

THOMAS
GAINSBOROUGH
SCHOOL



**Key Stage 4
Pathways & Options
2016-18**

*Excellence:
for each, for all*

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KEY STAGE 4

PATHWAYS OVERVIEW

INTRODUCTION

As you move into Year 10 you are able to make choices about your study. Your curriculum will be made up of two key parts:

1. A **Core** curriculum which all students follow
2. A personalised set of **Option Courses** made up of your different subject choices

Through the Options Process you will be able to create a pathway for Years 10 and 11 that is personal to you, one that meets your needs, strengths, skills and talents. This pathway will also be the starting point for further studies in Years 12 and 13 during Key Stage 5.

You can see, therefore, that these choices are very important. Over this half term you will have opportunities to discuss these choices with your Tutor, Head of House, Subject Teachers and Learning Mentors. You will obviously also need to discuss your choices with your family.

You will be fully supported in the process of choosing your Option Courses during the next half term through a range of opportunities and access to teachers.

By the end of this process you will need to complete an Options Form. The deadline for completing your Parthways Form is Monday 23rd February.

THE CONTEXT OF THE CHOICES YOU MAKE

The pattern of employment is changing and it is unlikely that you will have only one job during your working career. With this in mind, your curriculum should be well balanced and give the opportunity for you to progress to the next level in your learning.

Challenging as though it may be, consider this question:

- what would I like to be doing in 2 years, 5 years, 10 years, and even 20 years?

With this in mind, think about:

- how will my qualifications help (or hinder) me?
- which personal qualities and skills are going to be really important?
- what type of experiences over the next part of my education will be most helpful?

CHOOSING YOUR OPTIONS

Wise choices will ensure that you select subjects:

- that give you a pathway to studying what you want to do after Year 11
- you are good at as this will lead to better motivation and your best final results
- which interest you, which you enjoy and you want to study for two years
- which may help you with your future career (if you already have an idea of what this might be)

Before you choose courses, think about your strengths, weaknesses and how you learn best.

A few tips to help you choose your options wisely include thinking about:

- what you have enjoyed learning about so far
- how the Option Course is assessed and whether this suits you as a learner
- the balance of your choices in terms of developing a wide range of skills for life
- the subject rather than your current teacher for that subject
- talking to older students already studying the subject to gain insights
- the opportunities your choices offer for further education and employment

Be aware that choosing a particular course because you can get on well with the teacher or because a friend chooses it is not such a good way to select an option, especially as you may have a different teacher next year and not be in the same class as your friend.

SUPPORT IN MAKING CHOICES

There are a number of people who will be able to support you in your decision making. Time spent asking questions, discussing options and considering alternatives will be extremely beneficial and influence the quality of your decisions:

- your family know you best as a person
- your Tutor knows you and your strengths in school
- your Head of House will be able to add to thinking about next steps
- subject Teachers can tell you about the individual courses

THE ENGLISH BACCALAUREATE

You may have heard of the English Baccalaureate or 'EBacc' which the Government has introduced. In order to obtain this standard, students have to achieve GCSE grades of C or above in the following:

- English Language
- Mathematics
- Science (including Computer Science)
- A foreign language (French, German, Spanish)
- A humanities subject (Geography, History)

These are increasingly seen by universities as the facilitating subjects for undergraduate courses. We anticipate that some universities may in the future expect this performance measure as part of their entry requirements. Most students in our T and G groups are strongly recommended to select options that will see them gain this recognition. All students will have to choose either History, Geography, Computer Science or an MFL as at least one of their options.

WILL I GET MY FIRST CHOICES?

We will do our very best to give you your first choices, but that is not always possible, so you will be asked to show reserves. For a course to be taught it must have been chosen by a sufficient number of students. However, most courses also have maximum numbers that they can accept and if a course has too many applicants we will discuss this situation with you.

WHAT DO I DO NOW?

To begin

- read this information book carefully (it's also available on our website)
- ask questions
- talk things over with parents/carers, Tutor and Teachers, and anyone else who can advise you
- take time to consider the whole range of subjects available

Then

- decide on your first choice courses and put them in order of priority
- make use of the Initial Thinking Grid on page 34 to record your choices

And finally

- enter your choice of options on the Options Form, handed out at the Academic Review Day
- remember to sign your Options Form
- ask a parent/carer to sign it as well
- hand your completed Options Form in to your Tutor by Monday 23rd February

IMPORTANT DATES

Thursday 8th January

Year 9 Options Pathway Booklet distributed

Thursday 15th January

Academic Review Day

Option Forms handed out

Wednesday 28th January

Options Information Evening, 6-8pm

Monday 23rd February

Deadline for returning your Options Form to your Tutor

THE KEY STAGE 4 CURRICULUM 2016-18

The wide range of courses on offer will enable you to have an individual programme that builds on your strengths and interests. At Thomas Gainsborough School we have always been determined that students should have a broad education up to 16. It is important that your choices at 16 are not limited because of inappropriate decisions made at 14.

We believe that breadth and balance are important and aim to maintain both in our curriculum structure. Your timetable in Years 10 and 11 will be made up of Core Courses (which all students follow) and Option Courses. Your Core Courses will see you study English, Mathematics, Science and Physical Education. Your Pathways Courses will then allow you to personalise your curriculum through the subject choices you make.

THE CORE COURSES

All students will follow courses in English, Mathematics, Science and Physical Education.

Core Course	Qualifications Achieved
English	GCSE English Language and GCSE English Literature
Mathematics	GCSE Mathematics
Science	Depending on progress and prior attainment: <ul style="list-style-type: none">• GCSE Biology, Chemistry and Physics• GCSE Double Award Science
Physical Education	Opportunity for Sports Leadership

Physical Education (PE) is a Core Course with no formal qualification; however there is an opportunity for students to study for Sports Leadership Level 1 Award. GCSE PE and BTEC Sport are available within the Option Course offer.

PATHWAYS COURSES

Your final personalised curriculum will be made up of your Core Courses and four Option Courses. All students will study at least one EBacc subject and must enter this as Option 1 in their Pathways form, which are outlined on the GCSE following pages.

GCSE OPTION COURSES

Experience	Option Course	Qualification	Assessment
Humanities	Geography	GCSE (EBacc)	100% exam
	History	GCSE (EBacc)	100% exam
	Philosophy	GCSE	100% exam
Languages	French	GCSE (EBacc)	40% exam, 60% coursework
	German	GCSE (EBacc)	40% exam, 60% coursework
	Spanish	GCSE (EBacc)	40% exam, 60% coursework
Creative & Performance	Art, Craft & Design	GCSE	40% exam, 60% coursework
	Dance	GCSE	40% exam, 60% coursework
	Drama	GCSE	40% exam, 60% coursework
	Music	GCSE	40% examination, 30% composition, 30% performance
	Photography	GCSE	40% exam, 60% coursework
	Physical Education	GCSE	40% exam, 60% coursework
	Textiles	GCSE	40% exam, 60% coursework
Science & Technology	D&T Food Preparation & Nutrition	GCSE	50% exam, 50% coursework
	D&T Graphic Products	GCSE	40% exam, 60% coursework
	D&T Resistant Materials	GCSE	40% exam, 60% coursework
	Computer Science	GCSE (EBacc)	80% exam, 20% coursework
	Statistics	GCSE	75% exam, 25% coursework

BTEC OPTION COURSES

You may wish to consider opting for one of a number of courses that are studied and assessed slightly differently. The BTEC Option Courses are studied with greater coursework and a particular focus on the development of a range of independent skills and aptitudes.

Integrated Course	Qualification	Assessment
Health and Social Care	BTEC Level 2	25% exam, 75% coursework
Information & Creative Technology	BTEC Level 2	25% exam, 75% coursework
Creative iMedia	BTEC Level 2	25% exam, 75% coursework
Music	BTEC Level 2	25% exam, 75% coursework
Sport	BTEC Level 2	25% exam, 75% coursework
Engineering	BTEC Level 2	25% exam, 75% coursework

REMINDERS AS YOU START TO CONSIDER YOUR PATHWAYS

Remember to:

- aim for a broad range of subjects
- carefully consider all alternatives
- talk to subject teachers if you are uncertain about what the course involves, whether two courses will go well together, etc.

Please note that some of the opportunities we offer may change in the event of very high or very low student numbers applying for a certain subject. Any changes will be discussed with you personally if they affect you.

Questions and Thoughts?



COURSE INFORMATION



On the following pages you will find information and details for each of the Pathways Courses available. For easy reference they are arranged in alphabetical order for GCSE and BTEC courses.

Remember the tips mentioned earlier to help you choose your options wisely - thinking about:

- what you have enjoyed learning about so far
- how the Course is assessed and whether this suits you as a learner
- the balance of your choices in terms of developing a wide range of skills for life
- the subject rather than your current teacher for that subject
- talking to older students already studying the subject to gain insights
- the opportunities your choices offer for further education and employment

ART, CRAFT & DESIGN

GCSE

Course Leader: Mr Clark

Contact Email: eclark@tgschool.net

Examination Board: AQA

Assessment: 60% coursework, 40% examination

WHAT DOES THE COURSE INVOLVE?

Over the two years students produce coursework on two given topics or themes, one of which will also be the Year 11 mock examination. These are timed controlled assessments so each lesson and homework counts. The assessment takes place under normal classroom conditions apart from the mock examinations in Year 10 and 11 and, of course, the final examination. After initial research and observational studies you are required to develop a series of ideas before selecting one to be produced as your final project piece. One of these units will be assessed as your coursework portfolio and is worth 60% of your final grade. During the course you should expect to develop your art and design skills further through drawing, painting, printmaking, textiles, sculpture, ceramic work, photography, digital imagery and researching the work of other artists. You must show an understanding of historical and contemporary art work and be able to express yourself verbally and visually, as well as through written documentation in your sketchbook. Sketchbooks are compulsory for this GCSE and must be brought to every lesson as they form an essential part of every project set.

DIFFERENCES FROM YEAR 9

The GCSE will require a more individual and self-motivated approach. You will often be asked to collect research through drawing, making studies and taking photographs for homework.

SKILLS DEVELOPED

A wealth of creativity, experimentation, self-evaluation and review will be seen as you develop your artistic pieces and portfolio. Your skills in a wide range of artistic techniques will also grow through the course.

COMPUTER SCIENCE

GCSE

Course Leader: Mr Oliver

Contact Email: joliver@tgschool.net

Examination Board: Edexcel

Assessment: 20% Controlled Assessment, 80% External Written Examination

WHAT DOES THE COURSE INVOLVE?

Component 1 – Principles of Computer Science (40%)

This section will assess all theoretical components which include:

Demonstrating an understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms. Understand the requirements for writing program code. Understand binary representation, data representation, data storage and compression, encryption and databases. Understand components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code. Understand computer networks, the internet and the worldwide web. Demonstrate an awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Component 2 – Application of Computational Thinking (40%)

Based on a given scenario, the main focus of this component will be: Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms. Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms. The scenario may also draw upon the range of computational elements as listed in component one.

Component 3 – Practical Programming Project (20%)

This is a practical programming task that enables students to demonstrate their computational techniques using a programming language. Students will decompose problems into sub-problems, create original algorithms or work with algorithms produced by others to design, write, test and evaluate programs.

SKILLS DEVELOPED

Students will develop and apply computational thinking skills to analyse problems and design solutions across a range of contexts whilst gaining practical experience of designing, writing, and testing computer programs that accomplish specific goals. Students will develop an awareness of the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

DANCE

GCSE

Course Leader: Miss Butcher

Contact Email: abutcher@tgschool.net

Examination Board: AQA

Assessment: 30% performance, 30% choreography, 40% written examination

WHAT DOES THE COURSE INVOLVE?

You will study the following areas:

- Critical appreciation of professional dance works
- Professional choreographers including their styles and techniques with a strong focus on contemporary dance
- Knowledge and understanding of choreographic processes and performance skills
- Technical and expressive skills for dance performance
- Choreography of solo and group dances

Performance 30%

- Solo Performance-Performance of three set phrases showing action, dynamic and spatial accuracy
- Performance of a duet or trio (3 ½ to 5mins) showing expressive skills

Choreography 30%

- Create dance using a stimulus (solo 2 to 2 ½ mins / group 3 to 3 ½ mins)
- Produce a 'Choreographic log' - showing how you have independently choreographed your dance. This will include a 'programme note'.

Written Exam 40%

- Students be able to use written communication, using appropriate terminology, to critically appreciate their own work and the professional set works in the GCSE Dance anthology.
- The GCSE Dance anthology provides the focus for learning how to critically appreciate professional set works. The Anthology consists of eight short professional dance works, of between 10 and 30 minutes duration, choreographed by established and emerging artists in a range of styles and style fusions. Students must study all eight works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions.
- To critically appreciate their own work, including by making analytical, interpretive and evaluative judgments, using their knowledge of choreography and performance

You will also have the opportunity to see professional dancers live and get involved in school performances.

DIFFERENCES FROM YEAR 9

The GCSE course requires you to critically analyse professional dance works along with your own choreography and performance skills in the written form. This knowledge and understanding will be examined in a one and a ½ hour written paper. You will choreograph dance for the purpose of performance both independently and with others. There is also a strong emphasis on contemporary dance technique.

SKILLS DEVELOPED

Critical analysis of professional dance; choreography skills; contemporary technical and performance skills; physical fitness; confidence; creative and problem solving; working with others; leadership and resilience; rehearsal discipline; and safe dance practice.

DRAMA

GCSE

Course Leader: Miss French & Mr Andrews

Contact Email: kfrench@tgschool.net / sandrews@tgschool.net

Examination Board: Edexcel

Assessment: 40% Coursework 60% Examination

WHAT DOES THE COURSE INVOLVE?

GCSE Drama develops students' skills in improvising, performing and evaluating Drama. Dramatic texts and important social issues are explored through Drama activities. Component One Devising asks the students to develop a performance from a stimulus. They must also complete written coursework on the process or a verbal evaluation which will be recorded. This is 40% of the qualification 60 marks. Component Two Coursework is a practical exploration of a text such as "Blood Brothers" ending in a performance of two extracts. this is 20% of the qualification 48 marks. Component Three Written Examination asks the students to write about their performance text and to write a live theatre evaluation.

The weighting of the assessments will be as follows:

60%	practical
40%	written examination

DIFFERENCES FROM YEAR 9

Unlike Year 9 there is an essential element of written examination closely linked to the practical work. However, practical elements are still dominant and group work, pair work and solo work are all assessed. Students must be prepared to share their work with their peers and other audiences. Students will also need to attend more than one theatre production as they will write about performance in the examination.

SKILLS DEVELOPED

Students are assessed on devising, evaluating and analysing the process of devising, performing and evaluating and analysing performance (their own and live theatre).

FOOD PREPARATION & NUTRITION

GCSE

Course Leader: Mrs Lindsay

Contact Email: blindsay@tgschool.net

Examination Board: AQA

Assessment: 50% Exam (2 sections) 50% Non - Exam Assessed which consists of 1 investigation 1,500 - 2,000 word report. 1 Food Preparation Assessment, where you are required to plan, prepare and present a 3 course meal. (NEA: 15% Study, 35% Practical Task)

WHAT DOES THE COURSE INVOLVE?

- Fey Focus developing cooking skills
- Understanding and application of key nutritional principles
- Understand of food provenance
- Knowledge and application of the working characteristics and properties of food materials

Students will be expected to provide most ingredients but products should be suitable for home use.

DIFFERENCES FROM YEAR 9

GCSE food technology develops knowledge and understanding about ingredients and how products are made. It looks at functional properties, nutritional choices as well as creative indulgent options. KS3 has set the foundation knowledge on nutrition and already began the development of key skills. If you want to learn to cook for life, this is your option. Also suitable for students interested in the many career opportunities the food and dietetic industry offers.

SKILLS DEVELOPED

These include a full range of practical skills to prepare and cook food alongside many 'transferable skills' including literacy, numeracy, communication, decision making and analysis. You will develop your knowledge and understanding of food, provenance and how to 'fuel your body' for optimum health. By the end of the course you will be able to use food as a social vehicle for spending time with family and friends.

You need to eat to live, and you live better if you eat well - by taking this subject you'll be able to!

FRENCH

GCSE

Course Leader: Mrs Magowan

Contact Email: lmagowan@tgschool.net

Examination Board: Edexcel

Assessment: 25% Listening, 25% Speaking, 25% Reading and 25% Writing

WHAT DOES THE COURSE INVOLVE?

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE French is an excellent choice for you! You will:

- be able to share your interests, ideas and opinions with other people who speak the language and learn about countries where the language is spoken
- add an international dimension to your choice of GCSE, which is something many employers and higher education providers look for
- learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public and use problem-solving strategies
- create greater opportunities to work abroad, or for companies in the UK with international links.

DIFFERENCES FROM YEAR 9

By the end of Year 9 you should have progressed well which means that you should know how to use at least two different tenses; in Years 10 and 11 you will be able to use the present, past and future tenses, as well as more complex structures in order to understand and produce longer texts. You will also have the opportunity of being more creative with your language and expand your knowledge and interaction with the French speaking world. These will be made possible by exchanges, study trips and correspondence with pen pals. Finally, you will have to work independently; therefore, you will practise skills to make you more organised and responsible for your own learning.

SKILLS DEVELOPED

The ability to listen to, understand and speak French in a range of contexts and for a variety of purposes; develop language learning and communication skills which can be applied broadly; develop an interest in and a knowledge of the culture of countries and communities where French is spoken. You will also practise translation skills, which will prepare you for a smooth transition into AS and A Level.

You will develop all these skills while covering the following topics:

Identity and culture - Who am I?, Daily life, Cultural life.

Local area, holiday and travel - Holidays, Travel and tourist transactions, Town, region and country.

School - What school is like, School activities.

Future aspirations, study and work - Using languages beyond the classroom, Ambitions, Work.

International and global dimension - Bringing the world together, Environmental issues.

GEOGRAPHY

GCSE

Course Leader: Mr Bennett

Contact Email: nbennett@tgschool.net

Examination Board: Eduqas

Assessment: 100% examination.

WHAT DOES THE COURSE INVOLVE?

You will study three units which cover:

- **Changing Places – Changing Economics.** Here students will cover key ideas such as 'Urbanisation in contrasting global cities' and 'A global perspective on development issues'
- **Changing Environments.** Here students may cover ideas such as 'Shaping the landscape - coasts and coastal management' and examine 'Climate Change – cause and effect'
- **Environmental Challenges:** ideas such as 'Ecosystem under threat' and 'Water supply and demand' will be studied

Exam 1 will cover all 3 themes while Exam 2 will adopt a problem solving approach to a contemporary geographical issue. Exam 3 will be based on a minimum of 2 days of fieldwork from a human and physical geography context.

DIFFERENCES FROM YEAR 9

GCSE Geography is a demanding, rigorous and academic course, with an emphasis on extended writing, thinking skills and acquiring and the application of geographical knowledge. Some of the content studied at key stage 3 will be developed further but many of the topics will be new.

SKILLS DEVELOPED

As a geographer, you will learn to use a wide range of resources, data analysis, maps and GIS. You will understand processes and to discuss issues and understand different points of view, justify your opinions and evaluate as well as offer solutions to problems both in the United Kingdom and other parts of the world. Fieldwork will develop teamwork and report writing skills.

GERMAN

GCSE

Course Leader: Mr Kiely

Contact Email: mkiely@tgschool.net

Examination Board: Edexcel

Assessment: 60% coursework, 40% examination

WHAT DOES THE COURSE INVOLVE?

Students of German will study the structure of the language through a number of different themes such as Family, Hobbies, Where I Live, Healthy Living and The World of Work. In the latter, for example, students would study education, careers, future plans and social issues. Speaking and writing are assessed through controlled assessments. For example, you may have to write about your home and local area or speak about your school. All students studying German are advised to purchase a dictionary and a revision guide for use during the course and are encouraged to take part in day trips and visits to Germany.

DIFFERENCES FROM YEAR 9

By the end of Year 9 you should have progressed well which means that you should know how to use at least two different tenses; in Years 10 and 11 you will be able to use the present, past and future tenses, as well as more complex structures in order to understand and produce longer texts. You will also have the opportunity of being more creative with your language and expand your knowledge and interaction with the German speaking world. Finally, you will have to prepare and submit four to six tasks under controlled conditions which mean you need to be much more independent, organised and responsible for your own learning.

SKILLS DEVELOPED

You will be able to listen to, understand and speak German in a range of contexts and for a variety of purposes; develop language learning and communication skills which can be applied broadly; develop an interest and knowledge about the culture of countries and communities where German is spoken. You will also practise translation skills, which will prepare you for a smooth transition into AS and A Level.

You will develop all these skills while covering the following topics:

Identity and culture - Who am I?, Daily life, Cultural life.

Local area, holiday and travel - Holidays, Travel and tourist transactions, Town, region and country.

School - What school is like, School activities.

Future aspirations, study and work - Using languages beyond the classroom, Ambitions, Work.

International and global dimension - Bringing the world together, Environmental issues.

GRAPHICS

GCSE

Course Leader: Mrs Spinks

Contact Email: cspinks@tgschool.net

Examination Board: AQA

Assessment: 60% coursework, 40% examination

WHAT DOES THE COURSE INVOLVE?

This graphics based course develops students' ability to design and present ideas in both 2D and 3D forms. Students who choose this course will be expected to demonstrate a good ability in art and design. Graphics is a computer based course where students experiment with colour, typography and lay-out to help produce a design to a professional standard. This is a creative subject and also involves 3D making skills out of various graphic materials.

This course will appeal to students who are attracted to resolving design solutions for advertisements, packaging, and branding. It takes a blend of technical skill and business sense to understand the market for your design, capture your audience's attention and ultimately solve the design problem.

SKILLS DEVELOPED

A wide range of creative skills are developed through the study of this course.

- Producing creative design ideas and communicating your designs
- Technical drawing
- Rendering and sketching skills will launch your design work
- High quality presentation will be essential
- Computer-aided design skills
- Your 3D modelling skills will also be developed
- Producing prototypes and final pieces of various graphic products

HISTORY

GCSE

Course Leader: Mr Billimore

Contact Email: pbillimore@tgschool.net

Examination Board: Edexcel

Assessment: 100% examination

WHAT DOES THE COURSE INVOLVE?

The course involves studying four very different types of History.

- A study of Modern America 1954-1975; the course will focus on the struggle for Civil Rights and the conflict in Vietnam.
-
- A British depth study based on Norman and Anglo-Saxon England c 1060-1088; will focus on the Norman invasion under William the Conqueror and its impact on all aspects of English society.
-
- A period study of the American West c 1835-1895; we will consider the clash of cultures between the American Indians and the European Settlers in the nineteenth century.
-
- A thematic study of Medicine in Britain from c1250 to the present. We will consider why and how medical practice has changed and progressed through the centuries. As part of this section of the course a special study will be made of the historic environment in this case it will be injuries, treatment and the trenches in the British of the Western Front in the First World War.

DIFFERENCES FROM YEAR 9

GCSE History is a demanding, rigorous and academic course, with an emphasis on extended writing, thinking skills and acquiring and the application of historical knowledge. Some of the content studied at key stage 3 will be developed further such as the Norman Conquest and the First World War, but most of the topics will be new.

SKILLS DEVELOPED

Studying History at GCSE level will allow you to develop your thinking and reasoning skills, improve your analysis of different types of evidence and will allow you to produce cogent arguments.

MUSIC

GCSE

Course Leader: Mrs Pipe / Mr Ulph

Contact Email: cpipe@tgschool.net or mulph@tgschool.net

Examination Board: Edexcel

Assessment: 60% coursework (performance, composition), 40% examination

WHAT DOES THE COURSE INVOLVE?

This is an excellent qualification for musicians who already play to a reasonable standard outside of classroom lessons, particularly if it is your hobby and you enjoy it. Knowledge of music theory is key to success with this course.

The course is divided into three parts:

- Performing – you have to perform one solo piece and one ensemble piece.
- Composing – you compose several pieces in different styles before choosing the two most successful compositions to develop further.
- Listening and Appraising – you study different structures and conventions in music, Vocal Music, Music for Stage & Screen and Fusion music. You have to analyse set works and must therefore be willing to understand and learn about music theory.

It is strongly advisable that you are having instrument or singing lessons throughout the course as all work is centred around a basic knowledge of music. If you do not play an instrument or sing it is expected that you start instrumental or vocal tuition straight away and keep lessons going during the course. Students will be expected to take part in extra-curricular activities and concert performances either through performance or backstage work.

DIFFERENCES FROM YEAR 9

Music is a very academic subject with lots of new vocabulary to learn and use in musical theory analysis. There are fewer practical lessons; the focus on performance involves your own personal study at home.

SKILLS DEVELOPED

Within your study of GCSE Music, listening skills, confidence through performing, creativity through composing, literacy, numeracy and foreign languages are all skills that you develop. Music is a subject where you are continually striving to improve through setting and evaluating your own targets – a skill that will always make you successful in life.

PHILOSOPHY

GCSE

Course Leader: Mr Hempel

Contact Email: jhempel@tgschool.net

Examination Board: AQA Spec 8062A

Assessment: 100% examination through two 1hr 45 min exams.

WHAT DOES THE COURSE INVOLVE?

Students will be following the AQA Religious Studies A specification (Route A)

This consists of two components:

Component 1 is the study of two religions' beliefs, practices and teachings. Students will study Christianity and Islam.

Component 2 is the thematic study of four religious, philosophical and ethical themes.

Students will take themes A-D:

Theme A: Relationships and families:

This topical, current affairs unit will involve students learning about different societal attitudes, non-religious and religious views on sex, marriage, family, contraception, divorce and gender equality.

Theme B: Religion and Life

In this unit students will reflect on the origins and values of the universe. They will explore a range of intriguing ultimate questions; spanning such philosophical areas as the origins of the universe and the question of our role in the world, to the environment around us and the question of the rights of animals. The second strand of this topic covers areas of medical ethics including euthanasia and abortion as well as the origins of the human race.

Theme C: The Existence of God

This unit involves stimulating debate and analysis of a range of different philosophical arguments for and against the existence of God-including the argument from design, the argument from miracles and religious experiences as well as atheistic arguments such as the Problem of evil and suffering and scientific theories used to challenge the existence of God.

Theme D: Religion, Peace and Conflict.

This unit explores conflict in the 21st century. Students will study the views of pacifism, various religious teachings on conflict, peace and justice; as well as the issues of weapons of mass destruction, terrorism and helping victims of warfare.

SKILLS DEVELOPED

GCSE Philosophy will see you develop your communication skills through extensive debating. The ability to listen, have empathy for others, express your opinions and consider the viewpoints of others will all be key skills as you learn more in this subject.

This subject will also develop your skills as a critical and abstract thinker, your ability to write persuasively and with analytical detail.

PHOTOGRAPHY

GCSE

Course Leader: Mr Clark

Contact Email: eclark@tgschool.net

Examination Board: AQA

Assessment: 60% coursework, 40% examination

WHAT DOES THE COURSE INVOLVE?

GCSE photography includes learning about the origins of photography and how to construct your own camera. The course will enable you to learn how to use a 35mm Single Lens Reflex camera to its full creative potential. Through this you will also learn and practise darkroom skills, processing film and enlarging your own black and white photographs.

Also you are introduced to a wide range of digital techniques, including using Adobe Photoshop software to create photo montages, learn animation techniques and experiment in how to exploit the potential of long exposure digital photography.

Projects will be varied and may focus on topics such as portraiture, photojournalism, environmental photography and experimental photography.

SKILLS DEVELOPED

Within a wide range of activities your photographic skills (in the use of light, viewpoints, composition, depth-of-field and darkroom techniques) will be developed alongside essential project work skills (time management, development of ideas, analysis and evaluation).

PHYSICAL EDUCATION

GCSE

Course Leader: Mr Myhill

Contact Email: rmyhill@tgschool.net

Examination Board: AQA

Assessment: 40% practical assessment, 60% examination

WHAT DOES THE COURSE INVOLVE?

The Physical Education course has a practical and a theoretical component.

- Theory Component

In the theoretical component students will study the following topics: applied anatomy and physiology including the skeletal, muscular, cardio-respiratory systems, movement analysis including levers and planes of movement. They will also study physical training including components of fitness and methods/ principles of training Sports psychology is also taught including skill classification, information processing and feedback. Socio-cultural influences and how this affects performance and participation as well as health, fitness and well-being and the use of data.

- Practical Component

In the practical component students will be assessed in three physical activities as a player or performer. Students will be assessed in one individual activity, one team activity and the third activity either a team or individual activity. Students will also complete an analysis and evaluation of performance to bring about improvement to one activity. *Students would benefit hugely from playing school sport or taking part in sports activities outside school.*

DIFFERENCES FROM YEAR 9

The course has three lessons a fortnight. Lessons will be taught in a 6 week block of theory then a 6 week block of practical and continue to alternate throughout year 10 and 11. The majority of the theory lessons are based in a classroom. Assignments and exams are also completed within this subject.

SKILLS DEVELOPED

As well as your sporting skills, communication and teamwork will be essential skills developed. Through your activities you will also refine your analysis and evaluation skills as you reflect on performance. Your ability to work independently will be developed also.

RESISTANT MATERIALS

GCSE

Course Leader: Mr Bentley

Contact Email: pbentley@tgschool.net

Examination Board: AQA

Assessment: 60% coursework, 40% examination

WHAT DOES THE COURSE INVOLVE?

This is a rewarding course for students and it enables you to design and make a range of products using wood, metal and plastic. Students are taught the working characteristics of a range of traditional and modern constructional materials and then use them to produce your own ideas. You are expected to develop your designing skills in both freehand drawing and CAD (Computer Aided Design).

DIFFERENCES FROM YEAR 9

In GCSE resistant materials students study a broad range of materials; they complete three small products in Year 10, in wood, metal and plastic. There is a focus on creative idea generated by hand and CAD. In Year 11 students complete a 'design and make' project of your choice which includes producing a folder of work and a final project. The difference is there is a broader range of materials and more intensive processes.

SKILLS DEVELOPED

Students develop practical skills when working with a range of materials that allow you to cut, shape and join them to create functional objects. Learners also develop an ability to analyse products and gather and present information. There is also the requirement that CAD and ICT skills are developed so that you can present, refine and communicate ideas.

SPANISH

GCSE

Course Leader: Mrs Hurtado / Mrs Magowan

Contact Email: lhurtado@tgschool.net or lmagowan@tgschool.net

Examination Board: Edexcel

Assessment: 25% Listening, 25% Speaking, 25% Reading and 25% Writing

WHAT DOES THE COURSE INVOLVE?

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE Spanish is an excellent choice for you! You will:

- be able to share your interests, ideas and opinions with other people who speak the language and learn about countries where the language is spoken
- add an international dimension to your choice of GCSE, which is something many employers and higher education providers look for
- learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public and use problem-solving strategies
- create greater opportunities to work abroad, or for companies in the UK with international links.

DIFFERENCES FROM YEAR 9

By the end of Year 9 you should have progressed well which means that you should know how to use at least two different tenses; in Years 10 and 11 you will be able to use the present, past and future tenses, as well as more complex structures in order to understand and produce longer texts. You will also have the opportunity of being more creative with your language and expand your knowledge and interaction with the Spanish speaking world. These will be made possible by exchanges, study trips and correspondence with pen pals. Finally, you will have to work independently, therefore, you will practise skills to make you more organised and responsible for your own learning.

SKILLS DEVELOPED

The ability to listen to, understand and speak Spanish in a range of contexts and for a variety of purposes; develop language learning and communication skills which can be applied broadly; develop an interest in and a knowledge of the culture of countries and communities where Spanish is spoken. You will also practise translation skills, which will prepare you for a smooth transition into AS and A Level.

You will develop all these skills while covering the following topics:

Identity and culture - Who am I?, Daily life, Cultural life.

Local area, holiday and travel - Holidays, Travel and tourist transactions, Town, region and country.

School - What school is like, School activities.

Future aspirations, study and work - Using languages beyond the classroom, Ambitions, Work.

International and global dimension - Bringing the world together, Environmental issues.

STATISTICS

GCSE

Course Leader: Mr Mills

Contact Email: bmills@tgschool.net

Examination Board: Edexcel

Assessment: 25% coursework, 75% examination

WHAT DOES THE COURSE INVOLVE?

The age of statistics is upon us. Statistics are being used at an increasing rate in business, politics and science. In the real world we are constantly bombarded through the media with graphs, economic data such as retail price index (RPI) and various other statistical statements.

If you want to learn about the role statistics plays in all aspects of everyday life and how to interpret and use statistical statements then our GCSE in Statistics is the right subject for you.

You will need very little previous statistical knowledge to be able to take this course. In Key Stage 3 you will have done some data-handling work which will be repeated at the beginning of this course. Foundation students need to have a basic understanding of accuracy, fractions, decimals and percentages.

Higher-level students need, in addition, to be familiar with the equation of a straight line and have a basic understanding of the shapes of exponential curves. In this course, you will learn:

- how to collect, summarize and represent unbiased data
- the skills necessary to read, analyse and interpret data and various diagrams and statistical statements accurately
- to develop your ability to reason and discuss results
- how to predict what will happen in the future by making forecasts based on statistical results and considering the probability of something happening

SKILLS DEVELOPED

By the end of the course you will be able to plan an investigation, collect and analyse data and how to interpret the meaning of your results. This would be very useful for a range of careers and further study at age 16 e.g. Actuary, Accountancy, Computer Programming, Environmental Scientists, Forensics, Pharmaceuticals, Psychology and Insurance to name a few. This course will also support your learning towards your Mathematics GCSE.

TEXTILES

GCSE

Course Leader: Mrs Raleigh

Contact Email: frayleigh@tgschool.net

Examination Board: AQA

Assessment: 60% coursework, 40% examination

WHAT DOES THE COURSE INVOLVE?

Students who choose to study Textiles at GCSE are keen to design, make creative and unique pieces of textile work. It is an exciting subject which encourages you to consider technological advances, as well as traditional textile skills, knowledge and understanding.

You will learn about fibres, fabrics and components; be creative and understand how designers get inspiration for design ideas, understand the issues which influence textile design; investigate methods to colour, decorate and stitch textile products; test, develop and evaluate ideas; be aware of how textile products are manufactured; know about the use of computers in designing and making.

SKILLS DEVELOPED

Over time you will be able to produce exciting and creative designs, to develop a range of textile techniques and construct a range of craft products. Students will regularly analyse products and information in order to inform future design whilst being taught the skills needed to support the generation and presentation of new ideas. Individual work on projects will be essential and develop your time management skills.

CREATIVE IMEDIA

CAMBRIDGE NATIONALS LEVEL 2 CERTIFICATE

Course Leader: Mrs Crawte

Contact Email: scrawte@tgschool.net

Examination Board: OCR

Assessment: 75% coursework, 25% examination

WHAT DOES THE COURSE INVOLVE?

Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. This qualification will provide students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education. The hands on approach structure of the qualification has strong relevance to the way young people use the technology required in creative media.

Unit RO81: Pre-production skills. (External Assessment) Planning is an essential part of working in the creative and digital media sector. Students are introduced to pre-production skills and techniques used in the sector. It will also develop your understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Unit RO82: Creating digital graphics. Digital graphics feature in many areas of our lives, and play a very important part in today's world, in the way we communicate messages effectively. Students will investigate the basics of digital graphics editing and you will create your own product for the creative and digital media sector.

Unit RO89: Creating a digital video sequence. Gaming technologies, mobile phones, multimedia websites, film and television productions all use digital video sequences to enhance and inform their content. Students will explore these technologies and develop their own sequence to reach an identified target audience.

Unit R091: Designing a game concept. This unit will enable students to understand the capabilities and limitations of a range of gaming platforms. You will be able to identify core features of digital games and gain the knowledge to create a games design concept proposal that can be presented to a client for critical review.

SKILLS DEVELOPED

Students will be equipped with a range of skills and provided opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

ENGINEERING (ELECTRONICS DESIGN)

BTEC LEVEL 2

Course leader: Mr Harman

Contact E-mail: tharman@tgschool.net

Examination Board: Edexcel

Assessment: 75% coursework 25% examination (online)

WHAT DOES THE COURSE INVOLVE?

This is a challenging and exciting course with a technical content that would suit and appeal to students with a good understanding of science who wish to learn more about the applications of engineering and electronics in society today.

Learners must complete the two core units in year 10 which are the “Engineering World” and “Investigating an Engineering Product”. In year 11 learners will study the unit “Electronic Circuit Design and Construction”.

The first unit (The Engineered World) is assessed by an external exam, but the rest of the units are all coursework based and internally assessed by the school so there is no final exam at the end of year 11.

SKILLS DEVELOPED

Learners will develop their knowledge about modern engineering processes as well as new engineering materials. They will study the performance requirements of a selection of engineered products and then learn how to design, construct and test a range of electronic circuits built from transistors, logic chips and modern programmable microprocessors.

HEALTH & SOCIAL CARE

BTEC LEVEL 2

Course Leader: Mrs Welsh

Contact Email: twelsh@tgschool.net

Examination Board: Edexcel

Assessment: 75% coursework, 25% examination

WHAT DOES THE COURSE INVOLVE?

The qualification will give you the knowledge, understanding and competency needed when considering entering employment in the Health and Social Care sector. You will gain grounding in the essential skills and broad fundamentals crucial to this area of study, giving you the opportunity to build on these afterwards by undertaking another Level 2 qualification, or to progress to a qualification at Level 3, or to enter into your first job within this sector.

The course is designed with two core units plus two specialist units. The structure of the course allows you to develop your interests and gain a broad foundation and introduces you to new areas, such as nutrition, health and social care values and cultural diversity.

HOW WILL I BE ASSESSED?

75% Portfolio Based assessments, including the option of work-related learning, 25% External Assessment (written examination).

Unit 1 Human Lifespan Development (External Assessment)

Unit 2 Health and Social Care Values (Portfolio Assessment)

Unit 3 Effective Communication in Health and Social Care (Portfolio Assessment)

Unit 6 The impact of Nutrition on Health and Wellbeing (Portfolio Assessment)

SKILLS DEVELOPED

Students develop specific knowledge and skills to work successfully in the care industry. Through the care work experience placement students will develop initiative and positive communication skills to support people with a diverse range of needs. In addition students will expand personal, learning and thinking skills.

INFORMATION & CREATIVE TECHNOLOGY

BTEC LEVEL 2

Course Leader: Mr Oliver

Contact Email: joliver@tgschool.net

Examination Board: Edexcel

Assessment: 75% assessment, 25% examination (online)

WHAT DOES THE COURSE INVOLVE?

Unit 1 - The Online World (Online Exam)

This unit will help you understand the main technologies and processes behind the internet and investigate how they come together to let you view websites and send information across the world. The internet and web of tomorrow will be even more powerful, more connected, more intuitive and a more important part of our lives. This will result in an internet of services, objects and infrastructure which will radically change our lives. For example, smart appliances will be able to talk to each other, clothes will monitor our health and retailers will access social media to gain insight into shoppers' preferences.

Unit 13 – Website Development

In this unit, you will investigate the features and uses of websites by exploring what they are and how their integrated components and applications interact with each other.

You will also learn how to design, develop and test a website from a design brief.

Once this is completed you will review your website, having obtained feedback from others.

Unit 3 – Digital Portfolio

In this unit you will learn how to create a digital portfolio that includes a series of web pages with links to content that you have created. You will learn how to make use of multimedia assets such as images, sound and video to make your portfolio appealing and engaging.

SKILLS DEVELOPED

There is a great opportunity to refine and enhance ICT skills and application, learning along the way how these can be applied in other subjects. Additional skills that are demonstrated are: planning, team-work, self/peer assessment, reflection, communication, independent research, employability skills and using ICT to enhance the learning journey.

MUSIC

BTEC LEVEL 2

Course Leader: Mrs Pipe / Mr Ulph

Contact Email: cpipe@tgschool.net or mulph@tgschool.net

Examination Board: Edexcel

Assessment: 75% coursework, 25% examination

WHAT DOES THE COURSE INVOLVE?

This is an excellent qualification for those of you who really enjoy your Music lessons but struggle more with your theory. You need to be able to play an instrument or sing and it is strongly recommended that you have instrument lessons from the start of the course.

- **Unit 1:** The Music Industry (exam) – You will look at different types of organisations including aspects such as venues, health and safety, production and promotion, royalties and unions. You will also look at job roles in the music industry including performance and creative roles, management and marketing.
- **Unit 2:** Managing a Music Product – You can either plan for a live event or the release of a CD or online product. You will work with others to come up with a product, promote it and review its success.
- **Unit 3:** Introducing Music Performance – You will analyse your performance skills at the start of the course and identify areas for improvement. Alongside your instrument or voice lessons, you will complete a practice diary detailing the work you cover each week and reviewing targets set. You will perform two pieces at the end of the unit.
- **Unit 4:** Introducing Music Sequencing – You will develop your skills on GarageBand and complete several practice tasks before creating the background music for an advert. You will keep a learning journal to document progress.

DIFFERENCES FROM YEAR 9

This course is similar to Year 9 in that any performance and composition task will be quite prescribed. The biggest difference will be that there are written aspects for this course and it is essential to be organised and meticulous with the detail of your work every lesson. There are many links to Media and aspects of Business and Law. You will be expected to be a part of all concerts through performance and / or backstage.

SKILLS DEVELOPED

Organisation, team work, independent learning, listening skills as well as personal confidence through performing and creativity through composing and designing.

SPORT

BTEC LEVEL 2

Course Leader: Mr Myhill

Contact Email: rmyhill@tgschool.net

Examination Board: Edexcel

Assessment: 75% coursework, 25% examination

WHAT DOES THE COURSE INVOLVE?

The BTEC course involves students producing assignments in different modules. These modules are Health and Fitness for Sport and Exercise, Practical Sport Performance, The Mind and Sports Performance, The Sports Performer in Action, Training for Personal Fitness, Leading Sports Activities and Work Experience.

DIFFERENCES FROM GCSE

Within the BTEC your sporting performance is assessed through a written assignment including skills involved and a self-analysis, whereas the practical aspect of the GCSE is assessed through performance only. The BTEC course has a 25% exam and 75% assignments.

SKILLS DEVELOPED

The BTEC framework comprises skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of managing yourself, managing relationships with others, managing your own learning, performance and work. It is these skills that will enable you to enter work and adult life more confident and capable.