composition using Music Technology.

**Component 3: Performing Arts In Practice** - You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own ideas.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Sports Studies

Course Leader: Mr Bixley

Cambridge National Sports Studies

## Course Outline

This qualification aims to develop our students' knowledge, understanding and skills of the essentials of Sport and Physical Activity. The students will gain an insight into the Sport and Physical Activity industry. The vocational course is designed to meet the requirements that today's employer's demand.

## Assessment

The course will involve a wide range of centre assessed units with practical as well as examined units on the impacts of sport and physical activity on health and wellbeing.

Students will complete 3 units:

R184 Contemporary issues in sport (written Exam)

R185 (Internal assessment) Performance and Leadership in sports activities

R187 (Internal assessment) Increasing awareness of outdoor and adventurous activities.

## Course Description

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. The course also offers a practical element whereby the students will be assessed in two sports of their choice.

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners can 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. Learners 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.

The qualification has been designed with practical and engaging ways of teaching in mind and enables learners to:

- develop a range of skills through involvement in sport and physical activity in different contexts and roles
- develop their ability to apply theoretical knowledge to practical situations
- gain a better understanding of the complexity of different areas of sport and the sports industry
- increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport
- Develop leadership skills in planning and delivering a session to students



## Future Pathway

Vocational Sport – to be able to access a Level 3 Vocational qualification in the Sixth Form such as the Cambridge Technical in Sport and Physical activity or a levels in sport and physical activity, enter employment or apply for an apprenticeship in the sports industry.

# Travel & Tourism

Course Leader: Mrs Cook

BTEC Level 2 - Pearson

## Course Outline

Tourism is a work-related course. Learners provide evidence of attainment through exams, group projects, assignments and observed assessments. All work is based on realistic workplace situations, activities and business demands.

When taking Tourism learners will study:

**Component 1:** Travel and Tourism Organisations and Destinations (coursework)

**Component 2:** Customer Needs in Travel and Tourism (coursework)

**Component 3:** Influences on Global Travel and Tourism (exam)

## Assessment

Units of work will be internally and externally assessed and marked with an overall grade for the complete qualification awarded at the end of the course.

Components 1 and 2 are assessed by coursework and are each worth 30% of the overall grade. Component 3 is assessed by an exam and is worth 40% of the overall grade.

## Course Description

By taking Travel & Tourism, learners will develop their own employability skills such as: self-management; teamwork; reflection; effective participation; independence; creativity; research skills; time management.

By taking Travel & Tourism, learners will learn through: completing individual projects; participating in group projects; carrying out independent investigation; giving presentations; taking part in group-based discussions and debates; role play and recordings; answering examination questions; participating on organised trips.

Once you have completed the qualification, you will have developed an understanding of the travel and tourism sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the travel and tourism sector is for you and, if so, which part of it you might want to study further.



## Future Pathway

Taking a course in tourism prepares learners for more advanced courses such as:

- BTEC Level 3 Diploma in Travel & Tourism
- AS/A2 Leisure & Tourism
- AS/A2 Travel & Tourism
- Travel & Tourism Vocational Qualifications; Level 2 Certificate in Retail Travel (ABTAC), Airline & Cabin Crew, Resort Representative. Level 3 Galileo (Global Distribution System).

# Vocational IT

Course Leader: Mr Warren

## Course Outline

This vocational IT qualification gives you an insight into using ICT in the wider world. The Cambridge National in IT is designed to inspire and equip you with the confidence to use skills that are relevant to the IT sector and more widely.

It covers the use of IT in the digital world, Internet of Everything, data manipulation using spreadsheets, human-computer interface (HCI) and augmented reality.

You will develop real and relevant skills for the future, learning to select the best tools and techniques to problem solve. You will be creative and practical.

## Assessment

Two internal assessments, each worth 30%  
One external examination worth 40%

## Course Description

The course has 3 different elements:

- An internal assessment using a particular application, or selection of applications, to meet a particular need eg: using spreadsheets to manage data.
- An internal assessment using a particular application, or selection of applications, to meet a particular need. This will focus on the development of an augmented reality app for a company or organisation.
- An examination unit - based on theoretical IT.

What will you learn?

- to understand the fundamental principles and concepts of IT
- You will think creatively, innovatively, analytically, logically and evaluatively
- You will learn advanced use of the Microsoft apps, along with the use of more specialist applications
- You will also learn about people in IT and IT in society
- You will learn about cyber security and legislation
- You will learn about the 'Internet of Everything'
- You will learn about augmented reality and its uses
- You will learn project management skills.



## Future Pathway

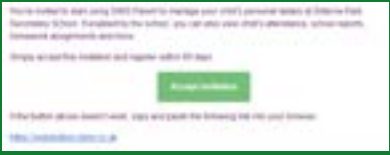
This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Information Technology.

Careers in this subject include: games designer; web designer; data manager; project manager. IT is also seen as an essential skill in most careers.


# How To Make Your Preferences Choices

In order to complete the preferences process, you will need to be able to access SIMS-Options online. You will receive a separate email with your log-in details (please check your Junk/Spam folder). Please complete the following steps:

**1** Using the email address that we have on record for you at school, check your email inbox (or junk folder). You will find an email from [noreply@sims.co.uk](mailto:noreply@sims.co.uk) that looks like this:

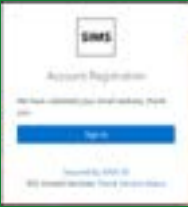


**2** Accept the invitation and it will direct you to this page:

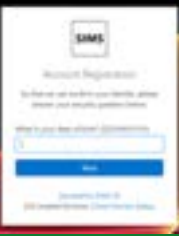


**3** Type in the email address you wish to link to the account.

The invitation code should appear automatically. Press 'Next' to go to account registration.




**4** Please enter your date of birth. Press next and you will be directed to a 'create password' page.



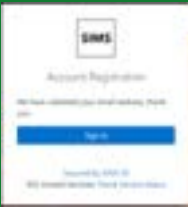
**5** Create a password; confirm your password and then press 'next'.

Do not attempt to login before you have completed step 6!




**6** There should now be a verification email in your inbox from [simsid4@identityfor.co.uk](mailto:simsid4@identityfor.co.uk). Please click on the link in the email to verify.


**7** Please verify your email address. You will then automatically be directed to an activate page that looks like this.



**8** Press 'sign in'



**9** Type in [sims-options.co.uk](http://sims-options.co.uk) into your web browser. Login using the email and password you set up in Steps 3 & 5



**10** Press the 'SIMS Options' tab and follow the onscreen directions.





# THE ARB PREFERENCES

Information Booklet - 2024



Year 9 are now at an exciting stage in their school lives in the ARB, as they begin the process of selecting their Key Stage 4 preferences.

Some subjects are compulsory at Key Stage 4 and all students will continue to study these (core subjects).. In addition, we offer a wide range of subjects both GCSE and vocational that students can opt for.

It is important to discuss with your child that they will be studying all of their choices for the whole of Years 10 and 11, through to the examination, so they must select preferences which they are interested in and enjoy.

Parents/carers should complete their child's preferences and returned to Mr. Cosford by 1st March

If you have any questions, please contact the ARB.

Richard Cosford  
**Head of the ARB**

## Core Subjects

ENGLISH LANGUAGE

ENGLISH LITERATURE

MATHEMATICS

SCIENCE (COMBINED)

CORE PE

## ARB Enrichment (1 Preference) - Choose from:

FOOD & COOKERY

HORTICULTURE

STUDY SUPPORT

## ARB GCSE Preferences (to be delivered in the ARB)

GCSE FINE ART

GCSE MEDIA STUDIES

TRAVEL & TOURISM  
(VOCATIONAL)

GCSE DRAMA

GCSE HISTORY

## GCSE (to be delivered in the mainstream classes)

COMPUTER SCIENCE

DANCE

DRAMA

FILM STUDIES

FRENCH

MUSIC

PHOTOGRAPHY

PHYSICAL EDUCATION

PRODUCT DESIGN

RELIGIOUS STUDIES

SOCIOLOGY

GEOGRAPHY

SPANISH

TEXTILES

MEDIA

## Vocational (to be delivered in the mainstream classes)

MUSICAL THEATRE /  
PRODUCTION ARTS

HAIRDRESSING &  
BEAUTY THERAPY

HEALTH & SOCIAL CARE

SPORTS STUDIES

MUSIC TECHNOLOGY

ENTERPRISE & MARKETING

VOCATIONAL IT

# Mathematics

Edexcel

Course Leader: Mr Feltham

## Course Outline

All students follow the GCSE Mathematics course and will be expected to take the final examination.

## Assessment

### Higher Linear Tier and Foundation Linear Tier Exam in June of Year 11

Three written papers: each contributes 33.3% of the final grade.

#### Tiered Papers

Foundation Tier Grades 1 to 5 available

Higher Tier Grades 4 to 9 available

#### All Papers 1 hour 30 minutes

Paper 1F and 1H: non-calculator

Paper 2F and 2H: calculator

Paper 3F and 3H: calculator

There is no coursework.

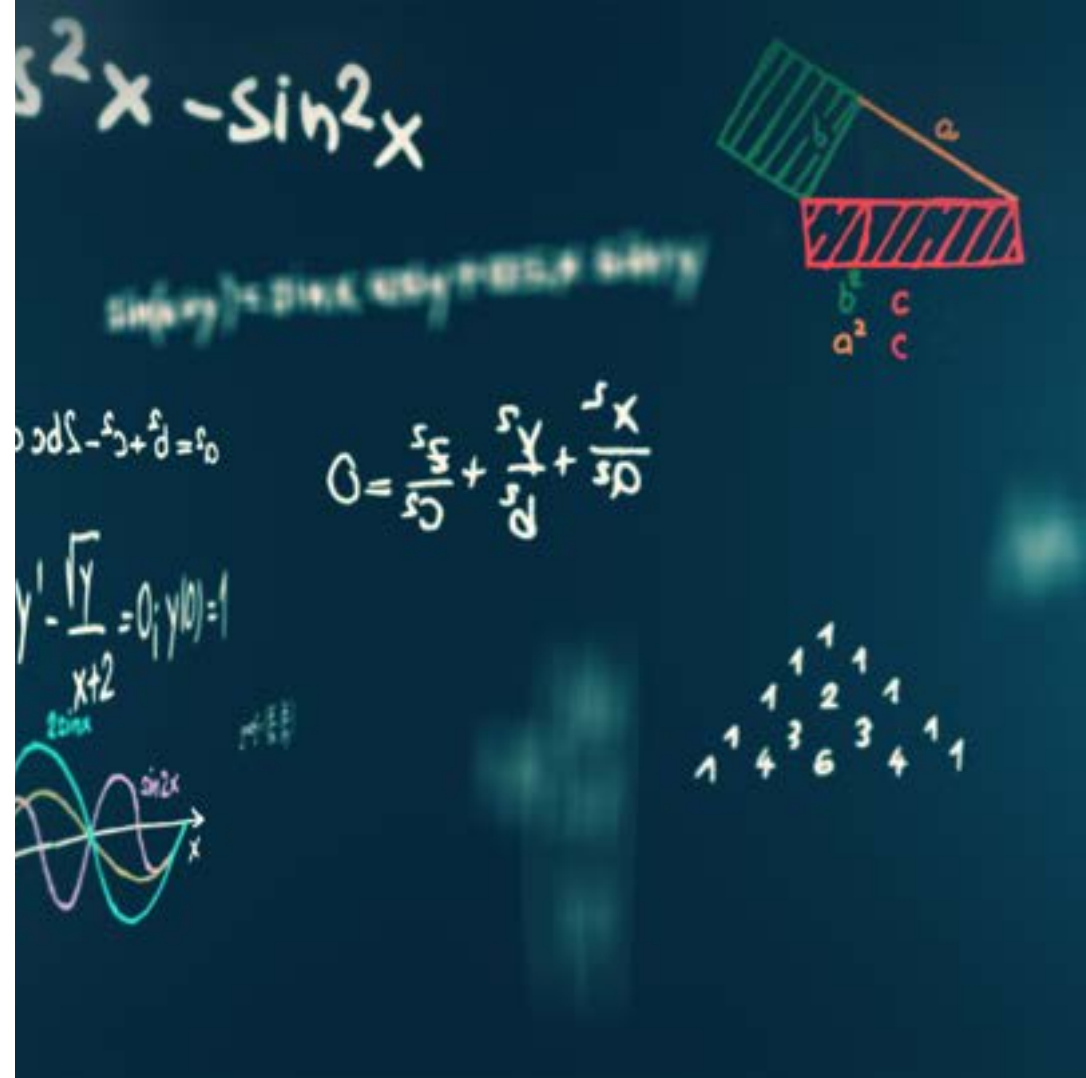
## Course Description

This qualification encourages students to develop their knowledge and confidence in mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

This course covers all aspects of the National Curriculum at KS4 and requires students to:

- Develop student knowledge, skills and understanding of mathematical methods and concepts, including: acquire, select and apply mathematical techniques to solve problems; reason mathematically, make deductions and inferences and draw conclusions; comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- The assessment will cover the following content headings: number; algebra; ratio, proportion and rates of change; geometry and measures; probability; statistics.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers, where 9 is the highest grade.



## Future Pathway

Access to Level 3 courses at college require a Grade 4 or above. Grade 7 or above to progress onto A Level in Mathematics. A number of jobs require a good competency with numbers.

# Science (Combined)

Course Leader: Mr Gorman

AQA: Trilogy (8464) (2 GCSES)

## Course Outline

Students will learn biology, chemistry and physics within this combined science qualification, worth two GCSEs. This qualification allows progression onto science A Levels.

GCSE Combined Science provides the opportunity for students to:

- develop curiosity, an interest in and enthusiasm for biology, chemistry and physics;
- develop scientific knowledge and conceptual understanding of each discipline;
- evaluate claims based on science through critical analysis of evidence and methods.

## Assessment

There will be six written exams in total for the qualification. These exams are worth 100% of the final grade. They are assessed externally by AQA. Each exam paper:

- is offered in Foundation and Higher tiers;
- uses a variety of question types such as: multiple choice, structured, closed, short answer and open response questions;
- has a length of 1 hour 15 minutes;
- is equally weighted (16.7% of the grade).

Students will be assessed through two Biology exams, two Physics exams and two Chemistry exams. Students will be graded based on all six exams on a 17 point scale from 1-1 to 9-9 where 9-9 is the best grade.

## Course Description

The course comprises Biology, Chemistry and Physics topics. Within the content covered students will complete 16 required practicals, which will be essential for the students' understanding of practical skills and how experimental observations support science theory. Areas of the theory and practical techniques from these required practicals will be assessed in the final exams.

Mathematical skills will also be assessed within the papers. In combined science, a minimum of 10% of Biology questions, 20% of Chemistry questions and 30% of Physics questions will test for mathematical skills.

### Aspects of Learning & Teaching:

**Biology:** cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation & evolution; ecology.

**Chemistry:** atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.

**Physics:** forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure.



## Future Pathways

Good grades in your two Combined Science GCSEs will allow you to study a range of Science A Level courses including biology, chemistry or physics.

Careers which you could consider if you have good science qualifications include, doctor, nurse, radiographer, civil engineer, electronic engineer, food scientist, sports scientists, marine biologist, palaeontologist, accountant, animal technician, astronaut and many, many others!

Science is also used in careers such as hairdressing, football coaching and vehicle maintenance.

# Physical Education

Course Leader: Mr Speight  
AQA (8582)

## Course Outline

GCSE PE is a fascinating, active and very successful course which develops knowledge and understanding of theoretical and practical concepts within the health, exercise and sporting world. Students must have a genuine interest in sport and exercise and be willing to work hard; this course is ideal for students who are enthusiastic sportswomen and sportsmen. The course is very topical and challenging and it extends skills learnt in GCSE English, Maths and Science.

## Assessment

### Theory of Physical Education:

- 60% of final GCSE grade
- Two separate written exams with a combined length of 2 hours 30 minutes including: multiple choice, short answers and longer 6 mark answers
- Paper 1 Human Body & Movement in physical activity and sport
- Paper 2: Socio Cultural Wellbeing & Influences in physical activity and sport
- Combined total marks available is 156

### Practical Performance in Physical Education:

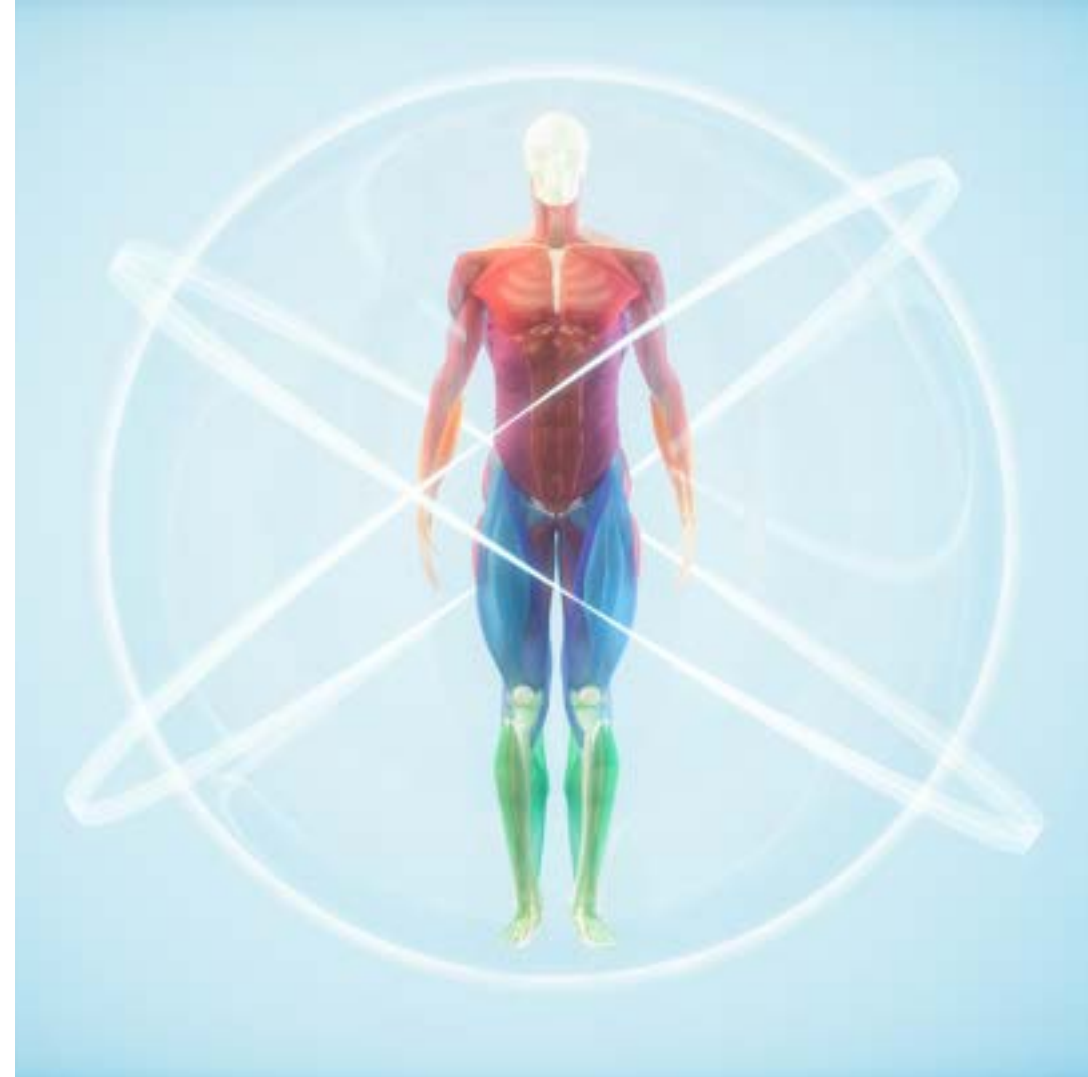
- 40% of final GCSE grade
- Students will perform their best 3 sports or activities during a moderated practical exam
- Every student must complete a substantial written analysis of performance

## Course Description

During the practical elements of this course our students will learn to analyse and evaluate their own and others' practical performances; they will be provided with constructive feedback and know how to improve their performance levels. All of our students' performances are compared to strict GCSE performance criteria. We aim for our students to apply their theoretical knowledge within practical contexts in order to improve their understanding of the course.

A selection of theoretical topics are listed below:

Health, fitness and exercise; motivation, arousal, personality and sport; commercialisation and global impact of sport; skill acquisition; sport and fitness training; diet for health and performance; the use of drugs in sport; our skeletal system; our muscular system; our cardiovascular system; our respiratory system; biomechanics and sporting performance.



## Future Pathway

To be able to access either A Level or Level 3 vocational qualifications in the Sixth Form, enter employment or apply for an apprenticeship in the sports industry.

# Fine Art

Course Leader: Mr Vardy

AQA

## Course Outline

This Art course is designed to encourage students to develop creatively; to do this they will grow in their understanding of a wide range of materials and techniques. They will also appreciate the work of other artists in relation to their own work. Within this course students can use a wide range of media and techniques from painting, printing, 3D sculptures, collage, digital and installation work.

The course will encourage students to develop:

- Creative and imaginative abilities and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills
- Understanding of codes and conventions of art, craft and design and awareness of the contexts in which they operate
- Knowledge and understanding of art, craft and design in which they operate
- Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures
- Greater focus on literacy within the critical and contextual elements of the course.

## Assessment

The scheme of assessment comprises of two components.

**Portfolio of work – 60% of the marks:** A portfolio of two or three units of coursework is required. Each unit of the portfolio should include preparatory work, sketch books or journals related to the final piece in the chosen area of study and an evaluation.

**Externally Set Task – 40% of the marks - 10 Hour final exam:** Students will be required to respond to one starting point from the examination paper. There will be a preparatory period followed by 10 hours of supervised examination time. Students will be expected to develop their own work to resolve their investigations, producing a final piece (or pieces) based upon preparatory studies and research.

## Course Description

We use a variety of teaching and learning methods to create an inclusive environment. Students are guided and supported in their learning and are given the opportunity to be proactive in their progress towards attainment and achievement. Students are expected to meet deadlines for homework and coursework and are supported in this via clubs, workshops, study visits and one to one meetings. Students will be expected to have access to basic materials for use at home, to use the school library and other places to gather research materials (such as museums and galleries) and attend Art Department study visits as a part of their coursework.

Students will use a sketch book to record information, findings, experiments and ideas. Sketch books can be purchased from the Art Department at cost price. Students will research and explore the work of artists, designers and craftspeople from different times and cultures.



## Future Pathway

Students will have an opportunity to continue their study into an exciting and successful Fine Art A Level at Bitterne Park Sixth Form College and develop a career path within the visual arts and design industry, of which Britain has a highly successful and proud heritage. This could then lead to many possible careers, some examples are below:

TV graphic artist, web designer, book illustrator, architect, art therapist, cartoonist, film animator, tattoo artist, interior decorator, magazine producer, furniture designer, makeup artist, advertiser, medical illustrator, theatre set designer, card designer, graphic artist, accessory designer, background film artist, film animator, poster artist, theme park designer.

# Drama

Course Leader: Miss Roberts

Edexcel

## Course Outline

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience.

Students will create, perform and respond - informed by their theoretical knowledge of drama and theatre.

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

## Assessment

**Component 1:** Understanding Drama (40%) written - examination paper

**Component 2:** Devising Drama (40%) practical with supporting logbook

**Component 3:** Text in practice (20%) practical - live performance to a visiting examiner

## Course Description

### Component 1: Understanding Drama

Students will explore a set text practically - to gain an in depth understanding of style, design, character and context. They will then learn and develop their skills in description, analysis and evaluation in preparation for the written exam in Year 11.

### Component 2: Devising Drama

Students will create, develop and perform a Drama from a given stimulus. Students are expected to work collaboratively with peers to be successful. They will then produce a logbook which documents their creative process.

### Component 3: Text in Practice

To study, rehearse and perform from a script to create a polished and high-quality piece of drama. This is performed to a visiting examiner.

You will achieve success if you are able to do the following:

- Express yourself in an active and exciting way
- Apply self-discipline
- Work in a group with any member of the class
- Contribute your own ideas and respect those of others
- Explore ideas by putting yourself in other people's shoes
- Play many parts in different, imaginary situations
- Create your own drama work
- Look at plays written and performed by other people

This course will suit you if you enjoy the practical process of Drama and want to be challenged and developed in your performance skills. It will also suit you if you like to analyse your own work and the work of others, developing your understanding of the theatre and its craft.



## Future Pathway

A Level Drama, BTEC Performing Arts, BA (Hons) Performing Arts.

# Media Studies

Course Leader: Mr Drummond  
WJEC GCSE Media Studies

## Course Outline

Media plays a central role in modern society and culture. It shapes our perceptions of the world through the representations, viewpoints and messages they offer. In addition, they provide us with ways to communicate, with forms of cultural expression and enable us to participate in key aspects of society.

The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of media, coupled with ongoing technological developments and more opportunities to interact with the media (through social media), suggest that their dominance in modern life will only increase.

## Assessment

### Component 1: Exploring the Media

Written examination: 1 hour 30 minutes

40% of qualification

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

### Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

Section B: Music (music videos and online media)

### Component 3: Creating Media Products

Non-exam assessment

30% of qualification

Students create a media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

They will have a choice of 4 briefs:

1. Television
2. Magazines
3. Film marketing
4. Music marketing



## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.

## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# History

Course Leader: Mr Finlay  
Eduqas

## Course Outline

History at GCSE is a relevant and engaging course. By studying rich narratives of the past, you will explore Anglo-Saxon and Norman England, Spain and the New World, Crime & Punishment in Britain through time and Weimar & Nazi Germany. You will follow chronological enquiries that support your understanding of the key features of each time period, while asking whether the law has been used by those in power as a weapon against the poor and vulnerable groups and individuals.

## Assessment

100% Examination, split over 2 hour sittings, each with 2 papers.

## Course Description

Non-British depth study: The Crusades, c.1095-1149

British Depth Study: The Elizabethan Age, 1558-1603

Period study: The Development of Germany, 1919-1991

Thematic Study: Changes in Health and Medicine in Britain, c.500 to the present day



## Future Pathway

A Level History. We run a very successful AS and A Level History course at BP6. Our GCSE History course prepares students well for analysing interpretations and sources, skills that are valuable for further study, as well as many careers.

History qualifications are valued highly in professions such as the law, teaching, news and media, archiving, politics, local government, social research and many more.

# Travel & Tourism

Course Leader: Mrs Cook

BTEC Level 2 - Pearson

## Course Outline

Tourism is a work-related course. Learners provide evidence of attainment through exams, group projects, assignments and observed assessments. All work is based on realistic workplace situations, activities and business demands.

When taking Tourism learners will study:

**Component 1:** Travel and Tourism Organisations and Destinations (coursework)

**Component 2:** Customer Needs in Travel and Tourism (coursework)

**Component 3:** Influences on Global Travel and Tourism (exam)

## Assessment

Units of work will be internally and externally assessed and marked with an overall grade for the complete qualification awarded at the end of the course.

Components 1 and 2 are assessed by coursework and are each worth 30% of the overall grade. Component 3 is assessed by an exam and is worth 40% of the overall grade.

## Course Description

By taking Travel & Tourism, learners will develop their own employability skills such as: self-management; teamwork; reflection; effective participation; independence; creativity; research skills; time management.

By taking Travel & Tourism, learners will learn through: completing individual projects; participating in group projects; carrying out independent investigation; giving presentations; taking part in group-based discussions and debates; role play and recordings; answering examination questions; participating on organised trips.

Once you have completed the qualification, you will have developed an understanding of the travel and tourism sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the travel and tourism sector is for you and, if so, which part of it you might want to study further.



## Future Pathway

Taking a course in tourism prepares learners for more advanced courses such as:

- BTEC Level 3 Diploma in Travel & Tourism
- AS/A2 Leisure & Tourism
- AS/A2 Travel & Tourism
- Travel & Tourism Vocational Qualifications; Level 2 Certificate in Retail Travel (ABTAC), Airline & Cabin Crew, Resort Representative. Level 3 Galileo (Global Distribution System).

# Computer Science

Course Leader: Mr Warren

Edexcel

## Course Outline

This exciting GCSE provides students with an excellent opportunity to investigate how computers work, how they are used and to develop computer programming and problem-solving skills. Students will also carry out some fascinating in-depth research and practical work.

Students study practical programming skills using Python. They learn how computers work, how data is used in computers as well as how networks work. Students also study how Computing has affected our wider society.

## Assessment

Two examinations 50/50 weighting.

**Paper 1:** Principles of Computer Science (1 hour 30 minute examination)

**Paper 2:** Application of Computational Thinking (2 hour on screen examination)

## Course Description

**Paper 1.** This paper will assess topics 1 to 5.

**Topic 1:** Computational Thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.

**Topic 2:** Data - understanding of binary, data representation, data storage and compression.

**Topic 3:** Computers - understanding of hardware and software components of computer systems and characteristics of programming languages.

**Topic 4:** Networks - understanding of computer networks and network security.

**Topic 5:** Issues and Impact - awareness of emerging trends in computing technologies and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

**Paper 2.** This paper will assess topic 6: Problem solving with programming.

The main focus of this paper is:

- Understanding what algorithms are, what they are used for and how they work in relation to creating programs.
- Understanding how to decompose and analyse problems.
- Ability to read, write, refine and evaluate programs.



## Future Pathway

This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Computer Science.

Careers in this subject include: games designer, web developer, program coder.

# Dance

Course Leader: Miss Richards

AQA

## Course Outline

Students will be introduced to an exciting and energetic GCSE with new and challenging ways of choreographing and performing. GCSE Dance will introduce students to an anthology which has a mix of artistic, cultural and aesthetically diverse works which are choreographed and performed in the UK today. They explore the connections between movement, choreographic intention and features of production like lighting, costume and music.

All students will have the opportunity to perform in front of a variety of audiences and attend workshops delivered by professional dancers and choreographers. All students will be offered the chance to see a live performance as part of the course.

## Assessment

**Performance** (internally marked, externally moderated) **30%**. Students will perform 2 pieces: A solo performance of Set Phrases (set by AQA) - approximately 1 minute in duration; a performance in a duo/trio - approximately 3 minutes 30 seconds in duration.

**Choreography** (internally marked, externally moderated) **30%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

**Dance Appreciation** (internally marked, externally moderated) **40%**. Students will create either a solo or group piece that responds to a choice of starting points set by AQA. The choreography must communicate the chosen starting point.

## Course Description

The six anthology works are as follows:

- A Linha Curva (Samba, contemporary fusion)
- Within Her Eyes (Contact work, Contemporary)
- Emancipation of Expressionism (Hip Hop)
- Shadows (Contemporary)
- Infra (Contemporary)
- Artificial Things (Contemporary)

Each term students will explore a different professional dance work or style of dance. All works are studied practically and theoretically. Students will have fortnightly technique classes that improve students physical and technical dance skills. During each half term, you will be expected to work both independently and with a group on choreographing and performing your own work, work in the style of the six anthology works and performance pieces.

The course will suit a student who: likes to express themselves through movement; enjoys performing and wants to develop their performance skills; wants to explore different dance styles and ways to create dance.



## Future Pathway

GCSE Dance study offers progression to study Dance at Sixth Form or College (both A Level and BTEC courses). Careers in the arts industry, leadership roles, teaching, sports and fitness industry, analysis and presentation skills.

# Film Studies

Course Leader: Mr Drummond  
WJEC Eduqas

## Course Outline

Film is often considered as the most important art form of the 20th Century. It is a major industry in most developed countries and an important part of people's cultural experience. It has become a huge influence on society today. Films entertain, educate and provoke debate.

The WJEC Eduqas specification in GCSE Film Studies is designed to draw on students' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology.

Students will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from the UK, Europe and Japan.

## Assessment

**Component 1: Key Developments in US Film.** (35%) 70 Marks. Written examination: 1 hour 30 minutes.

Students study 3 US films:

- 1 mainstream film from the 1950s
- 1 mainstream film from the 1980s
- 1 independently produced film

**Component 2: Global Film: Narrative, Representation & Film Style.** (35%) 70 Marks.

Written examination: 1 hour 30 minutes.

Students study 3 films from outside the US:

- 1 UK film
- 1 global English language film
- 1 global non-English language film

**Component 3: Production.** (30%) 60 Marks. Non-exam assessment (coursework).

Students have 2 choices:

- Create a genre film (2 minutes to 2 1/2 minutes)
- Write a screenplay for a genre film (800 to 1000 words) with a shooting script.

All students must complete an evaluation of the production (750 to 850 words).

## Course Description

Students will study:

- how films are constructed - through cinematography (camerawork and lighting), mise-en-scene (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures - genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used - artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how students make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.



## Future Pathway

This course is an introduction to A Level Film Studies, which can be studied at Bitterne Park Sixth Form.

# French

Course Leader: Miss Mercer  
AQA

## Course Outline

GCSE French will follow on from and extend the knowledge and skills taught during Key Stage 3. The Modern Foreign Languages team believe that this course will enable you to acquire the necessary skills needed in order to be a successful linguist and communicate confidently in any French speaking country. If you are passionate about becoming a global citizen with an understanding of diverse cultures and want to broaden your horizons, this is the course for you! Learn a language, share a culture, change the world.

## Assessment

This qualification is linear, meaning students sit all their examinations at the end of the course. Each paper counts as 25% of the overall marks.

GCSE Languages have a Foundation Tier (Grades 1 to 5) and a Higher Tier (Grades 4 to 9). Students must enter for all four skills.

## Course Description

Students will study the four skills of listening, speaking, reading and writing alongside grammar and cultural aspects of France and the French-speaking world. They may have the opportunity to visit France to enhance their learning at GCSE level.

The four skills are embedded in the following themes. These themes apply to all four examination papers.

**Theme 1: My Personal World**

**Theme 2: Lifestyle and Wellbeing**

**Theme 3: My Neighbourhood**

**Theme 4: Media and Technology**

**Theme 5: Studying and my future**

**Theme 6: Travel and Tourism**

Students can opt to take an additional language as long as they continue to study their current language eg: a student who has studied Spanish since Year 7 can opt for French, as long as they continue to study Spanish in addition.



## Future Pathway

Learning a language offers many transferable skills that are applicable to any job role, for example, good communication skills. Having a knowledge of any language would enhance a CV, no matter which career path you choose.

# Spanish

Course Leader: Miss Mercer  
EDEXCEL

## Course Outline

GCSE Spanish will follow on from and extend the knowledge and skills taught during Key Stage 3. The Modern Foreign Languages team believe that this course will enable you to acquire the necessary skills needed in order to be a successful linguist and communicate confidently in any Spanish speaking country. If you are passionate about becoming an international citizen with an understanding of diverse cultures and want to broaden your horizons, this is the course for you! Learn a language, share a culture, change the world.

## Assessment

This qualification is linear, meaning students sit all their examinations at the end of the course. Each paper counts as 25% of the overall marks.

GCSE Languages have a Foundation Tier (Grades 1 to 5) and a Higher Tier (Grades 4 to 9). Students must enter for all four skills.

## Course Description

Students will study the four skills of listening, speaking, reading and writing alongside grammar and cultural aspects of Spain and the Spanish-speaking world. They may have the opportunity to visit Spain to enhance their learning at GCSE level.

The four skills are embedded in the following themes. These themes apply to all four examination papers.

**Theme 1: My Personal World**

**Theme 2: Lifestyle and Wellbeing**

**Theme 3: My Neighbourhood**

**Theme 4: Media and Technology**

**Theme 5: Studying and my future**

**Theme 6: Travel and Tourism**

Students can opt to take an additional language as long as they continue to study their current language eg: a student who has studied Spanish since Year 7 can opt for French, as long as they continue to study Spanish in addition.



## Future Pathway

Learning a language offers many transferable skills that are applicable to any job role, for example, good communication skills. Having a knowledge of any language would enhance a CV, no matter which career path you choose.

# GCSE Music

Course Leader: Mrs Fowler

Edexcel

## Course Outline

The GCSE Music course combines the practical aspects of performing and composing with theoretical and historical musical analysis. It is therefore more suitable for students who have an interest in the theoretical aspects of music, rather than the vocational. You will learn how to improve your performing skills, to construct music from initial ideas through to the final product and to analyse music from a wide range of historical periods and genres. The course includes elements of working both individually and as part of a group and is assessed through practical coursework and a final listening examination. Students will need to be performing to at least a Grade 2 level (or equivalent) on their instrument in order to complete the performing component of the course.

## Assessment

**Coursework** Performing & Composing - 60%

**Listening Exam** - 40%

## Course Description

### Unit 1: Performing (30%)

In this unit you will perform two pieces – one solo and one ensemble, with a combined duration of at least four minutes. There is no requirement to perform in front of an audience, as all performances are recorded and sent to the exam board to be marked. Although not a pre-requisite of the course, it is preferred that you are receiving weekly lessons on your chosen instrument to further support development in this area. A performing standard of **Grade 3 (or above)** is required in order to succeed in this element of the course.

### Unit 2: Composing (30%)

In this unit you will compose two pieces – one in response to a brief set by the exam board and one in a style of your choice, with a combined duration of three minutes. Compositions are usually created using sequencing software and are submitted to the exam board along with your written commentary which explains how you developed your ideas.

### Unit 3: Appraising (40%)

The final unit is assessed as a 1.5 hour listening examination at the end of the course. You will learn about musical elements, musical contexts and identify features in different pieces of music using appropriate musical language. There are four areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. You will learn about two pieces of music in each area of study. The final examination comprises two sections – the first focuses on short answer questions and the second is an extended piece of writing, in which you will compare one of the set works to an unfamiliar piece.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Photography

Course Leader: Miss Snoddon

AQA

## Course Outline

The Photography course is designed to encourage students to develop an understanding and appreciation of digital photography and image manipulation as well as some aspects of traditional black and white film photography.

In year one students learn basic photography skills: using a manual DSLR camera, basic digital photography (including using Photoshop digital manipulation software) and develop an understanding of artist understanding and interpretation in order to develop ideas of their own inspired by artists explored. Students follow several units of coursework throughout the course including mock practical examinations, which then become important pieces of the 60% portfolio.

## Assessment

The coursework portfolio makes up 60% of the overall GCSE marks. The coursework begins from the start of Year 10 and is completed in December of Year 11 and consists of three projects. A controlled test set by the examinations board makes up the remaining 40%. During the GCSE students will research other photographers, artists and creative people and present written information such as opinions, analysis and evaluations. Presentation of a portfolio should be imaginative and reflect the subject or theme of the unit.

In the controlled test exam students have a preparatory period to prepare their work followed by 10 hours of supervised practical exam time to complete a final piece or pieces for their exam.

## Course Description

Students require discipline and commitment if they are to be successful in GCSE Photography. Full support is offered in the classroom, studio and darkroom at lunchtimes and after school. Students are expected to use the support offered and work independently in class and at home.

For many students this will be the first time they work in Photography and the course delivers excellent skills, knowledge and understanding at the beginning to develop these new skills. It is of benefit, but not necessary, to have had some creative art skills before or during the course.

The course provides some basic materials and students can use the school cameras we have in lessons. However, it is an advantage to have your own camera from a digital SLR or a simple digital bridge camera.

During the course we provide basic consumables that students use, and a print quota; however, students are asked to pay a £20.00 photography fee. This will allocate you a pack of basic consumables that should last the full 2 years. It includes a SD card, a SD card reader and a folder to hold all of their work in. This will also help toward the running of more expensive parts of the course including cameras, studio equipment and digital printing. Please discuss this with the Photography teacher if you have any questions.



## Future Pathway

A Level Photography at Bitterne Park Sixth Form. Varying Arts-based degrees including BA Hons in Photography (both general or subject-specific), BA Hons in Fine Art or foundation degrees in Art and Design plus many other creative career and life opportunities.

# Product Design

Course Leader: Miss Harrison  
AQA

## Course Outline

This course involves and rewards your imagination and creativity. You will push your understanding and flair when designing and presenting your ideas, to produce professional products that you could see on the shop floor.

## Assessment

You will be assessed in both an exam and a controlled assignment. **2 hour examination assessment (50% of GCSE)**

You will demonstrate the subject knowledge gained over the course by answering examination paper questions. **Non-examination assessment (50% of GCSE)**

Here you will be assessed by carrying out an individual design and practical make activity. You will look into existing products and use this to create and develop your own design, through to making the prototypes of your final idea.

## Course Description

You will be taught the course syllabus through a series of design and make projects, working individually and in small groups. You will be given the opportunity through the course to develop your ideas using a range of presentation techniques and computer aided design. When making your prototypes you will be improving your practical skills by using a range of hand tools and computer aided manufacture.

**Theme: Materials.** The course will introduce you to the world of professional designing, the role a professional designer undertakes and the skills and techniques used to develop and present your ideas in a creative discipline. You will develop your hand skills by producing prototypes out of plastics, woods, metals and cards; while at the same time develop and use the latest computer technology to produce 3D models, CAD drawings and the laser cutter to make your visions a reality.

**Theme: Packaging & Advertising.** Supporting the business aspects, you will also look at the role of packaging and advertising. You will explore packaging materials, using word processors and digital technology to give them a professional quality that protects your final product.

**Theme: Non-Examination Assessment & Examination Preparation.** This is a question set by the examination board for students to research for their coursework assignment.



## Future Pathway

A Level Product Design. A variety of careers: architect, furniture designer, packaging designer, jewellery designer, teacher, product design, industrial design, automotive design, engineering, civil engineering, aerospace design, model making, mechanical engineering, surveying, interior design, CAD operator, illustrator, games designer, quantity surveyor, structural engineer, technical illustrator, servicing & repair, interior design, site manager, set design, civil engineering, aerospace engineering, graphic designer, mechanic, freelance designer, production manager, town planning, the armed services, website design, electrical engineering, creative & media, market researcher, surveyor, marketing, product manager, landscape architect.

# Religious Education

Course Leader: Miss Underwood

OCR

## Course Outline

Religious Studies provides a brilliant opportunity to discuss key philosophical and ethical issues which impact our lives today. Students regularly express their personal opinions and have a chance to share their views. You will gain a greater understanding of why people behave the way they do and develop an awareness of different cultures and the various ways in which people interpret beliefs and teachings. Religious Studies is a subject that will help to prepare you for future life and social interactions and provides a valuable qualification for careers in a wide area.

## Assessment

**100% examination - no controlled assessment.**

There are 3 examinations in total:

**Paper 1:** Christianity Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 2:** Other Religion (of choice) Beliefs, Teachings & Practices (**25% 1 hour examination**)

**Paper 3:** Religion, Philosophy & Ethics (**50% 2 hour examination**)

## Course Description

Students study the following components:

**Component 1: Beliefs, Teachings & Practices of Christianity.** What is the nature of God? Was Jesus a teacher or miracle worker? Why is there evil and suffering in the world?

**Component 2: Beliefs, Teachings & Practices of either:** Islam, Judaism, Buddhism or Hinduism.

**Component 3: Philosophy & Ethics.** This is split into 4 themes: Relationships & Families, Existence of God, Peace & Conflict and Discussion between Religious and non-religious beliefs. Some key questions from this unit include: Is equality possible? Should same sex marriages happen? Does God exist? Are miracles real? Is war ever justified? What causes terrorism? How can religion and science link? Do we have the right to create or end life? Is society becoming less religious?

You get the opportunity to visit places of worship and meet with various faith representatives to develop your understanding of religion and culture and building your knowledge gained from specialists to help improve your potential to succeed. Previously students have visited a Buddhist meditation centre, various churches and some attended a trip to the Vatican City in Rome.



## Future Pathway

This qualification will support students moving to A Level and University. At GCSE RS links well with subjects such as Sociology, History, Health & Social Care, English and Science. Religious Studies will support you in a career working with people. It is particularly useful for a role within the public sector (teaching, social work, police).

# Sociology

Course Leader: Miss Solanki de Carvalho  
Eduqas

## Course Outline

This course will appeal to candidates who have a keen interest in the society that we live in. The Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues.

Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world.

## Assessment

**Component 1:** Understanding Social Processes. Written examination: 1 hour 45 minutes (50% of qualification).

**Component 2:** Understanding Social Structures. Written examination: 1 hour 45 minutes (50% of qualification).

## Course Description

**Component 1 will include:**

**Key Concepts & Processes of Cultural Transmission:** key sociological concepts; debates over the acquisition of identity; the process of socialisation.

**Families:** family diversity and different family forms in the UK and within a global context; social changes and family relationships.

**Education:** patterns and factors impacting educational achievement.

**Sociological Research Methods:** usefulness of different types of data; methods of research and sampling; practical and ethical issues affecting research.

**Component 2 will include:**

**Social Differentiation & Stratification:** different forms and sources of power and authority; equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality.

**Crime & Deviance:** social construction of concepts of crime and deviance; patterns of criminal and deviant behaviour; sources of data on crime.

**Applied Methods of Sociological Enquiry:** the process of research design; interpreting data.



## Future Pathway

**College:** A-Level Sociology; Level 3 Criminology

**Career:** Law; journalism; social work; childcare; youth and community work; police

# Geography

Course Leader: Mrs Miles

AQA

## Course Outline

Geography at Bitterne Park is exciting, challenging and fun. It is the subject that crosses all borders between the Arts and the Sciences, providing timeless skills and opportunities later in life. This course develops and builds on many of the skills and ideas introduced in Key Stage 3. Up to date case studies are selected from a variety of countries across the world and offer students real life examples of geographical issues they are studying. This helps to contextualise what they're learning and gives them a broader understanding of places around the world. Students will also study different topics which make links between people and the physical environment.

## Assessment

Three written examinations contribute to 100% of marks at the end of Year 11. These are outlined below:

### Living with the Physical Environment (35% of GCSE)

- The Challenge of Natural Hazards (eg: volcanoes)
- The Living World (eg: rainforests)
- Physical Landscapes in the UK (eg: rivers and coasts)

### Challenges in the Human Environment (35% of GCSE)

- Urban Issues & Challenges (eg: Rio de Janeiro)
- The Changing Economic World (eg: global poverty and MNCs)
- The Challenge of Resource Management (eg: food, water and energy)

### Geographical Application (30% of GCSE)

- Issue Evaluation
- Fieldwork Skills

## Course Description

GCSE Geography is taught by specialist teachers. During the course, the majority of lessons are classroom based, but with provision of both human and physical fieldwork being conducted in Year 10. Students will find themselves faced with challenges and will be expected to work independently, in small groups and as part of their class team.

A broad variety of skills are developed throughout the GCSE including investigating, decision making, research, developing conclusions, presenting and evaluating – all of these in addition to core literacy and numeracy skills of the course.

We teach in a fast and fun environment! Students that have an interest in how our world works and how we can shape it in a positive way are encouraged to join the course!



## Future Pathway

Geography develops literacy, mathematical and scientific skills, making links between all subjects studied at school. It enhances environmental and social awareness of the world around us and enables students to make informed decisions and choices. Geographers gain skills in interpreting maps, understanding data and conducting research in natural and built environments.

As a result, studying geography opens up a huge variety of careers in services, information technology, finance, research and development. Jobs specifically related to Geography include climate change analyst, conservationist, GPS specialist, teacher, tour operator, town planner, disaster response specialist, meteorologist, politician, archaeologist, flood risk assessor and many more!

# GCSE Art & Design: Textiles\*

Course Leader: Mrs Earnshaw

AQA

## Course Outline

This course is suitable for all students with an interest in Textiles and Art. From an Art based approach, it aims to stimulate imagination and will suit students who enjoy designing and using fabrics in imaginative ways.

Students will develop a passion for the creative world of Fashion & Textiles ensuring they have a broad range of skills in understanding materials, surface decoration all whilst making a range of high-quality products design by them.

It is a practical course in which students learn by doing, creating imaginative personal work. Students will find out about a whole range of media, techniques and processes. It will develop their creativity and independent thought, learning to express themselves visually and lets their imagination flourish.

## Assessment

**Component 1 Portfolio-60% of total marks.** Two units of coursework where students will be expected to design and make quality textile products.

**Component 2 Externally set assignment-40% of total marks.** Students choose 1 of 7 themed questions. Students have a preparation period, plus 10 hours of supervised time to complete a final or several pieces.

## Course Description

**Unit 1 - Natural World.** During this project students will be exploring the theme 'Natural World'. They will be introduced to many new textile techniques, textile artists and fashion designers, to inspire them with their sample development. Students will be making and designing a fashion garment inspired by the starting point 'Natural World'.

**Unit 2 - Landscape Cushion.** During this project students will be exploring landscapes within Textiles & Art. They will be using this as a basis of their ideas, drawings and samples. They will find and research a specific artist to base their cushion on and, within this, they will explore a range of textile techniques to show texture and tone, for the outcome of a 'Landscape Cushion'.

Landscape is broken down into many categories, some of which include: **Seascapes** (sea, beaches, coastal); **Rural** (meadows, mountains, lakes, fields); **Urban** (city, man made, bridges, skyscrapers).

We encourage students to develop essential skills to enable them to research and experiment in an independent way. These skills include: fabric construction; machine and hand embroidery; silk painting; batik transfer printing; stencilling; shibori; felting; applique; reverse appliques; heat manipulation; weaving; quilting; trapunto.

Online sketchbooks and prep sheets are used extensively to present samples, observational drawings, development of ideas, analysis of own work and the work of others. Students' work will show informed connections with that of other artists, designers and crafts people.



## Future Pathway

Students can continue their art and design studies at AS and A Level. Otherwise, the transferable skills they gain will still be valuable. They'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Art & Design opens the door to lots of exciting careers. Try these for starters: fashion designer; constructed textiles; theatre designer; animator; illustrator; photographer; architect; costume design; textiles design; ceramics; printed textiles; advertising; interior design; fashion and media journalism; hair and make-up design.

# Musical Theatre/Production Arts

## Course Outline

Students who opt for this performing arts course will select from either a performing or production route.

Students who select the performing route will explore and develop their use of skills as a performer, working on a range of Musical Theatre projects.

Students who select the production route will learn about a range of production roles within Musical Theatre, such as set, props, costume, lighting, sound and make-up. They will then create the design ideas for the practical projects the performing students are working on.

This is a practical-based course. Students will complete logbooks to document their progress but will predominantly be assessed on their practical work. Topics will include Everybody talking about Jamie, Lion King etc.

## Assessment

60% Practical coursework components. **Component 1:** Exploring the Performing Arts. **Component 2:** Developing Skills & Techniques.

40% Live Performance. **Component 3:** Live Performance - devising to a brief.

## Course Description

**Component 1:** Exploring the Performing arts.

Focused study on 3 musicals; you will explore how the musicals were created through research and class discussion; you will explore the themes in the musical through practical workshops; you will learn about the roles within a creative or production team.

**Component 2:** Developing Skills & Techniques.

You will explore physical, vocal and interpretative skills to create a character; you will explore the use of design and professional skills required to work in a production team (production); you will participate in workshops and follow a rehearsal schedule; you will take on a production role and pitch ideas to the rest of the group for performance (production); perform a final piece to an audience; carry out a production role for a performance (production); keep a log book to document your development skills.

**Component 3:** Live Performance - Devising to a Brief.

You will devise a performance piece based on a brief provided by the examination board; you will be part of a production team to support a group devised piece (production); you will explore ideas and themes in workshops; keep a log book to document your development ideas; rehearse and complete a final performance.



## Extra-Curricular Opportunities

There are several extra-curricular opportunities for students to access, for example, MTC (Musical Theatre Company). Students studying this option will be offered live performance opportunities as well as the chance to work on lighting/sound.

We offer trips to live performances as much as possible and are often able to facilitate workshops with West End professionals.

## Future Pathway

This option is designed to prepare students for Performing Arts or Production Arts BTEC at Level 3, and go onto a university course in either of these disciplines, which could ultimately lead to a career in the Performing Arts Industry.

# Hairdressing & Beauty

Course Leader: Miss De La Ceaux

CO2A5 Level 1 & 2 Technical Award

## Course Outline

The course is over the duration of 2 school years. One mock exam and 1 GCSE equivalent exam. An assignment needs to be passed to gain the full qualification.

### Theory Components of the Course - Vocational Equivalent to a GCSE:

**UCO90 Business & Entrepreneurship in the Hair & Beauty Sector.** This unit will enable learners to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector.

LO1: Understand the structure and concept of hair and beauty businesses

LO2: Understand enterprise and entrepreneurship in the hair and beauty sector

LO3: Understand marketing and its role in the promotion of hair and beauty products and services

### UCO91 Anatomy, Physiology and Cosmetic Science

LO1-UCO91: Anatomy, physiology and cosmetic science. This unit will enable learners to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty products.

LO2-UCO91: The anatomy and physiology of the skin.

LO3: The historical evolution of hair and beauty products from ancient times to the 21st century.

**UCO92 Design in the Hair & Beauty Sector - Assignment.** This unit will enable learners to develop knowledge and understanding of the purpose, principles and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills.

Practical Components of the Course: hairdressing assessments; barbering; nails/manicures; beauty/make-up

## Assessment

Ongoing formative and summative assessments of both practical and theory sessions.  
Portfolio of work - 100% of marks.

## Course Description

**Unit 1:** Underpinning knowledge will be taught of the examination they take in Year 11, Business & Entrepreneurship in the Hair & Beauty Sector and Anatomy, Physiology and Cosmetic Science.

### Practical components of the course:

- Hairdressing assessments
- Barbering
- Nails/manicures
- Beauty/make-up



## Future Pathway

Hair and beauty salons will consider employment at the age of 14, this could lead onto apprenticeships in the hair and beauty industry in further education or full-time hairdressing and beauty courses in college.

# Health & Social Care

Course Leader: Miss Fynan

OCR

## Course Outline

Vocational qualifications develop practical skills and knowledge related to an employment area and are designed to help students learn in a practical way.

Health and Social care can offer students the ability to gain the skills needed to start a job, progress in a career, or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities and are assessed usually by both written and practical coursework or exams.

## Assessment

During 2 years of study students must complete 3 units: one externally assessed unit and two internal units of coursework.

External assessments will take place in January with an opportunity to re-sit in June. The exam must be taken in the final assessment series before qualification certification.

### Grading

All results are awarded on the following scale:

- Level 2 - Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)
- Level 1 - Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified

## Course Description

What learning experiences can I expect?

**RO32: Principles of care in health and social care** (this is assessed by an exam).

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: the rights of service users in health and social care settings; person-centred values of care; effective communication in health and social care; protecting service users and service providers in health and social care settings.

**RO33: Supporting individuals through life events** (this is assessed by a set assignment).

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include: life stages; impacts of life events; sources of support.

**RO35: Health promotion campaigns.** (this is assessed by a set assignment).

In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Topics include: Current public health issues and the impact on society; factors influencing health; plan and create a health promotion campaign; Deliver and evaluate a health promotion campaign.

### Not forgetting ...

Community involvement including local schools and care homes; work experience; speakers from the health and social sector; work based learning; research and reflection on current issues surrounding health and social care using media.



## Future Pathway

Careers in the health and social care sector including nursing, teaching, midwifery, probation, childcare, social work, carer. Further education – sixth form/colleges/apprenticeships.

# Sports Studies

Course Leader: Mr Bixley

Cambridge National Sports Studies

## Course Outline

This qualification aims to develop our students' knowledge, understanding and skills of the essentials of Sport and Physical Activity. The students will gain an insight into the Sport and Physical Activity industry. The vocational course is designed to meet the requirements that today's employer's demand.

## Assessment

The course will involve a wide range of centre assessed units with practical as well as examined units on the impacts of sport and physical activity on health and wellbeing.

Students will complete 3 units:

R184 Contemporary issues in sport (written Exam)

R185 (Internal assessment) Performance and Leadership in sports activities

R187 (Internal assessment) Increasing awareness of outdoor and adventurous activities.

## Course Description

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.

Our Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. The course also offers a practical element whereby the students will be assessed in two sports of their choice.

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners can 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. Learners 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.

The qualification has been designed with practical and engaging ways of teaching in mind and enables learners to:

- develop a range of skills through involvement in sport and physical activity in different contexts and roles
- develop their ability to apply theoretical knowledge to practical situations
- gain a better understanding of the complexity of different areas of sport and the sports industry
- increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport
- Develop leadership skills in planning and delivering a session to students



## Future Pathway

Vocational Sport – to be able to access a Level 3 Vocational qualification in the Sixth Form such as the Cambridge Technical in Sport and Physical activity or a levels in sport and physical activity, enter employment or apply for an apprenticeship in the sports industry.

# BTEC Music

Course Leader: Mrs Fowler  
Eduqas

## Course Outline

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Music sector – a vibrant, exciting and competitive industry that offers many different and exciting new work opportunities, whether in composing, performing, or producing music. This course allows learners to explore the sector, and to learn and try out new skills, techniques and styles, allowing them to make an informed decision about their future learning and career.

As a creative subject with a focus on music practice, there is no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeals to them.

The course is divided into three components. The first 2 components are assessed through practical tasks that are then externally moderated. Component 3 is an external synoptic task completed in lessons that is marked externally.

## Assessment

**Component 1 - 'Performing' (30%)** - 120 hours of supervised sessions. Internally assessed and externally moderated.

**Component 2 - 'Creating' (30%)** - 10 hours of supervised sessions. Internally assessed and externally moderated.

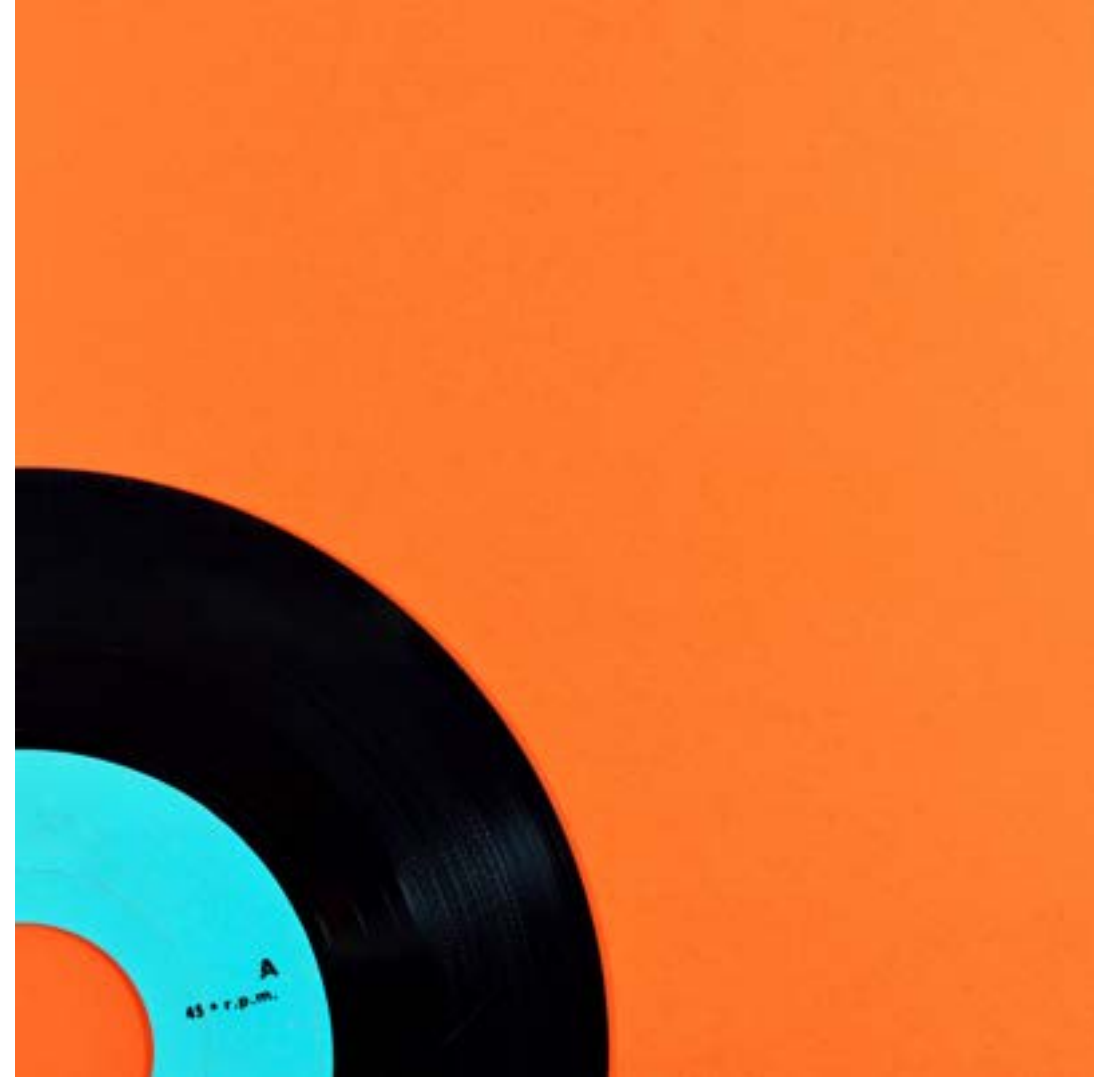
**Component 3 - 'Performing Arts In Practice' (40%)** - 20 hours of supervised sessions. Externally moderated.

## Course Description

**Component 1: Performing** - You will learn the skills and techniques needed to produce a successful performance of an existing piece of music using LOGIC.

**Component 2: Composing** - You will learn of to create and refine your own original work through Music Composition using Music Technology.

**Component 3: Performing Arts In Practice** - You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own ideas.



## Future Pathway

**Academic:** A Level Music, BTEC Level 3 Subsidiary Diploma in Music Technology, BTEC Level 3 Subsidiary Diploma in Music, BTEC Level 3 Subsidiary Diploma in Performing Arts.

**Employment:** Musician, arranger, producer, orchestrator, composer, film scorer, jingle writer, song writer, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, music teacher, instrumental teacher, publishing, sound engineer, music therapy, music business management, booking agent.

# Enterprise & Marketing

Course Leader: Mr Gillet

AQA

## Course Outline

Learners will be able to develop a variety of skills when investigating and researching local small businesses. Based upon the findings, learners will then be able to plan and present business-related projects. The coursework components will be based on planning and pitching a business idea based upon a specific customer brief, before sitting an exam in Year 11.

## Assessment

**Year 10:** Designing a business proposal (30%)

**Year 11:** Market and pitch a business proposal (30%)

**Year 11:** Enterprise and marketing concepts - examination (40%)

## Course Description

### Designing a Business Proposal: Coursework (30%)

Creating a new product is an exciting challenge. If you want your product to make a profit, then it must meet customer needs but also stand out from similar products that are on the market. This unit will provide you with the skills and knowledge to design a product proposal to meet a business brief.

In this unit you will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. To help decide on your final design, you will gain feedback and then assess the strengths and weaknesses of your initial ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit.

### Market & Pitch a Business Proposal: Coursework (30%)

In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Your promotional campaign will include you choosing different methods of promotion which you think are most suitable for your target customers. You will then need to create a presentation that you will pitch to an audience. After delivering your professional pitch, you will reflect on your pitching skills, your brand, your promotional campaign and the likely success of your product.

### Enterprise & Marketing Concepts: Examination (40%)

In this unit you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. You will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding your target market's needs, you will learn how the marketing mix elements must be carefully blended to enhance business performance. You will examine each element individually and explore the decisions that an entrepreneur needs to make. You will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which you will learn about so that you can understand how to obtain timely and appropriate guidance.



## Future Pathway

After completing this course, learners will be able to study a range of A Level and vocational courses including:

- A Level Business
- A Level Economics
- A range of intermediate or advanced apprenticeships
- Level 3 Vocational Business

# Vocational IT

Course Leader: Mr Warren

## Course Outline

This vocational IT qualification gives you an insight into using ICT in the wider world. The Cambridge National in IT is designed to inspire and equip you with the confidence to use skills that are relevant to the IT sector and more widely.

It covers the use of IT in the digital world, Internet of Everything, data manipulation using spreadsheets, human-computer interface (HCI) and augmented reality.

You will develop real and relevant skills for the future, learning to select the best tools and techniques to problem solve. You will be creative and practical.

## Assessment

Two internal assessments, each worth 30%  
One external examination worth 40%

## Course Description

The course has 3 different elements:

- An internal assessment using a particular application, or selection of applications, to meet a particular need eg: using spreadsheets to manage data.
- An internal assessment using a particular application, or selection of applications, to meet a particular need. This will focus on the development of an augmented reality app for a company or organisation.
- An examination unit - based on theoretical IT.

What will you learn?

- to understand the fundamental principles and concepts of IT
- You will think creatively, innovatively, analytically, logically and evaluatively
- You will learn advanced use of the Microsoft apps, along with the use of more specialist applications
- You will also learn about people in IT and IT in society
- You will learn about cyber security and legislation
- You will learn about the 'Internet of Everything'
- You will learn about augmented reality and its uses
- You will learn project management skills.



## Future Pathway

This course leads on to the Cambridge Technical Level 3 ICT course at Bitterne Park Sixth Form. You could also take an A Level in Information Technology.

Careers in this subject include: games designer; web designer; data manager; project manager. IT is also seen as an essential skill in most careers.