



**ST IVO  
ACADEMY**

Astrea Academy Trust  

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INSPIRING BEYOND MEASURE

# **KEY STAGE 4 CURRICULUM AND PREFERENCES BOOKLET**

## **FOR YEARS 10 & 11 SEPTEMBER 2021 TO JULY 2023**

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Note: The individual **preferences form** will be made available to students separately.

# Important and exciting things to think about

Dear Students,

Welcome to our Key Stage 4 curriculum booklet. Inside you will find key information about how the Year 9 preferences process works for choosing subjects to study in Years 10 and 11, and what courses are on offer.

The decisions you will make over the coming weeks are amongst the most significant in your education so far. To make them well, it is important to think about the following things:

- Aim for a **broad and balanced curriculum** with a range of subjects. This will give you strength to build upon. For example, a language is often seen as valuable.
- The **subjects you enjoy**. You will often be more successful in what you enjoy.
- The subjects that will bring **success for you** by the end of Year 11.
- **Aspiration and the future**: think about which subjects will help you aim high in your life and get you to where you want to be, for example Sixth Form, university and employment.

Remember, these preferences are about you. It is not about your friend's preference, nor is it a preference based on who teaches you this year. You are the person who will be living your life! Study the information available, listen to advice from parents/carers and teachers, and ask questions to help your thinking.

I wish you every success in ending up with the right subjects for you.

Mr Griffin  
Principal  
St Ivo Academy

## Summary of the Year 9 preferences process

- Read the guidance and course information in this booklet.
- Have discussions with your form tutor, teachers, and parent/carers.
- Listen to subject guidance and information at the Year 9 parent/carers evening, Year 9 curriculum evening, and assemblies (changes to these due to Covid-19 circumstances will be communicated).
- Choose your course preferences.
- **Complete and return your preferences form during March. The exact deadline date for handing it in is stated at the bottom of the preferences form.**

## What subjects will I study during Year 10 and 11?

You must do some particular subjects (**the core**), but you have the chance to choose what you do for about half the week (**option subjects**).

**Core subjects:** Maths, English Language, English Literature, Science, plus PE and Learning4Life (also sometimes called PSHE: Personal, Social and Health Education, which includes any updated DfE requirements for RSE – Relationships and Sex Education, and Health Education).

**Option subjects:** In addition to the core subjects, you will study up to four 'option subjects'. These include a wide range of subjects from the arts, humanities, social sciences, and technologies. If you study separate sciences ('triple science'), then you will have three remaining 'option subjects'. All available subjects are listed on the preferences form that you will receive.

## What should I know and consider when making my preferences?

### What are 9-1 GCSEs?

- GCSEs now have 9 to 1 grades.
- Grade 9 is usually reserved for about the top 3% of students nationally.
- Most subjects no longer have 'coursework', and are assessed by exams at the end of the course.
- The government has stated that Grade 4 is a 'standard pass' and Grade 5 and above is a 'strong pass'. Sixth Forms are likely to refer to such grades, and may demand higher grades such as grade 6 or 7 in the subject students wish to go on to study at A Level.

### What is the EBacc? (English Baccalaureate)

The Department for Education stated that the EBacc is a set of subjects at GCSE that keep young people's options open for further study and future careers. The EBacc is:

- English language and literature
- Maths
- Sciences (GCSE combined science – pupils take 2 GCSEs that cover the 3 main sciences, biology, chemistry and physics; OR 3 single sciences at GCSE – pupils choose 3 subjects from biology, chemistry, physics and computer science)
- geography or history
- a language

The government has stated an ambition to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025.

This means that an increasing number of students nationally will be taking this selection of subjects, against whom St Ivo students will be competing in the future for college, university and employment opportunities. We do not want St Ivo students to be disadvantaged, locally or nationally, by not having taken the EBacc combination. Hence, if your subject attainment so far suggests that you can gain the EBacc, we recommend that your preferences choose this combination.

### **Why study a language?**

The EBacc combination ties in with the desire for students to have a broad and balanced academic curriculum experience, for example including a language. Learning and studying a language offers all kinds of fantastic benefits, as outlined in the languages section of this booklet.

### **What are BTEC Tech Awards?**

BTEC stands for Business and Technology Education Council, and Tech means technical. BTEC Tech Awards are a recent set of vocational qualifications which are designed to be taught alongside GCSEs for 14-16 year old KS4 students. They are designed to give students a glimpse into a professional sector whilst teaching them transferable skills for life. They are assessed using assignments and practical tasks to suit vocational students, and will be studied as Level 2 subjects (equivalent to GCSEs) during Year 10 and Year 11. Students will be graded as unclassified, pass, merit, distinction and distinction\*.

### **What is 'ASDAN plus' (overseen by the Learning Support Department)?**

For some students, it might be a significant challenge to follow a full set of standard 'option subjects' on top of the core. Hence there will be a small number of students for whom the 'ASDAN plus' option subject would form one of their preferences. This involves the **ASDAN** award body programme (see the ASDAN page in the booklet), **plus** additional support for literacy and numeracy, and the development of various personal life skills. The Learning Support Department will contact students and parents where this experience may be suitable.

### **Other things to bear in mind when thinking about subject preferences:**

- If you have a **"home" language** you should talk to the Languages department as you may be able to get an extra GCSE qualification if this subject is available as a GCSE. You can indicate this on your preferences form.
- There are some **new subjects** available which you will not have studied before. Make sure you find out all about these subjects before you finalise your preferences.
- Do not choose a subject just because you like the teacher or because your **friends** want to do it - you might have a different teacher next year and your friends might be in a different group.
- After GCSE, you move on to post-16 studies. It is important to consider how your subject preferences might provide a **solid foundation** for sixth form, college or university, and work.
- You should choose **subjects you enjoy and are good at** - you are most likely to succeed in these subjects. As well as the joy of learning, you may wish to progress to the next level in post-16 education.
- If you have a possible **career** idea, include preferences which will help you achieve your aim. However, because you might want to change your mind about careers later, do not specialise too much at this stage, and so make sure you take a **broad and balanced** range of subjects.
- Think carefully about the demands of homework, portfolio work and any non-examination assessments across the subjects you are thinking of choosing, to make sure that you will **be able to manage your work**.

### **Timetabling for subjects**

There is a 2 week timetable system, weeks A and B, each having 25 lessons of 1 hour each. Typically, Maths, English and Science get more hours per week than the 'option subjects'.

## Will all courses run?

The courses that run, and the various combinations, are finally decided after the preference forms are submitted. The final decision on whether courses can run is based upon such factors as the amount of student uptake, availability of staffing, timetabling possibilities, and resources.

## Assessment and progress

**Assessments:** At the beginning of Year 10, teachers will give you information about your course, including assessment objectives. As you work through the course, the feedback that your teachers give you will show how you are making progress towards these assessment objectives. You can be assessed in different ways; written and orally; practical tasks and project work; assignments, practice questions, tests and mock exams; and by teachers talking to you and observing you.

**Data system:** Your progress against your targets and your assessments will be recorded on a central data system at regular intervals. Students and parents have access to this, so you can track your progress regularly through the course.

**Homework:** Teachers will also assess and record your homework, including how you manage your work and meet deadlines. It is therefore important to plan ahead and use your time wisely. If you find that you are unable to complete a homework or are falling behind with your deadlines, you must tell your subject teachers and form tutor so that they can advise you.

For subjects with **Non-Examination Assessments (NEAs)**, your teachers will be able to advise you about what you need to do to gain the best possible marks. These will be marked to nationally agreed standards, and the marks are moderated and inspected by other teachers. Your teachers will give you a timetable and deadline dates for completing assessments.

## Is my timetable all exam work?

No. Your timetable will also include assembly, tutor periods, core PE and Learning4Life.

The core PE programme will allow you to experience a range of sports, team games and health-related activities on a weekly basis. There are many opportunities to do even more by taking part in clubs, activities and teams at lunchtimes and after school. In addition, you may choose to take GCSE PE.

The Learning4Life programme includes timetabled lessons for Years 10 and 11, as well as assemblies, tutor periods and Learning4Life days, and is designed to help you to develop as an individual, and remain healthy and safe throughout your adult life. Part of the course focuses on RSE (Relationships and Sex Education).

Students will also learn how to deal with examination stress, how to manage their workload and maintain a work/life balance. They will also receive information and advice about study skills.

Our Learning4Life programme is committed to supporting and reinforcing British Values (such as democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs) and Protected Characteristics (against discrimination), and will give you the opportunity to reflect on current affairs and ethical issues.

The Learning4Life programme also contains modules on computing, with a key role to support you by developing skills and processes in the use of ICT that will enable you to improve upon much of the work that you do in other subject areas.

# CAREERS AND WORK EXPERIENCE

## Work Related Learning

In Year 9 you will have experienced the Virtual World of Work and you will have started considering future careers. During Years 10 and 11, you will probably begin to think about possible occupations and the skills you might need for them. In order to help with this process of preparing for the world of work, the school provides a number of experiences for all students:

- Work experience (in Year 10), if possible under the Covid-19 circumstances.
- Access to Careers Information and Guidance via an online computer program.
- Project work in some subjects which is based in a vocational context, e.g. problem solving drawn from the real needs of business and industry.
- STEM ('Science, Technology, Engineering and Maths') opportunities via the Science and Mathematics Departments.

## Will I do work experience?

Normally, Year 10 students have a two-week experience of the world of work. At the placement you will gain an insight into the requirements of the work place, its disciplines and develop upon your current practical and social skills.

The school administers the whole work experience process. We require students to find their own placements (Student's Own Placement). The school then checks that companies conform to health and safety and insurance requirements. If the company of choice meets the requirements, you will be able to attend work experience there. The process begins at the start of Year 10. Students are monitored by their tutors and Heads of Year whilst on work experience.

Work experience is a valuable part of the curriculum and normally takes place towards the end of the summer term. Many students consider this as two of their most enjoyable weeks of education, and placements can often result in part-time opportunities.

## How do I find out about post-16 options open to me at the end of Year 11?

On the school website there is a careers webpage where you can access careers diagnostic programmes. These can help you decide the subjects you wish to take for post-16 study.

# COURSES ON OFFER 2021-2023

(FOR YEARS 10 & 11, SEPTEMBER 2021 TO JULY 2023)

CORE SUBJECTS	OPTION SUBJECTS
<p><u>Exam courses</u> English Language English Literature Mathematics Science</p> <p><u>Non-exam courses</u> Core PE Learning4Life</p>	<p>Art and Design: Fine Art – Painting and drawing Art and Design: Fashion and textiles Art and Design: 3D Design and sculpture Art and Design: Graphic communication Business Studies Child Development Computing: Computer Science Computing: Digital Information Technology Dance Design and Technology Drama Film Studies Food Preparation and Nutrition French Geography German History Media Studies Music PE/Sport Religion, philosophy and ethics</p> <p>Note: Film Studies <b>or</b> Media Studies can be selected, not both. Only <b>one</b> Art courses can be selected.</p>

# CORE CURRICULUM

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science or GCSE Separate Science (Triple)
- Core PE
- Learning4Life

# GCSE English Language

## COURSE OUTLINE

All students will normally take English Language GCSE.

### **Component 1: 20th Century Literature Reading and Creative Prose Writing**

Written examination 1 hour 45 minutes - 50% of qualification.

#### Section A (25%) Reading

Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.

#### Section B (25%) Prose Writing

One creative writing task selected from a choice of two tasks.

### **Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing**

Written Examination 2 hours - 50% of qualification.

#### Section A (25%) Reading

Understanding of two extracts (about 900-1200 words in total) of high quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.

#### Section B (25%) Writing

One compulsory transactional/persuasive writing task.

### **Component 3: Spoken Language**

Non-exam assessment - unweighted.

One presentation/speech, including responses to questions and feedback. Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

## ASSESSMENT

The assessment is based on 100% examination. There is assessment of speaking and listening but this is coursework based and does not contribute to the overall GCSE. The examinations are un-tiered; all students entering sit the same paper.

All exam boards follow a similar pattern of assessment with two examinations at the end of the two year course assessing reading and writing.

The Awarding Body is AQA.

*If you are interested in finding out more about the course, please see Mr Slack, Head of Department.*

[Ritchie.Slack@astreastivo.org](mailto:Ritchie.Slack@astreastivo.org)

# GCSE English Literature

## COURSE OUTLINE AND ASSESSMENT

The majority of students will take both English language and English literature. Assessment is 100% examination with un-tiered end of course examinations.

The course will introduce you to a wide range of writing in various genres and it complements the English language course by focusing on the same skills such as analysis and comprehension.

The course is assessed as follows:

### **Component 1: Shakespeare and 19th Century Novel**

Written examination 1 hour 45mins - 40% of qualification.

#### Section A (20%) Shakespeare

One extract question and one essay question based on the reading of a Shakespeare text from the prescribed list.

#### Section B (20%) 19th century novel

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

### **Component 2: Modern texts, unseen poetry, poetry**

Written examination 2 hours and 15 minutes - 60% of qualification.

#### Section A (20%) Modern texts

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

#### Section B (20%) Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

#### Section C (20%) Unseen Poetry from the 20th/21st Century

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

The Awarding Body is AQA.

*If you are interested in finding out more about the course, please see Mr Slack, Head of Department.*

[Ritchie.Slack@astreastivo.org](mailto:Ritchie.Slack@astreastivo.org)

# GCSE Mathematics

## COURSE OUTLINE

You will follow the national curriculum in mathematics, working towards a GCSE at the end of Year 11.

There will be two tiers of entry with the final decision for entry being made after the mock examinations in Year 11. We will enter you for the tier in which you will be more confident about answering most of the questions, so seeking to achieve as highly as possible.

Throughout the course you will be expected to work hard to understand each new concept, to complete tasks by set dates and to approach the work in a positive way. When possible, you will have the opportunity to use appropriate technology and practical equipment and you should find the work challenging and rewarding.

The content of the GCSE course will broaden your understanding of the basics, consolidating the skills gained during Key Stage 3, and then further your achievement in mathematics. There will be opportunities to study more advanced areas of mathematics as well as resolve misconceptions and areas of difficulties. You will be tackling work from areas of mathematics such as algebra, statistics, trigonometry, graphs, numeracy and probability.

## ASSESSMENT

Assessment will be by three written examinations at the end of Year 11, two of which allow the use of a calculator. There is no coursework in mathematics.

The Awarding Body is AQA.

*If you are interested in finding out more about the course, please see Mrs Sargent, Head of Department.*  
[Georgina.Sargent@astreastivo.org](mailto:Georgina.Sargent@astreastivo.org)

# GCSE Science: Combined or Separate 'Triple' Science

## SUBJECT OUTLINE

We offer different routes for students to follow at Key Stage 4. The rationale behind this is to ensure that we can meet the diverse needs, aims and ambitions of our students. Furthermore, we aim to ensure that all students will gain experience of practical laboratory science, and develop their team working and communication skills. Our aim is to deliver an engaging and interesting science experience for every student.

### **ROUTE 1: COMBINED SCIENCE EDEXCEL (WORTH 2 GCSEs)**

All students will automatically be entered for this course, which leads to two GCSEs, unless they opt for route 2. All exams are taken at the end of Year 11 and there is no course work. Students are, however, required to do practicals throughout the course that are essential to passing it. Combined Science is composed of Biology, Chemistry and Physics and all students will get a broad, balanced education in all three of the sciences. This qualification is studied by many Key Stage 4 students and allows progression to all A-Level sciences.

At the end of the course students will take 6 exams, 2 in Biology, 2 in Chemistry and 2 in Physics. The scores will be amalgamated and 2 GCSEs awarded according to their total.

### **ROUTE 2: SEPARATE SCIENCE EDEXCEL (WORTH 3 GCSEs) BIOLOGY; CHEMISTRY; PHYSICS ('TRIPLE SCIENCE')**

Some students will want to consider the separate sciences ('Triple Science') route : Biology, Chemistry and Physics. These students will achieve three GCSE qualifications, one in each science. This route has more content, as it leads to an extra GCSE, but is an option so plenty more time is available to complete this. Extra topics covered over Combined Science include the structure of the brain and the eye in Biology, more content on industrial and contemporary Chemistry and astronomy and additional nuclear science in Physics. There will be sufficient time during the school day for you to complete the course (students aren't required to do extra sessions after school).

At the end of the course you will take 6 exams, 2 in Biology, 2 in Chemistry and 2 in Physics and will be awarded individual GCSE grades in each subject.

**If you would like to be considered for a place on this course please request Triple Science as one of your four preferences.**

## FURTHER STUDY

Routes 1 and 2 can lead on to Advanced Level science qualifications at Sixth Form level if you achieve well and wish to continue your studies. Both Combined or Separate Science are suitable for entrance to university courses in science, however students on the separate science course will be at an advantage at A-level as they will already have covered some of the course.

The Awarding Body for all routes is Pearson Edexcel, although this can be subject to change.

*If you are interested in finding out more about the course, please see Dr Flower, Head of Department.*  
[Andrew.Flower@astreastivo.org](mailto:Andrew.Flower@astreastivo.org)

# OPTION SUBJECTS

- **GCSE 9-1**
- **BTEC Tech Awards**
- **ASDAN Plus** (overseen by Learning Support)

# GCSE Art and Design preferences

All art and design courses develop critical thinking to understand the historical and contemporary visual world. Students develop practical skills, learn how to research, analyse, evaluate and communicate ideas through their artwork. Coursework encourages independent learning and the opportunity to produce meaningful and personal outcomes. Students consistently achieve outstanding results across all art and design titles (100% 9-3 grades in 2019 and Fine Art, Textiles and Three Dimensional Design frequently achieve in excess of 90% 9-4 grades). Art and Design choices are very popular GCSE preferences, and many students continue to pursue an Art and Design option to A Level in preparation for university and careers in both the creative world and other fields.

**COURSE OUTLINES:** Students can choose one endorsed title from the followings preferences:

<p><b><u>Fine Art – Painting and Drawing</u></b> This course suits a range of artistic abilities and students will experiment with a variety of techniques and media to produce paintings, drawings and mixed media outcomes. Students will also study historical and contemporary artworks and artists. This is a good option for students who prefer to work in two dimensions on paper, board or canvas.</p>	<p><b><u>Fashion and Textiles</u></b> This course provides the opportunity to work with stitch, embroidery (hand and machine), garment construction, felting, printing and dyeing fabrics. This is a good option for students who are interested in fashion and textile design.</p>
<p><b><u>Three-Dimensional Design/Sculpture</u></b> This course encompasses many facets of three-dimensional work from producing a ceramic vessel to representational or abstract sculpture and model making using a variety of materials and techniques (clay, wire, soapstone, polystyrene, plaster). This is a good option for students who prefer to work three dimensionally and don't like to paint, and students who have an interest in set design, animation and architecture.</p>	<p><b><u>Graphic Communication</u></b> This course introduces visual ways of conveying information, ideas and emotions through a range of graphic techniques and media. An understanding of the available media for graphic production will be developed through the study of graphic designers past and present and personal experimentation and development. Students will cover a broad range of skills and topics that will enable them to develop skills in the use of a variety of media and develop individual creativity. Areas of study will be drawn from advertising, communication graphics, design for print, illustration, package design, signage and typography.</p>

For all GCSE preferences preparatory work must be presented in a sketchbook/journal and must contain some aspects of drawing along with media experimentation, reference to artists and/or designers, the development of ideas and a personal response to a theme.

## ASSESSMENT (for all titles)

**Component 1 60%** This is a coursework portfolio of selected outcomes with preparatory work based on themes or projects set by the teacher.

**Component 2 (Externally Set Assignment) 40%** This is an externally set assignment based on a theme set by the exam board. The 2020 theme was 'Events'. Students have approximately 10 weeks to prepare their ideas and then students take a 10 hour exam (2 days) to produce their final outcome.

All Art students are given the chance to visit art galleries and museums in London (Tate, Victoria and Albert Museum, National Galleries) to widen their knowledge and understanding of artists work and undertake personal research for coursework and the Externally Set Assignment. Art students may also be given the opportunity to visit an Italian city (Rome, Sorrento, Florence or Venice) to continue with their cultural enrichment in the Arts.

The Awarding Body is Pearson Edexcel.

To find out more about the Fine Art, Three Dimensional Design and Textiles/ Fashion course, please see Mr Goold, Head of Department [Andrew.Goold@astreastivo.org](mailto:Andrew.Goold@astreastivo.org)

Although Graphic Communication is an Art specification, the course is taught through the Design and Technology department. To find out more, please see Ms Atkinson [Carole.Atkinson@astreastivo.org](mailto:Carole.Atkinson@astreastivo.org) or Mr Gower, Design and Technology Head of Department [Andrew.Gower@astreastivo.org](mailto:Andrew.Gower@astreastivo.org)

# GCSE Business Studies

## COURSE OUTLINE

1. This course is designed to provide you with a foundation in business skills. Areas of study include marketing, production, human resource management, the structure and organisation of business and its place in the community, the role of government and trade unions, business law and finance.
2. Emphasis is on obtaining a sound knowledge of the business environment and being able to apply terms, concepts, theories and methods effectively to address business problems and issues.

## ASSESSMENT

This course is assessed by two exams, taken at the end of Year 11. These will contain the following elements:

1. Business, marketing and people	1 hour 30 mins	50%
2. Business, marketing and people	1 hour 30 mins	50%

## PROGRESSION

This course provides an excellent foundation for A level studies in business or economics in the sixth form, or for further education and employment.

The Awarding Body is OCR.

*If you are interested in finding out more about these courses, please see Mr Burniston, Business and Economics Head of Department.*

[John.Burniston@astreastivo.org](mailto:John.Burniston@astreastivo.org)

# Child Development (BTEC Tech Award)

## COURSE OUTLINE

This course is designed to encourage students to develop sensitivity towards, and a respect for, the needs and development of young children. It will develop knowledge, understanding and practical skills in child development.

Component 1: 30% Internally assessed assignments

Our students will investigate growth and development from birth to 5 years. They will understand the differences between growth and development, explore factors which affect growth and illustrate how children develop across the age range from 0-5 years.

Component 2: 30% Internally assessed assignments

Learners will develop an understanding of how play activities can influence children's learning between the ages of birth and 5 years old. They will consider the different types of play in which children engage, and how activities can support children's learning and progress across the five areas of development.

Component 3: 40% External assessment

Learners investigate how a child learns, develops and adapts activities to support the inclusion of all children in play for learning and development.

## ASSESSMENT

The subject is assessed in 2 ways:

Component 1 and 2 are internally assessed assignments, conducted and marked in school. These components are worth 60% in total.

The second assessment is an external examination which requires a knowledge and understanding of how a child learns and develops, in different circumstances and with inclusion for all children. This is 40% of the final grade.

The Awarding Body is Pearson Edexcel.

*If you are interested in finding out more about the course, please see Mrs Evans, Head of Department.*

[Kelly.Evans@astreastivo.org](mailto:Kelly.Evans@astreastivo.org)

# COMPUTING at Key Stage 4

If you would like to study a computer based subject, please choose 'Computing' as your option. At Key Stage 4, we offer two courses which are computer based, but are an entirely different experience and subject content. It is therefore important that we work with you in choosing the right path, once you have chosen to study a course within our department.

## OPTION 1: GCSE COMPUTER SCIENCE

### COURSE OUTLINE

Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation.

- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

The course is made up of three components.

Component 1: Computer Systems (50%) - 80 marks, 1 hour 30 minutes paper

- Systems Architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- System software
- Ethical, legal, cultural and environmental impacts of digital technology

Component 2: Computational Thinking, Algorithms and Programming (50%) - 80 marks, 1 hour 30 minutes paper

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and integrated development environments

Component 3: Programming Project

Practical Programming - all students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming. This can be evidenced through an independent coding project or a portfolio of smaller coded programs.

### ENTRY REQUIREMENTS

It is recommended that students are currently set 3 or above in Mathematics. This will be discussed further when we choose the right course for you.

### ASSESSMENT

- Two externally assessed written examination papers (worth 50% each).

The Awarding Body is OCR.

If you are interested in finding out more about the course, please see Mr Abedin, Head of Department.

[Tam.Abedin@astreastivo.org](mailto:Tam.Abedin@astreastivo.org)

# COMPUTING at Key Stage 4 continued

## OPTION 2: BTEC TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY LEVEL 1/2

### COURSE OUTLINE

The main focus is on four areas:

- Development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- Process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
- Attitudes that are considered most important in digital information technology, including personal management and communication.
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

### Component 1: Exploring User Interface Design principles and Project Planning Techniques

Three assignments, internally assessed (30%)

- Investigate user interface design for individuals and organisations.
- Use project planning techniques to plan and design a user interface.
- Develop and review a user interface.

### Component 2: Collecting, Presenting and Interpreting Data

Three assignments, internally assessed (30%)

- Investigate the role and impact of using data on individuals and organisations.
- Create a dashboard using data manipulation tools.
- Draw conclusions and review data presentation methods.

### Component 3: Effective Digital Working Practices

Externally assessed, 60 marks, 1 hour 30 minutes paper

1. **Modern technologies.** Discover how current and modern technologies are used by and have an impact on organisations and their stakeholders. Learn the ways in which organisations and associated individuals use modern technologies to exchange information, communicate and complete work-related tasks.
2. **Cyber security.** Understand how the increased reliance of organisations on digital systems to hold data and perform vital functions presents a range of challenges and dangers. Understand the nature of threats to digital systems and ways that they can be mitigated through organisation policy, procedures and the actions of individuals.
3. **The wider implications of digital systems.** Understand the wider implications of digital systems and their use. Learners should understand how legislation covering data protection, computer crimes and intellectual property has an impact on the way that organisations and individuals use digital systems and data. Learn about the procedures that organisations must follow in order to confirm to legal requirements and professional guidelines.
4. **Planning and communication in digital systems.** Learn how individuals in the digital sector plan solutions and communicate meaning and intention. Understand how different forms of written and diagrammatical communication can be used to understand and demonstrate the flow of data and information.

**ASSESSMENT:** 1 externally assessed paper (40%) and 2 internally assessed units (30% each).

The Awarding Body is Pearson Edexcel. *If you are interested in finding out more about the course, please see Mr Abedin, Head of Department [Tam.Abedin@astreastivo.org](mailto:Tam.Abedin@astreastivo.org)*

# Dance (BTEC Tech Award)

## COURSE OUTLINE

The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. This BTEC course gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment as well as develop valuable transferable and interpersonal skills. The main focus is on four areas of equal importance:

- Development of key skills that prove your aptitude in performing arts such as reproducing repertoire or responding to stimuli.
- Processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance.
- Attitudes that are considered most important in the performing arts, including personal management and communication.
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities and performance styles.

Learners who complete the BTEC Level 2 Tech Award can progress onto BTEC Level 3 or A Level Dance or Performing Arts and it will complement other GCSE/BTEC choices.

### Component 1: Exploring the Performing Arts

#### Internally assessed

You will develop knowledge and understanding of a range of performance styles and will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners and how they create and influence performance material.

### Component 2: Developing Skills and Techniques in the Performing Arts

#### Internally assessed

In this component you will develop performance skills and techniques, taking part in workshops and classes where you will develop technical, practical and interpretive skills through the rehearsal and performance process. You will work from existing repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements.

### Component 3: Performing to a Brief

#### Externally assessed

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance requirements and which asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to an audience.

The Awarding Body is Pearson Edexcel.

*If you are interested in finding out more about the course, please see Miss McAdam, Head of Department [Lindsay.Mcadam@astreastivo.org](mailto:Lindsay.Mcadam@astreastivo.org)*

# GCSE Design and Technology

## COURSE OUTLINE

This course is split into two components:

Component 1: Practical Application

Component 2: Externally Set Exam

One component is teacher assessed and externally moderated.

## AIMS OF THE COURSE

The course aims to develop skills in:

- Design practice.
- Exploration of design opportunities, users' needs, wants and values.
- Imaginative and creative designing.
- Communication techniques, including CAD/CAM and subject specific IT software.
- Decision making, planning and organisation.
- Knowledge of materials, components and technologies.
- Practical skills to develop quality, imaginative and functional prototypes.
- Manufacture and production.
- Cost, commercial viability and marketing of products.
- Safe working practices, environmental issues, values and ethics.

## COURSEWORK

During Year 10 you will be given the opportunity to develop a comprehensive knowledge and understanding on both theory and practical areas, so you are better equipped in Year 11 for the development of your practical prototype, portfolio of evidence and exam.

## ASSESSMENT

### Practical Application 50%

In the later part of Year 10 students will begin working on their Practical Application. This is worth 50% of the examination and consists of a substantial design and make task, where students will produce a working prototype and portfolio of evidence.

### Externally Set Exam 50%

The final examination, which is worth 50% of the final grade will test your knowledge and understanding of both theoretical and practical based subject areas including:

- New and emerging technologies, energy, modern and smart materials, systems, mechanical devices, materials, environment, forces and stresses, production methods and industrial processes, tools and equipment, CAD/CAM, mathematical and scientific knowledge.

The Awarding Body is AQA.

*If you are interested in finding out more about the course, please see Mr Gower, Head of Department.*

[Andrew.Gower@astreastivo.org](mailto:Andrew.Gower@astreastivo.org)

# GCSE Drama

## COURSE OUTLINE

Drama is a fun, creative and challenging option for GCSE and will suit you if you enjoy learning practically and creatively, as well as in more traditional desk-based lessons.

Drama students learn how to:

- come up with and develop ideas, which will work as a piece of drama. This will always mean having some kind of effect on an audience.
- perform and have a clear and deliberate effect on an audience.
- show knowledge about the world of theatre and how it is created, through written and practical work.
- write about acting, recognise their own strengths and weaknesses, and be able to improve their own and other people's work.

You will work with others to create your own plays; read, rehearse and perform published plays; and watch and critique others' performances. If you prefer not to perform, there are opportunities to design sets, costumes, lighting and sound.

## ASSESSMENT

### **Component 1: 100% Written Exam — 40% of GCSE**

Exam scheduled in June of Year 11.

- ◆ Set text - students write about how they would act, direct and design for a production of (currently) Blood Brothers.
- ◆ Review of a live performance - students MUST see at least one piece of live theatre per year of the course. This year we saw Peter Pan, The Unreturning, School of Rock and The Woman in Black.
- ◆ General theatre knowledge.

### **Component 2: 25% Practical, 75% written — Devised — 40% of GCSE**

Completed in term one of Year 11.

Create a piece of drama based on a stimulus of your choice - eg video games, gang violence, the Holocaust, fame and celebrity, etc. Evaluate your own work.

### **Component 3: 100% Practical — Script-based — 20% of GCSE**

Completed in term two of Year 11.

Rehearse and perform two extracts from a play of your choice, in a group or alone. This year we are doing a range of plays including Hamlet, Macbeth, Skirmishes, Yerma, My Mother Said I Never Should, A Christmas Carol, and Teechers.

The Awarding Body is AQA.

*If you are interested in finding out more about the course, please contact Miss Crellin, Head of Department [Amanda.Crellin@astreastivo.org](mailto:Amanda.Crellin@astreastivo.org)*

# GCSE Film Studies

## COURSE INFORMATION

Film is an important part of many people's lives, considered by many to be the major art form of the last one hundred years. In the 21<sup>st</sup> century it has a significant influence on the way people think and feel.

GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences. Learners will develop their knowledge of US mainstream and independent film from different eras and will explore global cinema. In addition they will have the opportunity to produce their own short films and screenplays.

## COURSE OUTLINE (WITH EXAMPLE SET TEXTS)

### Component 1: US Film (35%)

US comparative study – Rebel Without a Cause/Ferris Bueller's Day Off **OR** Invasion of the Body Snatchers/E.T.

US independent film – Juno **OR** Whiplash **OR** Little Miss Sunshine **OR** Me and Earl and the Dying Girl

### Component 2: Global Film (35%)

Global English language film – Slumdog Millionaire **OR** District 9

Non- English Language film – The Wave **OR** Spirited Away

Contemporary UK film – Attack the Block **OR** Skyfall

### Coursework – Production (30%)

Creating an extract from a film/screenplay of a specific genre, for example: science fiction, horror or teen movie.

The Awarding Body is Eduqas.

*If you are interested in finding out more about the course, please see Mrs Malster, Head of Department.*  
[Francesca.Malster@astreastivo.org](mailto:Francesca.Malster@astreastivo.org)

# GCSE Food Preparation and Nutrition

## COURSE OUTLINE

This course is designed to equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages you to cook, to make informed decisions about food and nutrition and enables you to be able to feed yourself and others affordably and nutritiously later on in life. This GCSE can also lead on to a Level 3 / A level in food and nutrition, and employment within the vital food industry.

The syllabus is divided into the following areas of content:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Practical cookery skills are a vital and integral part of this course and makes up most of the coursework element: 50% of the final grade.

The costs will vary according to the topic but could average between £3 - £5 weekly. Some students may be eligible for financial assistance, for example pupil premium students. Please contact Mrs Evans (see below).

## ASSESSMENT

This is divided into 2 components:

1. Principles of nutrition. One written exam paper for June 2018. **Worth 50% of the final grade.**
2. Food preparation and Nutrition in Action; the **coursework/practical** skills element:
  - ◆ **Task one:** A food science investigation worth 15% of the final grade.
  - ◆ **Task two:** Create dishes as part of a menu worth 35% of the final grade.

The coursework element will be marked in school and sent to the examination board for moderation at the end of the course.

The Awarding Body is Eduqas/WJEC.

*If you are interested in finding out more about the course, please see Mrs Evans, Head of Department.*  
[Kelly.Evans@astreastivo.org](mailto:Kelly.Evans@astreastivo.org)

# GCSE French

## Why learn a language? Here are a few great reasons:

- Studying a language develops your thinking and learning skills, which supports your studies across the curriculum.
- A language is a facilitating subject (preferred GCSE) for many colleges and universities.
- Communication. It may seem that everyone speaks English, but in fact 75% of the world's population don't.
- English is not always enough. It's really important that you learn to speak and understand other people, no matter where they are from.
- You can travel to new places around the world, and understand the societies better.
- It's the perfect way to meet new people and discover new cultures.
- Speaking another language really makes you stand out from the crowd.
- Learning a foreign language can help you understand your own language and make it easier to learn others.
- You develop four key skills: listening, reading, speaking and writing.
- You'll have fun learning about a wide range of topics from shopping, to sport, to food and entertainment.
- Speaking more than one language increases your brain capacity and can help better memory.
- It is an impressive achievement to speak a foreign language, and you can have better options for your future.

## COURSE OUTLINE

You will learn to use languages in a range of practical situations and will build on the vocabulary and skills learnt in Years 7-9. A variety of relevant and interesting topics are studied. These include:

### Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in French-speaking countries/communities

### Theme 2: Local, national, international and global areas of interest

- Home, town, neighbourhood and regional social issues
- Global issues
- Travel and tourism

### Theme 3: Current and future study and employment

- My studies
- Life at school/college education post-16

## ASSESSMENT

Assessment is Linear — all four exams are taken at the end of the course, each worth 25% of the marks. The four papers each cover one skill: Listening; Speaking; Reading; and Writing.

The Awarding Body is AQA.

## PROGRESSION

Success at GCSE will give you the skills and confidence for progression onto the A Level course.

*If you are interested in finding out more about the course, please see Mrs Champley-Potter, Head of Department [Annalisa.Champley-Potter@astreastivo.org](mailto:Annalisa.Champley-Potter@astreastivo.org)*

# GCSE Geography

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?” - Michael Palin.

## COURSE OUTLINE

The AQA geography GCSE has been chosen for its exciting and interesting content, mixing the more traditional elements of geography combined with new ideas and approaches whilst balancing physical and human themes. It enables you to understand the ever changing relationships between people and the environment in which they live and the increasing challenges that we face. The specification also encourages you to understand your role in society, considering different viewpoints, values and attitudes and tackling global issues such as climate change, deforestation, weather hazards and sustainability. Students will also learn invaluable transferrable geographical skills.

### Fieldwork

Fieldwork is an important and compulsory aspect of the course, providing you with an opportunity to consolidate and extend your geographical understanding by relating learning to real life experiences. During the course you will carry out two fieldwork investigations (one physical and one human geography based) outside of the classroom. Your understanding of the geographical enquiry process will be tested as part of the Paper 3 written exam "Geographical Applications". The physical fieldwork enquiry is based on coastal environments and is undertaken in the summer term of Year 9 for those students who have opted for GCSE Geography with a trip to Dunwich and Aldeburgh on the Suffolk Coast. The human fieldwork enquiry is based on fieldwork undertaken in St Ives during the teaching of the human environment element of the GCSE in Year 11.

You are also given the opportunity to apply to take part in the optional annual trip to Iceland in July of Year 10 (subject to numbers).

## ASSESSMENT

The qualification is linear, which means that you will sit all of your exams at the end of the course. The course is assessed by three written exams and includes a mixture of question types: multiple-choice, short answer and extended prose.

- Paper 1** - Living with the Physical Environment - **35%** (1 hour 30 minutes)  
**Paper 2** - Challenges in the Human Environment - **35%** (1 hour 30 minutes)  
**Paper 3** - Geographical Applications - **30%** (1 hour 15 minutes)

### **About the Department**

The Geography Department enjoys outstanding academic and teaching success and our uptake at GCSE reflects this. It is currently the second largest option subject at GCSE, with large numbers in both Year 10 and 11). Many students who follow the GCSE course have also chosen to pursue it further at A Level and a number of students each year go on to study Geography at University level. The department is very well resourced, having a wide range of textbooks, ICT facilities and nationally acclaimed online resources to support students, including the departmental website [www.geobytes.org.uk](http://www.geobytes.org.uk) dedicated GCSE blog, twitter feed ([@StIvoGeography](https://twitter.com/StIvoGeography)) and facebook page which support students' learning in a variety of different ways. Students also have access to our GCSE Schoology course in which we make available lesson and revision resources to all students. For further information about the course and benefits of taking Geography at GCSE, see: <http://www.geobytes.org.uk/studyinggcsegeography.html>

The Awarding Body is AQA.

*If you are interested in finding out more about the course, please contact Mr Chambers, Head of Department. [Rob.Chambers@astreastivo.org](mailto:Rob.Chambers@astreastivo.org)*

# GCSE German

## Why learn a language? Here are a few great reasons:

- Studying a language develops your thinking and learning skills, which supports your studies across the curriculum.
- A language is a facilitating subject (preferred GCSE) for many colleges and universities.
- Communication. It may seem that everyone speaks English, but in fact 75% of the world's population don't.
- English is not always enough. It's really important that you learn to speak and understand other people, no matter where they are from.
- You can travel to new places around the world, and understand the societies better.
- It's the perfect way to meet new people and discover new cultures.
- Speaking another language really makes you stand out from the crowd.
- Learning a foreign language can help you understand your own language and make it easier to learn others.
- You develop four key skills: listening, reading, speaking and writing.
- You'll have fun learning about a wide range of topics from shopping, to sport, to food and entertainment.
- Speaking more than one language increases your brain capacity and can help better memory.
- It is an impressive achievement to speak a foreign language, and you can have better options for your future.

## COURSE OUTLINE

You will learn to use languages in a range of practical situations and will build on the vocabulary and skills learnt in Years 7-9. A variety of relevant and interesting topics are studied. These include:

### Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in German-speaking countries/communities

### Theme 2: Local, national, international and global areas of interest

- Home, town, neighbourhood and regional social issues
- Global issues
- Travel and tourism

### Theme 3: Current and future study and employment

- My studies
- Life at school/college education post-16

## ASSESSMENT

Assessment is Linear — all four exams are taken at the end of the course, each worth 25% of the marks. The four papers each cover one skill: Listening; Speaking; Reading; and Writing.

The Awarding Body is AQA.

## PROGRESSION

Success at GCSE will give you the skills and confidence for progression onto the A Level course.

*If you are interested in finding out more about the course, please see Mrs Champley-Potter, Head of Department [Annalisa.Champley-Potter@astreastivo.org](mailto:Annalisa.Champley-Potter@astreastivo.org)*

# GCSE History

## COURSE OUTLINE

The aim of the course is to provide you with a broad understanding of Britain and the world across the centuries. Only through having some knowledge of history can we understand the issues which face us today. The skills developed in the study of history are seen as highly valuable in a whole variety of different areas, including sixth form colleges, universities and work places. The course includes the following:

### Paper 1: Thematic study and historic environment

- Thematic study: Medicine through time, c1250-present
- Historic environment: The British sector of the Western Front, 1914-18 - injuries, treatment and the trenches. We aim to offer the chance for GCSE History students to participate in a trip to the Western Front in Belgium - see below.

### Paper 2: Period study and British depth study

- Period study: Superpower relations and the Cold War, 1941-1991
- British depth study: Early Elizabethan England, 1558-1588

### Paper 3: Modern depth study

- The USA 1954-1975: conflict at home and abroad (including the Vietnam War).
- Content includes the Vietnam War, e.g. The end of French rule; Ho Chi Minh and communism; growing USA involvement; Vietnam War; support and protests.

## **St Ivo History Department is a great place to study history – WHY?**

- **TRIP:** A two day trip to the Western Front (the trenches) is usually offered to Year 10 History students.
- The course is lively, fascinating and relevant.
- High numbers of students choose to study GCSE history each year (150-180).
- History GCSE results have been consistently above national average for the last three years.
- Many students also go on to study 'A level' history.
- Use of YouTube, DVDs, podcasts, GCSEpod and more to help with learning and revision.
- We offer students a structured revision programme in Year 11 and free History department revision guides for each topic.

## ASSESSMENT

Paper 1: 1 hour 15 minute exam worth 30% (Thematic study 20%; Historic environment 10%).

Paper 2: 1 hour 45 minutes worth 40% (British depth study 20%; Period study 20%)

Paper 3: 1 hour 20 minutes worth 30%

The Awarding Body is Pearson Edexcel (1H10).

*If you are interested in finding out more about the course, please contact Mrs Warriner, Head of Department.*

[Elaine.Warriner@astreastivo.org](mailto:Elaine.Warriner@astreastivo.org)

# GCSE Media Studies

## COURSE INFORMATION

The Media plays a central role in contemporary society and culture, and with ongoing technological developments this will only increase in the future. In addition, the Media plays an important part in shaping attitudes and social values.

Media Studies seeks to encourage students to foster a critical understanding of a range of Media texts and the ways in which they are read and understood by different audiences. You will be expected to develop a critical awareness of how Media represents individuals and issues, and engage with the debates surrounding the role of the Media in contemporary society. You can also expect various opportunities to explore and represent your own ideas by developing practical production skills.

The course covers a wide variety of Media categories including: news, advertising, video games, music videos, television and film marketing.

## COURSE OUTLINE

### Component 1: Exploring the Media (30%)

Section A – Exploring media language and representation

TWO of the following print forms: magazines, film posters, newspapers or print adverts

### Component 2 – Understanding Media Forms and Products (40%)

Section A – Television – Crime drama OR sitcom

Section B – Music – Music videos and online media

### Component 3 – Creating Media Products (30%)

An individual production (choice of briefs) for an intended audience (teenagers).

BRIEFS: (There is an online option for each)

TV – a 2 minute opening sequence for a new TV programme (genre of your choice)

MAGAZINES – a magazine front cover and double page spread (genre of your choice)

FILM MARKETING – a DVD front and back cover and poster

MUSIC MARKETING – a 2 minute music video

The Awarding Body is Eduqas.

*If you are interested in finding out more about the course, please see Mrs Malster, Head of Department.*

[Francesca.Malster@astreastivo.org](mailto:Francesca.Malster@astreastivo.org)

# GCSE Music

## COURSE OUTLINE

The GCSE music course comprises three main elements: (1) Performing music, (2) Composing music, and (3) Listening and Appraising. Students study these through practical and theoretical tasks to help them build their understanding of how all styles of music work. They will then apply this knowledge when performing and composing music of their own, and when writing about music in a listening exam. The performance and composition sections are worth 30% each, and the written exam is worth 40%.

In order to take GCSE music you do not need to consider yourself an advanced musician or have instrument lessons already. The essential characteristics for students taking the course are an enjoyment of the subject and a genuine interest in how music works. Music studied covers a wide range of styles including modern pop, classical, film music and world music. Since there is a performance element in the course worth 30% of the final grade, we do recommend that students taking the course begin lessons on an instrument (including singing) if they do not already learn. Lessons are available from professional instrument teachers through the school and some financial assistance may be available if required, in particular circumstances, for example pupil premium students. We also have some sixth form students who may be able to help get students started on instruments, or students are welcome to find teachers outside school. Any instrument is accepted for performance.

## ASSESSMENT

### Performing (30%) – coursework assessment

Students perform on their chosen instrument (which can include singing) as a soloist and in an ensemble (in a group of more than 2 people). Performances are recorded and assessed in school by the teacher during Year 11. Students may perform as many pieces as they wish, but the total must add up to at least 4 minutes with at least 1 minute of ensemble playing. Being a regular member of an extra-curricular club in school very much helps with the ensemble performance!

### Composing (30%) – coursework assessment

Students compose two pieces, with help and guidance from the teacher. One piece can be anything the student likes (for instance a song, a piano piece, or a samba piece) and the other will be composed to a brief set by the exam board. The two compositions added together should total at least 3 minutes. Students have time at home to plan and work on their pieces and 1:1 tutorials will be offered with their teacher. The pieces will be written up in controlled conditions in school during Year 11.

### Listening and Appraising (40%) – examination, summer term Year 11

Students study four areas of music, listening to and learning about a range of pieces in each topic to gain an understanding of the overall styles. Students learn to analyse and understand different types of music, some familiar and some very new to them! In the listening exam students hear pieces of music from the styles they have learnt about and answer questions on them. The four areas of study are 'The Concerto through Time', 'Rhythms of the World', 'Film & Video Game Music' and 'Pop Conventions'.

**ASSESSMENT DEADLINES:** Performances will be recorded and compositions written up in school under controlled conditions (during lesson time), but much time and effort should have gone into preparing them first, both in school and at home. The final assessment deadline will be March of Year 11; however regular internal deadlines will be set throughout the course to check progress and to give teachers the opportunity to offer feedback and advice on the work.

The Awarding Body is OCR.

*If you are interested in finding out more about the course, please see Ms Macleod, Head of Department*  
[Eleanor.Macleod@astrestivo.org](mailto:Eleanor.Macleod@astrestivo.org)

# GCSE Physical Education

Physical Education is ideal for those people interested in sports and games. It will enable them to gain an examination qualification in an activity which is (30%) practical and that they enjoy. The majority of the final mark (70%) is based on the theory of PE and Sport. The theory component enables students to study the body and the reasons that we move as we do. Students will also learn how we can improve our health and fitness in order to improve our sporting performance, as well as understanding what influences our involvement in sport.

## COURSE OUTLINE

The specification provides you with an opportunity to study both the practical and theoretical aspects of physical education. It is also designed to foster enjoyment in physical activity.

The course will include the four following units:

1. Applied Anatomy, Physiology & Training - 30%
2. Socio-cultural Influences, Sports Psychology, Health, Fitness & Well-being - 30%
3. Practical Activity Assessment & Evaluating - 30% (2 team/1 individual sport or vice versa)  
NB - doubles racket sports count as team sport
4. Analysing Performance - written coursework task - 10%

## ASSESSMENT

Units 1 and 2 are each externally assessed by a 1 hour written examination. Both other units are internally assessed and moderated externally. These assessments are criterion referenced, based on the achievement of specified outcomes. Each unit has specified criteria to be used for grading.

## PROGRESSION

At the end of this course you will gain one GCSE in PE and this will enable you to access either the A level PE course or the Cambridge Technical Level 3 in Sport Course in the sixth form.

The Awarding Body for the qualification is OCR.

*If you are interested in finding out more about the course, please see Mr Havard, Head of Department or Mr Cook, Key Stage 4 Leader.*

[Christopher.Havard@astreastivo.org](mailto:Christopher.Havard@astreastivo.org) or [Paul.Cook@astreastivo.org](mailto:Paul.Cook@astreastivo.org)

# GCSE Religion, philosophy and ethics

## Do you ...

- Want to work with people?
- Want to travel?
- Plan to study at university?
- Plan to find a job in the community?
- Love debating issues and forming arguments?
- Enjoy learning about the lives of people from different cultures?
- Enjoy learning about yourself and developing your own ideas?
- Love learning about the world and what makes it tick?
- Find other people and their beliefs and way of life fascinating?
- Enjoy watching events as they unfold in the news?

## COURSE OUTLINE

We study the way that religion has become an important force in individual lives, society, world politics and history. Discover how everyday ideas today are rooted in religious beliefs, and explore how religious belief can shape a person's response to the world around them.

If you are planning to work with people, travel or work abroad, or plan to study a degree which requires critical thinking, including law or medicine, then this course will help prepare you for that path.

## Topics we study:

- Sexual relationships
- Marriage and Divorce
- Families
- Gender equality
- Same sex relationships
- Key religious beliefs
- Origins of the universe
- Value of life
- Animal experimentation
- Violence
- War in the modern world
- Pacifism
- Terrorism
- The role of faith in the modern world
- Causes of crime
- Punishment
- Death Penalty
- Forgiveness
- Religious responses to key issues

## ASSESSMENT

The assessment is based on 100% examination. There are 2 written papers at the end of the two years:

**50% Study of religions.** Beliefs, Teachings, and Practices for Christianity and Islam.

**50% Religious, philosophical and ethical studies.** We study a range of religious and non-religious perspectives on these issues and the impact they have on the modern world.

These are made up of the topics above, and include: Relationships and Families; Religion and Life; Religion, Crime and Punishment; Religion, Peace and Conflict.

The Awarding Body is AQA: GCSE Religious Studies.

*If you are interested in finding out more about the course, please see Mrs Seekings, Head of Department.*

[Karen.Seekings@astreastivo.org](mailto:Karen.Seekings@astreastivo.org)

# ASDAN Personal Development Programme – Silver Award

## COURSE OUTLINE

ASDAN is a curriculum development and awarding organisation and stands for 'Award Scheme Development and Accreditation Network'. The ASDAN Programme is widely recognised by educators for providing an engaging curriculum, although it is not viewed as equivalent to a level 2 qualification.

Students who have completed the ASDAN Bronze Award in Year 9 may continue the course to gain a Silver Award.

The modules will include:

- The Community
- Sport and Leisure
- World of Work
- Expressive Arts
- Number Handling
- Health and Survival

With guidance from your teacher, you will be able to specialise in specific areas or complete work from a range of modules. "Challenges" can include:

- Organising a visit to Cambridge Regional College (The World of Work)
- Designing and Creating Jewellery (Expressive Arts)
- Taking part in a new sport (Sport and Leisure)

You will be able to develop skills which will equip you for Sixth Form or College, as well as being essential for today's workplace. They will include:

- Introduction to Working with Others
- Planning and Carrying out Research
- Group Discussion
- Developing Self
- Planning and Reviewing Learning

## ASSESSMENTS

You are required to complete recording documents that form part of a Portfolio of Evidence. This will contain a completed student book, recording documents for the chosen skills and evidence for each completed Challenge. Teachers will guide you in completing the written work. Evidence could include:

- Photographs (annotated)
- Signed witness statements
- Copies of the work done for the Challenges
- Computer files (e.g. PowerPoint presentations)

This award is coursework-based, internally assessed and externally verified. There is therefore no final written examination.

The Awarding Body is ASDAN.

*If you are interested in finding out more about the course, please see Mr West, SENDCO, or Mrs Kay (Assistant SENDCO) [David.West@astreastivo.org](mailto:David.West@astreastivo.org) or [Helen.Kay@astreastivo.org](mailto:Helen.Kay@astreastivo.org)*