

YEAR 9 OPTIONS BOOKLET

2021



INSPIRE - SERVE - ACHIEVE

Giving every girl a better future

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Introduction from Mr Keating

Dear Student,

This booklet represents an important milestone in your future. Within its pages, you will find a large variety of subjects and courses on offer to you for your final two years at Davison. Much effort has gone into making it both informative and interesting; it is important that you understand where you have choice, and what those choices are, as well as gaining something of the 'flavour' of the subject matter you are considering.

Please read this booklet carefully. There are details about subject content, styles, frequency of exams and suggestions about homework expectations. These details will help you to gain an idea of the work you will be covering and how you will be expected to work. Be careful not to simply choose new subjects for their originality...but look carefully at their suitability for you. Try to consider your whole programme rather than look at subjects in isolation. Some subjects complement one another, whereas others may be too close in content and might reduce your flexibility later in your educational/professional journey.

Decide positively. Expect to succeed. Take responsibility for your future!

Key Stage 4 is NOT about collecting as many qualifications as you can – the quality of your qualifications is far more important. Universities (if you were considering applying later) are more impressed with grades than with the number of subjects taken – you will be offered more than enough within your timetable! Employers are more impressed with how relevant and useful your subjects are, rather than how many you have! Your pathways are chosen to give you the best chance of success in the long term and to ensure your mix of subjects is broad and balanced.

All colleges ask for minimum entry requirements to access future courses. In view of this, the grades you achieve at GCSE will determine your starting point. That said: qualifications are not the only things needed for success in life. Common sense, reliability, a willingness to learn, team spirit, communication skills, leadership qualities, time management, commitment, initiative and personal organisation are all really important too. Your KS4 programme is designed to give you opportunities to build on these traits as you progress through your final years with us.

All of our research on the GCSE results of previous cohorts show that the main keys to success are: Attendance and Attitude to learning (your ATLs). We know that students with above average attendance 96% plus and ATL grades of 7, 8 and 9 do fantastically well at Davison and often exceed expectation. Try your best to be one of those students! Things are difficult along the way, at times, but we are here to support you so please do ask for help if you ever need it.

All that remains is to wish you the very best of luck in choosing your options subjects. I am sure you are going to really enjoy studying subjects which reflect your enthusiasm and expertise.

Mr C Keating
Headteacher

Options at Davison

This offer has changed over the last few years due to the introduction of the new more rigorous GCSEs between 2017 and 2019. Students choose in year 9 and start their options in year 10. Many subjects start teaching the subject content and skills for GCSE in year 9. (Maths follow a 3 year AQA GCSE course for example).

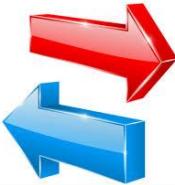
We offer 3 pathways and during January students fill out an online options form with their preferences. We then try and fit these as best we can to the resources and staff we have available.

The 3 pathways all cover the compulsory GCSEs of Mathematics, English Language, English Literature, Combined Science (2 GCSEs) and Religious Studies or Citizenship. Gifted Mathematics are invited to take part in an extra curricular Further Maths GCSE.

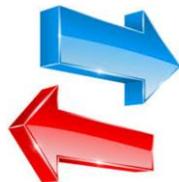
The "Options" consist of a maximum of 3 more GCSEs and are designed to comply with the Progress 8 GCSEs that government uses to measure school's performance. [For more information on the new GCSEs and Progress 8 you can search on youtube for a helpful DFE 3 minute video explanation.](#) See further information on the pathways below.

Please note there may be exceptions made to these pathways for students with SEND.

<u>EBacc Pathway- 2 options + their Modern foreign language (9 GCSEs)</u>	<u>Progress pathway – 3 options but one is compulsory 2 are free (9 GCSEs)</u>	<u>LETS Pathway= 3 options (8/9 GCSEs)</u>
Students are in Set A/B Maths They have to continue their chosen language to GCSE. They are able to choose Triple Science. The other 2 choices are free- see the options booklet for the most recent offer.	Students come from mostly set C/D Maths Compulsory: from Modern Foreign Language, History, Geography, Computer Science. 2 Free choices- see the options booklet for the most recent offer.	Students have studied LETS instead of a Language in years 8&9. LETS (Learn Engage Think Succeed) is our numeracy and literacy improvement programme. We recommend that students take LETS as 1 option and have 2 free choices



YEAR 9 OPTIONS



Students will choose their options using SIMS Options online this year and their options booklet will only be available as a pdf (on the Davison website and via SIMS online)

Student will receive an email with set up instructions for this and will use their Office 365 school log in to access their options form.

The link for SIMS online is: <https://www.sims-options.co.uk>

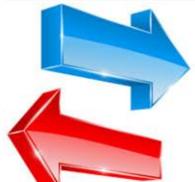
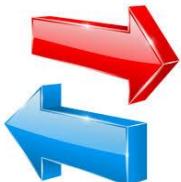
Dear Year 9 students and parents/carers,

Like many things in 2020 and I imagine in 2021 we are having to run the options process in Covid -19 secure way this year. See the following process below. Please note that all of the presentations and videos giving information will have a dedicated area of the website so that parents/carers can also see what information is being shared with their daughters. See website location at the bottom of this page.

- During December subjects communicate with students via loom /video presentation or in person via current teaching sets. Please note that subjects already studied in year 9 will often like to speak directly to their classes. New option subjects all give a presentation to all students – so this year a video or powerpoint.
- Students will also have some time in PD lessons to discuss options.
- There will be an up to date booklet with all course information by the middle of December- last year's booklet is on the website currently and there are only minor changes.
- Week beginning 11th January, Mr Davies launch the options for students via video presentation which will be shown during form time.
- 11th January options online opens for students to make their choices (this can be revisited and changed up to the deadline date)
- On Thursday 14th January I communicate with parents/carers again via video presentation and invite their queries.
- 21st January is yr 9 online subject consultation evening.
- options online is open until 28th January = deadline for students completing their online forms
- by Easter students will know which options they have or don't have and which ones are running /not running
- after this time the option blocks are decided and students moving around is only possible if numbers allow. Please note that is not possible to switch between options once yr 10 has started! (in September)

Key stage 4 options on the Davison Website:

- click " Parents and students" tab
- Click the : for the RED background then "learning" then "Key Stage 4 Options"



Quick Guide to using SIMS options online

- 1) You need to register using the email you have been sent from me, via schoolcomms in January
noreply@sims.co.uk
- 2) You have to click the link, you may need to paste the very long number/letter code
- 3) It will ask for your date of birth then you are registered
- 4) It should automatically take you to the options page for you to fill in and click save (cloud in top left corner)
- 5) **Important: if you need to go on again to show your parents/ carers or to change your mind then going back to the email will not work**
- 6) **You need to go to**

<https://www.sims-options.co.uk>

save to your favourites!

- 7) When you log in you should choose the Office 365 tile and then use your usual school email address and log on
- 8) Any problems please email Mr Davies
a.davies@davisonhigh.school

CORE SUBJECTS

Citizenship Studies GCSE

In **GCSE Citizenship Studies** you will acquire and develop the knowledge and skills needed to be a truly informed, responsible and active member of society.

Quotes from current Year 10 students:

'I love how you learn about what is going on in the World'

'I enjoy Citizenship Studies because you learn about human rights'

Citizenship Studies engages you with law, politics and it gives you an insight into how the country you live in is run'

'In Citizenship Studies you learn about how society works and why it is like that. In addition, you can share your opinions and hear other people's opinions'

The four themes that you will study are;

- 1) **Active Citizenship** – this is where you will work either individually or within a group to investigate, research and collect information about a specific issue. Your active citizenship work will be examined in one of the final exams and will contribute 15% of the final marks.
- 2) **Life in Modern Britain** – you will learn about your identity within the UK, the reasons for migration, the UK's cultural diversity as well as the role rights and responsibilities of the media. You will also consider the UK's role within international organisations such as NATO, the UN and the Commonwealth discuss the benefits and problems associated with the UK's foreign aid programme.
- 3) **Rights and Responsibilities** – you will learn about the role and powers of the police, how criminal and civil law courts work and different types of crime and punishment. You will also learn about human rights and international law.
- 4) **Politics and Participation** – you will learn about different types of government eg dictatorship and democracy, how and why it is important to vote, different types of elections, how an MP is elected and what their role entails, the difference between parliament and government, the role of the Prime Minister, a look at the Houses of Parliament, how new laws are made and how ordinary citizens can bring about change.

To be **successful in GCSE Citizenship Studies**,
you should be able to:

- **work cooperatively** as a member of a group of students by sharing ideas and committing to your fair share of work
- **contribute confidently** to discussions during lessons
- **have a passion for exploring and getting involved in current local, national and global issues**
- **write fluently detailed and well explained responses**



Examination Specification:

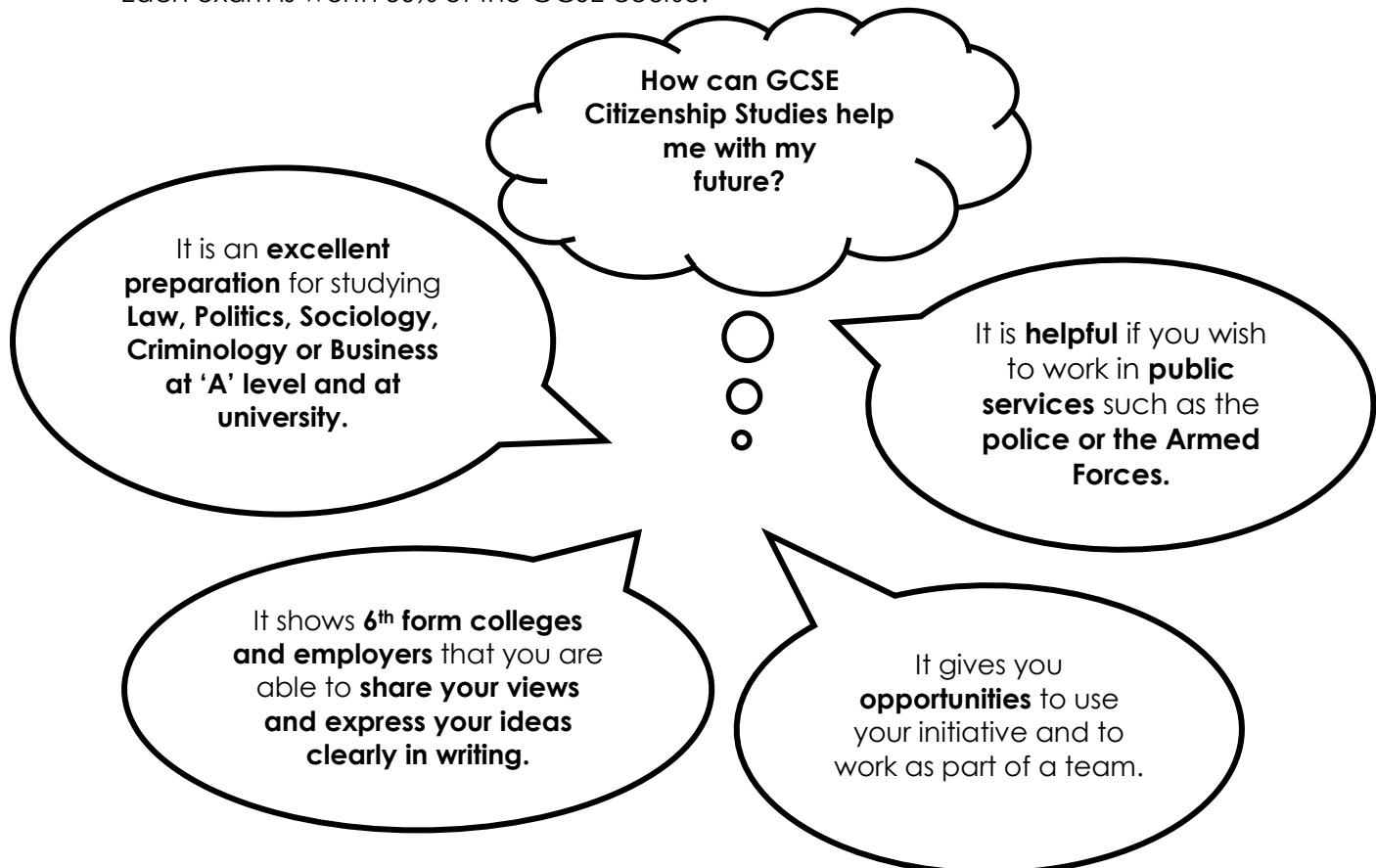
We will be studying the **AQA GCSE Citizenship Studies**.

Examinations:

There are **two exams**, each one lasting an hour and three quarters in May or June of Year 11.

Some of the questions will require short answer responses and some will require longer and more fully developed responses.

Each exam is worth 50% of the GCSE course.



Quotes from current Year 10 Citizenship Studies students:

'Citizenship Studies teaches you some of the foundations to life. It is very interesting and helpful in many ways. I look forward to it every week'

'Citizenship Studies is not only interesting, it is guaranteed to help you in your future, whether it's forming your opinions or joining in with the World around you'

'You learn about where you are from as well as politics and law. In every lesson, you will engage with fun activities and always get support if you are struggling'

English Language and English Literature (Dual Certificate) GCSE



English is for everyone at Key Stage 4 and everyone in Year 11 will follow the dual certificate English and English Literature GCSE course – it is not an option!

The course is assessed through exams only and these take place at the end of Year 11. The two courses are taught alongside each other and will give you the experience of reading and responding to a wide range of texts from our literary heritage. You will also have opportunities to write creatively and explore different styles. The English department are looking forward to planning and delivering lots of exciting and engaging activities to ensure you leave Davison with a love of reading and writing.

English Language Exams:

Paper One:
Explorations in creative reading and writing

In this paper you will read and respond to a literary text and then write your own creative piece inspired by what you have read.

Paper Two:
Writers' viewpoints and perspectives

In this paper you will read non-fiction literary texts from different time periods and consider how viewpoints are presented. You will also write a piece giving your own perspective on the topic you have read about.

Speaking and Listening Assessment:

The assessment will be separately endorsed and does not go towards the final GCSE grade although your speaking and listening result will be on your certificate.

You will give a presentation in a formal context on a topic of your choice.

English Literature Exams:

Paper One:
In this paper you will answer a question on Macbeth.

You will answer a question on a 19th Century novel, A Christmas Carol by Charles Dickens.

Modern texts and poetry

Paper Two:

Modern texts

Poetry

Unseen poetry

Section A

You will answer a question on An Inspector Calls by JB Priestley.

Section B

You will answer a question comparing two poems from a selection of 15 poems which you will study in class. These poems will be linked by theme and will be both modern and pre-1914.

Section C:

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



Mathematics GCSE ...

...Is For Everyone!!

Seriously, you can't choose not to do maths at Key Stage 4 – it is a statutory requirement. So let's look to see '**what's** in it for you'.

Maths is all around you and you can't stop it happening! You handle cash most days, walk on intricate paving, look at a clock, walk up a set of stairs, catch a bus, work out the value of money, look in a mirror, sit on a chair. However and whenever you travel, the design and operation of your journey will have involved maths. Astronomers reach for the stars with maths. Mathematicians sorted out the double helix of DNA and wartime code-breakers, using maths and saved thousands of lives! When you are older, you might be filling the tank with petrol, buying carpet, getting the best deals, wallpapering, changing nappies, putting on a party, having a holiday....maths will always be with us at home and at leisure, never mind in our professional lives!

You can really get fascinated with numbers, shapes and patterns, you start seeing them in all sorts of places – starting with snowflakes, then moving up the scale to buildings and bridges. Maths provides opportunities to communicate anywhere in the world in a universal language – no translations needed! It genuinely helps with thinking skills, problem solving techniques and quantifying skills – three things you definitely need in life.

This is why numeracy is considered to be so vital for everyone and why maths is a compulsory subject all over the world, which incidentally, is spinning at a constant speed of

Mathematics.....looking ahead

The entry requirements for the majority of courses post-16 include Maths at GCSE. If you really enjoy your Maths, you can carry on with the subject post-16 at any college. Some of the courses, which may interest you include:

- A/S and A2 Mathematics/ Further Mathematics
- A/S and A2 Statistics
- Some colleges also offer Applied Maths and Pure Maths

There is also a considerable amount of Maths in:

Engineering and Construction, Physics, Chemistry, Biology and Applied Science, Business, Business & Finance, Economics, Accounting, Retail Management and Business Administration, Market Research, Operations Management and Money Management

Quirky Quotes:

"My dad still doesn't believe that 1.9 recurring is equal to 2!" (Year 10 pupil).

"That's cool!" (Year 11 pupil on seeing proof of angle theorem).

"I'm glad I was encouraged with my Maths – I never thought I was much good but now I've got much more confidence" (Year 10 pupil).

"I'm really excited by my maths and I'm enjoying the A/S work – we get quite carried away and the time flies" (Year 11 pupil).

"That's brilliant! I've never seen it done that way before!" (Maths teacher).

Mathematics info sheet

During Year 9 all students were learning elements towards their GCSE mathematics course as well as their Key Stage 3 topics. We are following a linear specification course and it will incorporate mathematics that is relevant and necessary for the world of work. It will incorporate elements of Functional Skills as well as the elements expected in any GSCE mathematics course. Tier of entry decisions are made in the January of year 11.

Examination Board: Currently AQA

Entry tiers: Higher (grades 9 to 4) and Foundation (grades 5 to 1).

GCSE grade:

- A linear specification assessed through 3 final 1 ½ hours exams which are taken in May/June of Year 11. Two of the papers require a scientific calculator to complete them.

Course content:

- Number
- Algebra
- Ratio, Proportion & Rates of Change
- Probability
- Statistics

Homework

Homework is rarely expected to be completed for the next day. You will usually be allowed 2-3 days, so you need to plan carefully. You need to spend around an hour and a half on your Mathematics homework but may need to top this up to two hours at times! Some homework will be set using the on-line homework on the Mymaths, Method Maths or PiXL websites.

Teaching and Learning

For Maths GCSE, you will be taught in ability groups. The teaching will be mainly class lessons with opportunities for collaborative work, discussion and small group work. You will continue to develop the good practices used at KS3. The use of computers, particularly spreadsheets, is important. **All students need a scientific calculator**, which are inexpensive if bought from the Mathematics Department and can be purchased online through the school website.

Monitoring

Your teacher will be able to look at what you are doing during lessons and give guidance and advice. Your work will be routinely marked and will be annotated with helpful comments on how the work could be improved. You will have green comments to tell you what you have done well and amber comments to give you further advice and guidance. **You** will also routinely monitor your work by assessing your understanding at the end of lessons with your own GAR comments. You will colour code a personal learning checklist (PLC) for your course to help you when it comes to that all important revision time. At the end of each half term you will be assessed on the topics you have learnt.

Websites

At present the school subscribes to three websites –

www.hegartyMaths.co.uk. Every student has a personal login and password. This site offers video tuition and quizzes to test knowledge.

We also make use of www.drfrostmaths.com. This is a free website that offers many tuition videos, exams and skills practice.

PiXL Maths app & PiXL times tables app (which can be used on any type of device) The school ID is DV3419 and you will be given a personal login and password to access many resources that will help support your learning.

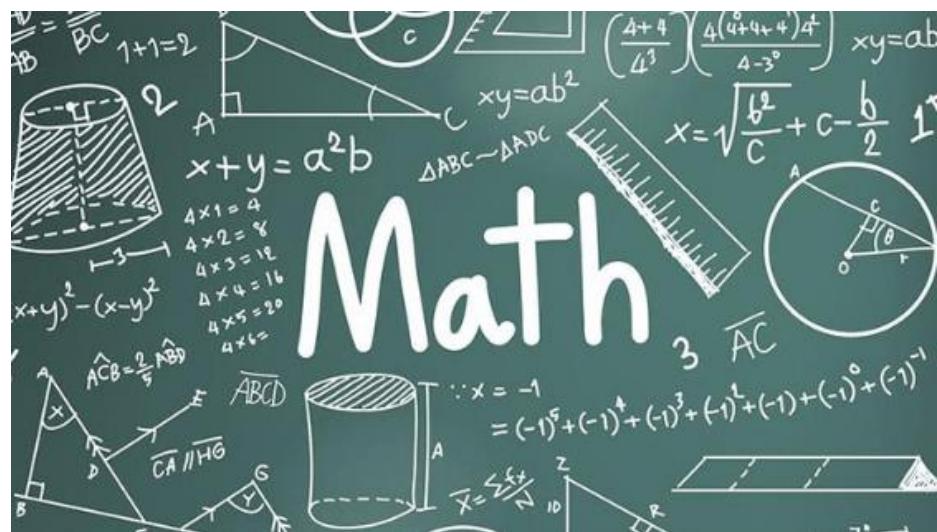
Other recommended sites are corbettmaths.com, www.mathsgenie.co.uk and www.bbcbitesize.co.uk which provide valuable support at all levels.

Equipment needed

You will be provided with an exercise book, tracing paper and graph paper etc, but you do need a good HB or H pencil (and sharpener!), scientific calculator, ruler, colours and a few plastic wallets. You must have your own geometry equipment and calculator for all lessons **and more** importantly for all exams/ internal assessments.

Calculators – presently about £4.60

Geometry sets – presently about £1.30



Religious Studies GCSE

"Religion is everywhere in life. RS is about people, what they believe affects how they live and behave. Mankind has asked questions about the meaning of life since the beginning of time, you have the opportunity to explore these questions. That's big stuff!"

Ms Lewis

Religious Studies will help you to explore religion and belief and reflect on fundamental questions that people ask, such as:

- How can we be a family?**
- Why and how do people follow a faith?**
- Aren't all religions the same?**
- Should we always forgive?**
- How do we explain human suffering and injustices?**

Why choose Religious Studies?

The subject will enhance your social and cultural understanding locally, nationally and in the wider world. It will give you the opportunity to reflect on your own values, opinions and attitudes, it is **not** about making you "religious", It is about enabling you to think for yourself about beliefs and moral issues. It will teach the concepts of TOLERANCE and UNDERSTANDING. And how to interact with people without fear or prejudice. Religious Studies does all this and makes learning relevant to everyday life.

You will be able to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt. There will be a range of relevant and contemporary themes to study that will promote awareness of modern-world issues and engagement within the classroom.

"Even though I don't have my own religious beliefs, religion and life issues never go away. You never know when you will need to help, understand or advise somebody you love and care for. This is your chance to gain an understanding and have fun whilst doing it."

Mr Dineen

Course Content

1. You will study two of the six main world religions- Christianity and Buddhism. As part of this study you will explore:

Beliefs
Teachings
Practices

You will have one written exam based on this content. 1 hour and 45 minutes. (50% of GCSE)

2. You will study four philosophical and ethical practices. As part of this study you will explore:

Relationship and families

Religion and Life

Religion, peace and conflict

Religion, crime and punishment

You will have one written exam based on this. 1 hour and 45 minutes. (50% of GCSE)

"Whether you are religious or not, it is important that we understand the communities that we live in. The more people know about faiths currently thriving in Britain the more likely we will be to embrace our multicultural society."

Mr Mason

What do our GCSE RS students have to say.....

I really enjoyed learning about crime and punishment. I liked the class discussions we had about capital punishment, which got me thinking about what others think as well as myself.

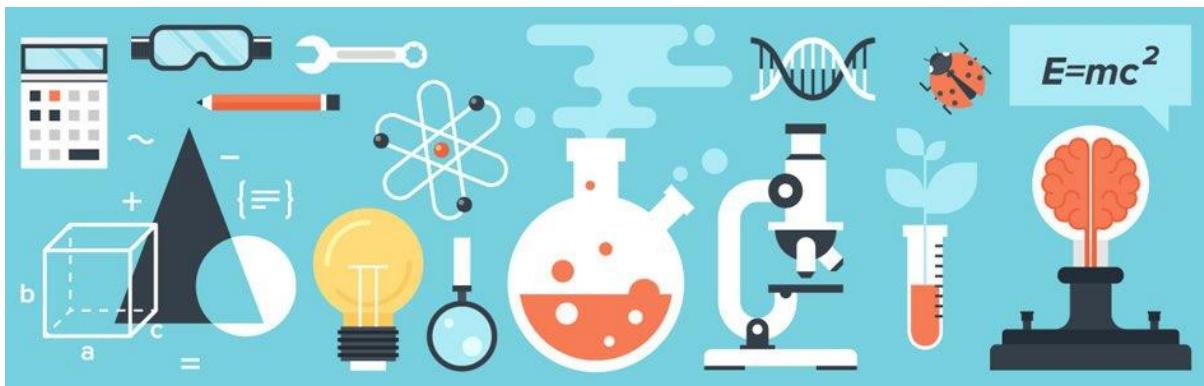
I chose RS because I am interested in the world around me. It's important that we develop an understanding of different religions and cultures to show tolerance and respect.

I have developed a lot of different skills in RS that I can use in the future, such as being able to debate topics such as abortion and animal rights. It has given me confidence when joining in discussions.

I love RS. The topics we look at can be so different. I'm thinking of studying journalism or law when I'm older and no it will be useful.



Science



Combined Science:

This is worth two GCSEs and will be the Science qualification taken by the majority of students at Davison and nationally. It is a Core Subject that all students have to do, unless they opt for Triple Science.

There is no coursework or controlled assessment in lessons and all the marks that count towards the final grades come from six exams at the end of Year 11 - two in Physics, two in Biology and two in Chemistry. Each exam is one hour and fifteen minutes long. There will be questions in these final exams that assess practical work that the students will do in lessons.

Sixth Form Colleges usually require 66 in Combined Science for students to be accepted on Science A' Level Courses.

Triple Science:

Triple Science is ONE Option, in addition to Combined Science. It has the same content and curriculum time as Combined Science, plus half as much again and students will achieve three GCSEs – Biology, Chemistry and Physics.

The assessment system is the same as for Combined Science, except the examinations are one hour and forty-five minutes long.

Sixth Form Colleges usually require a minimum of 665 in Triple Science for students to be accepted on Science A' Level Courses.

Students opting for Triple Science must really enjoy Science. Also, their Year 9 teacher(s) will need to confirm that they have the potential to achieve at least grade 6 in Science GCSE's. Triple Science is particularly helpful to students who continue with Science at Sixth Form College and beyond, although Combined Science is also an acceptable route to A' Level.

Students, parents and carers are warmly welcomed to Options Evening to ask further questions and can always speak to/contact their Science teachers at school.

Personal Development

At Key Stage 4, you continue with your fortnightly lessons in PD. The PD curriculum is drawn from National Curriculum schemes of work for Citizenship and RSHE, as well as from the PSHE programme of study and the Careers, Information, Advice and Guidance programme.

School is not just about preparing for exams. It's about preparing you for life: you as a whole person – physically, mentally, socially, emotionally and spiritually. The PD programme is designed to help you take your part in the world.

You will be given the opportunity to develop your communication skills, working with and understanding others, learning how to challenge other people's ideas and views and formulating your own opinions and values.

In PD lessons you will cover a wide range of topics including current health and relationship issues, how to budget and manage your future income and our rights and responsibilities as citizens within a democratic society.

Year 10 pupils have the chance to go on 'Work Experience' for a week – and some of your lessons will be devoted to preparing you for your placement. In Year 11 you will be preparing for life 'after Davison' and will be looking at progression routes to college, apprenticeships or employment. You will be able to research different options and attend a range of information sessions.

During the course of the two years you will also have the opportunity to receive helpful advice from the Safe in Sussex team, the School Nurse team, ACORN, the Terrence Higgins Trust and AA.

The good news is that there are no exams for PD!

But as always – the more you put in – the more you get back!

Although PD is not examined, it is possibly the most important lesson you will go to each fortnight!

OPTIONS SUBJECTS

Art & Design GCSE



Do you feel excited with a huge blank piece of paper?
Do you love spending time drawing?
Do you doodle?
Do you love experimenting with different art materials?
Do you drift off to sleep, imagining how you could 'decorate' your bedroom wall, or change your curtains?
Do you get excited about colours?
Are you tactile? (look it up!)

Can you make things happen?
Do you watch clouds?

Well, if you have answered a resounding 'YES!' to most of this, then Art and Design is for you, as long as you can motivate yourself, because the willingness to USE your creativity comes only from you!

You will have many opportunities to explore 2D and 3D techniques, use a variety of different materials, work on a group community project (if available), study the work of other artists, research and experiment with media, undertake observation studies...and produce a stunning portfolio to show how you have developed all your ideas and creations!

Is it for you?

If you have a keen interest and a definite ability in the subject already, you may decide to take the GCSE. Looking ahead, if you really feel that this is where your main career ideas lie, then you will have the opportunity to progress further with Art & Design, as long as you have an impressive portfolio of work. There are many local colleges that offer post 16 arts courses.

Worthing College

Digital Media CAMTEC Certificate/Extended Certificate

Film Studies A-level

Fine Art A-level

Graphic Communication A-level

Media Studies A-level

Photography A-level

Textile design A-level

Northbrook MET

UAL Diploma/Extended Diploma in Digital Media Arts | Level 3

UAL Diploma in Art and Design | Level 2

UAL Diploma in Art, Design and Media | Level 1

UAL Diploma in Digital Arts | Level 2

UAL Diploma/Extended Diploma in Creative Practice | Level 3

Graphic Design & Illustration | UAL Diploma/Extended Diploma in Creative Practice | Level 3

Fashion & Textiles | UAL Diploma/Extended Diploma in Creative Practice | Level 3

Chichester College

Fine Art A-level

Graphic design A-level

Photography A-level

Level 3 Animation and Illustration

Architecture and Interior level 3 Diploma and Extended Diploma UAL

Art & Design Diploma and Extended diploma level 3

Art & Design Foundation Diploma UAL

Digital Arts Higher National Diploma

EDX level 2 Diploma Art & Design skills (illustration and animation)

Fashion and textiles National Diploma

Graphics and Photography

Art, Design and Media Level 1 Diploma

Art & Design Level 2 Diploma

WHAT CAREERS CAN ART & DESIGN LEAD TO?



CAREERS IN ART & DESIGN

CAREER	FINE ART	ARCHITECTURE	GRAPHIC DESIGN
WHAT THEY DO	Create art they want to create.	Design large constructions.	Use digital media (computers) to manipulate words and images on 2D surfaces.
EXAMPLES	Sculpture, Painting, Drawing...	School, House, Prison, Bridge, Stadium...	CD Cover, Book Cover, Website, Logo, Magazine...
JOBs	Fine Artist, Sculptor, Painter....	Architect	Graphic Designer, Web Designer...
CAREER	INDUSTRIAL DESIGN	INTERIOR DESIGN	PHOTOGRAPHY
WHAT THEY DO	Design 3D objects that are to be used.	Design the way things look inside of a space.	Take still pictures with a camera.
EXAMPLES	Car, Toothbrush, Furniture, Shoe...	Living room, museum, office building (inside)...	Magazine Cover, Newspaper...
JOBs	Industrial Designer, Product Designer, Package Designer...	Home Interior Designer, Office Interior Designer...	Fashion Photographer, Sports Photographer...
CAREER	ANIMATION	ILLUSTRATION	ART EDUCATION
WHAT THEY DO	Create moving cartoons.	Create images that go with words.	Instruct others about art.
EXAMPLES	Disney Movies, Special Effects...	Book Illustration, Magazine Illustration...	
JOBs	Animator, Computer Animator	Illustrator, Cartoonist...	Museum Curator, Art Teacher...
CAREER	GAME DESIGN	FASHION DESIGN	LANDSCAPE DESIGN
WHAT THEY DO	Design interactive on-screen games.	Design things to wear.	Design the layout of outdoor areas.
EXAMPLES	Computer games, X-Box games...	Jackets, Jewelry, Dresses, Hats...	Parks, Theme Parks, Highways
JOBs	Game Designer...	Fashion Designer...	Landscape Designer, Landscape Architect...

Whatever you decide to do, Post-16, you will be confident using a range of art materials, familiar with the technique of keeping a sketchbook and portfolio and very organised for any practical working situation.

Vocational paths and occupations for which GCSE Art & Design is very useful include: Gallery or Museum work, Graphic Design, Artistic Director, Illustration, Fashion/textile design, Hairdressing, Floristry, Make-up artist and Art teacher.

Beyond 18, you can apply for a B.A. Hons course at University in Graphics, Design, Fine Art, Contextual Studies, History of Art – which could lead on to jobs in specialised areas or a teaching qualification.

"Art and Design GCSE is a fantastic experience – it brings out more creativity than you thought you had – and you get a real sense of achievement, seeing your work on display around the school or at the posh 'Private View'!" The course builds on the skills you have developed in Key stage 3.

Homework

Every piece of class and homework counts towards your portfolio. You will be expected to spend a minimum of 90 minutes a week on your Art homework. An example of this could be to find two examples of contrasting still life paintings and make an A3 presentation comparing styles and subject matter or it may be to make some drawings from observation of objects in your house.

Assessment

All marking is based on the GCSE criteria which have equal weighting. They follow the design process of developing ideas through:-

Research and gathering reference material,

Experimenting with materials and techniques

Recording ideas and processes

Producing a personal response to a theme or starting point.

Informal assessment takes place every lesson, as your teacher will give advice and guidance on your work. At the end of the unit, the whole project will be formally assessed, graded and discussed with you.

Extension opportunities

Everyone is welcome to come to the weekly Art Club to spend more time on their pieces.

Equipment needed

Set of Acrylic paints – you can manage with primary colours plus black & white.

Drawing pencils (B, 2B, 4B).

Box of oil pastels.

Set of brushes – not sable, nylon are best – rounded head, sizes 2, 4 and 6.

Access to a camera will be very useful.

Plastic folio so that you can transport your art work from home to school.

If you decide to take this subject as one of your options there will be an opportunity at the beginning of year 10 to purchase the above equipment through the school. We are able to buy in bulk at discounted prices so we are able to offer a GCSE art pack more cheaply than it can be brought in the local shops.

Art & Design Info sheet Exam Board

AQA (No different entry tiers)

60% Portfolio of work that shows your ability in each of the assessment areas

40% Controlled Test (practical exam)

Course content

YEAR 10 Sept - Feb

The first unit of work is designed to introduce you to a variety of different materials and techniques. You will be encouraged to move out of your comfort zone and to try new things! Your teacher will give you a lot of input and direction as you develop your skills and try out more sophisticated ideas and concepts.

YEAR 10 March-July

Unit 2 encourages you develop ideas for your work in a more personal way. You will be introduced to a variety of processes – this is very much a ‘one-to-one’ as individually you will need different guidance, according to the effects you want to achieve! Your teacher will monitor your work closely to ensure you are on the right path to evidencing the assessment objectives.

YEAR 11 Sept-Dec

Unit 3 You will now be working more independently and will select a theme from a list. At this stage you will be familiar with the process of developing ideas, referencing artists, exploring materials and processes and will be confident how to create a personal response and how to record this in an effective way. You will have a good critical vocabulary to talk about your work and that of artists and designers.

YEAR 11 Controlled test Jan- April

The controlled test paper has a choice of 7 themes or starting points from which you will have to select 1. The first six weeks of term are spent researching and exploring and developing ideas for a final piece. This process has been shown to you in the previous units of work, so this time you will be doing it totally on your own. Following this preparatory period you have 10 hours to complete your final piece. This is usually over a few sessions.

There will be, if current restrictions allow, opportunities for visits to art galleries and workshops at local colleges

Art Textiles

GCSE

If you are creative and imaginative, love making things from fabrics and threads, enjoy experimenting with plastic and paper and enjoy being challenged to do something just a little bit different, then this is the GCSE course for you!



The Art Textiles course develops further the skills you have been taught in Years 7, 8 & 9 Art Textiles and is very much an Art based course. It is very different from Design Technology Textiles which has more focus on fashion and industrial processes.

Art Textiles is also different as there is no written exam in year 11 and all course work is practical with a minimal amount of written work throughout the course. The full title of the course is AQA Art and Design Endorsed Textiles and it is a particularly good choice if you want to be creative and enjoy Art and Design but do not feel very confident at drawing and painting. Whilst we do Art activities in Art Textiles it is very experimental, concentrating on colour, texture and pattern.

This course gives you a unique opportunity to develop your Art skills, produce quality Art Textiles and, providing you complete your coursework and PST, achieve a good GCSE grade.

As with other GCSE subjects you will have 5 hours per fortnight and there is an after school catch up club every week.

You will be expected to complete 2-3 pieces of coursework during year 10 and 11 and will also have your controlled assessment in year 11. In total you will have 3-4 projects which showcase all the Art Textiles techniques and Art skills you have been taught. Alongside your practical work you will also look at and be inspired by a variety of contemporary textile designers and artists.

The themes for each project or unit of work are:

Unit 1- Plants & Natural forms.

Transfer printing with plants and found materials, digital sublimation printing, machine embroidery, entrapment with plastics, creative fabric & paper collage.

Unit 2 – Architecture & Decay.

Fabric manipulation techniques, stitch, print effects, applique, and hand and machine embroidery.

Unit 3 – Everyday Objects.

Screen printing, mono printing, embellishment, applique, stitch & hand embroidery.

All work is presented in A3 sketchbooks, recycled books or A2 sheets, most of the materials, fabrics, threads and specialist resources are provided by the Art Textiles department.



Packs of fabrics can be purchased for your project work at a discounted price.

Art Textiles is fantastic choice for those of you who are considering any Art or Fashion based course at college and indeed many students continue their studies onto university.

Students who have studied this course in the past have gone into careers in fashion & textile design, structural textile design, millinery, footwear design, and knitwear design, fashion forecasting, interior design, Fashion and Textile marketing and, of course, teaching.



Child Development

Cambridge National

We were all little once! Some of us can still think like children and 'get on' with them – some of you babysit and look after younger relatives. People may have said that you are 'good with children' – but it's one thing to enjoy a child's company and be good at entertaining them and quite another to undertake an academic study into Child Development - there is a great deal of theory and written work as well. You are not expected to know all about babies and small children already – but you must have an interest in them, and like them, of course!

If you:

- ✓ Enjoy being well-organised and working with children
- ✓ Like doing personal research and working on individual projects
- ✓ Are interested in the sociology behind family life
- ✓ Are keen on biology
- ✓ Would like the opportunity to volunteer at a nursery



Then:

You will enjoy finding out about the ways in which we have all grown up. All sorts of practical and creative things come into the course – like menu planning, cooking for a child and learning how to change a nappy. The course, though, is not considered to be a practical subject and contains a great deal of theory. There is a certain amount of Science when studying conception, pregnancy and birth for example, or methodically logging observations of a child's reaction or behaviour.

Assessment of the course

The Child Development course is a Cambridge National Level 1/2 qualification with the qualification awarded at pass, merit, distinction or distinction* level. The course will be assessed with a 1 hour and 15 minute written paper (50%) and controlled assessment (50%)

The course will cover the following topics

Written paper: Health and well-being for child development

Controlled assessment: Understanding the equipment and nutritional needs of children from birth to five years and understanding the development of a child.

Is it for you?

This course is for students who enjoy working with and studying young children. It is for those who are considering a career where knowledge of the development of a young child could be useful for example teacher, nurse, midwife, doctor, nursery nurse, child care assistant, nanny, child psychologist, play therapist, police officer, family liaison officer and many more. As well as helping to prepare you for your career, this course aims to equip you with information and advice for "when and if" you decide to become a parent.



Many of our Child Development students have gone on to study related courses at local colleges, including:

A Level Biology

A level Psychology

A Level Sociology

Applied A levels –Health and Social care

BTEC Health and Social Care Level 1, 2 and 3

Cache Certificate– Child care and Education 2 and 3

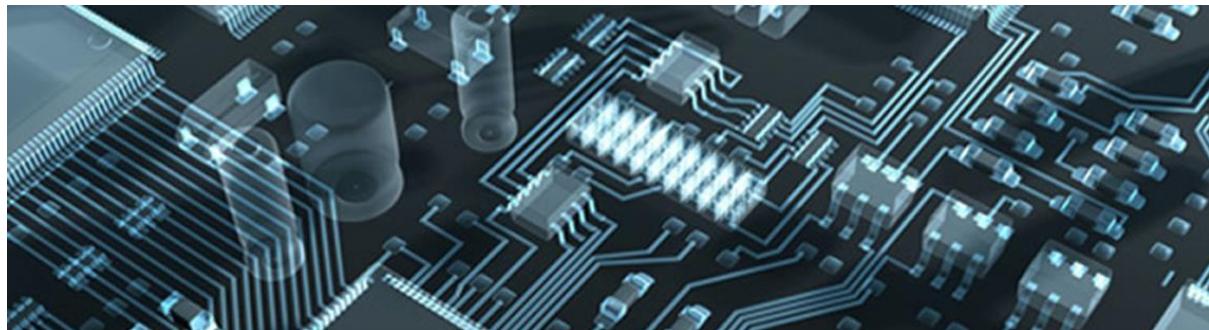
Cache Certificate –Caring for Children level 1 and 2

Apprenticeship in Childcare

Computing GCSE

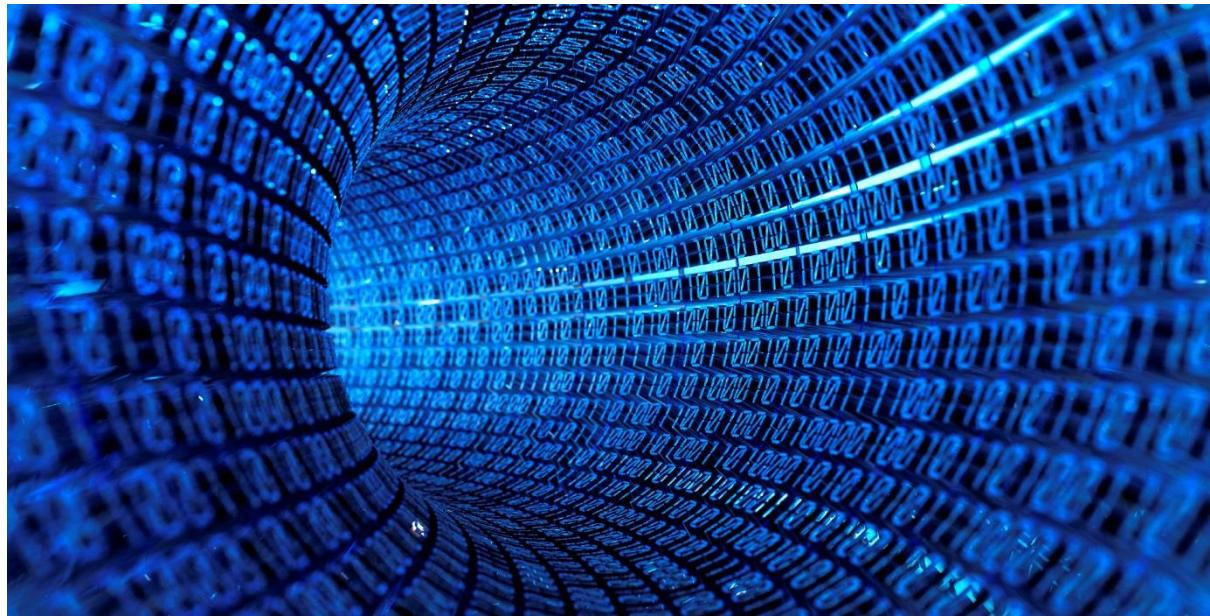
About the course

This exciting GCSE gives pupils an excellent opportunity to develop their understanding of current and emerging technologies and how they work, acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts, as well as develop computer programming and problem-solving skills. The course includes some fascinating in-depth research and practical work.



Qualification Assessment

Unit	Content	Assessment method	
Component 01 - Computer Systems	<ul style="list-style-type: none">• Systems architecture• Memory• Storage• Wired and wireless networks• Network topologies, protocols and layers• System security• Systems software• Moral, legal, cultural and environmental concerns	Written paper 50% of the qualification	Question paper that includes a mixture of short and long answer questions.
Component 02 - Computational Thinking, Algorithms and Programming	<ul style="list-style-type: none">• Algorithms• Programming techniques• Producing robust programs• Computational logic• Translators and facilities of languages• Data representation	Written paper 50% of the qualification	Question paper that includes a mixture of short and long answer questions, some of which will require candidates to write program code.
Component 03 - Programming Project	<ul style="list-style-type: none">• Programming techniques• Analysis• Design• Development• Testing and evaluation and conclusions	Controlled assessment	Candidates create solutions to computing tasks from a set of options supplied by the exam board.



Why take this course?

If you take a GCSE in Computing and then go on to study the subject at A Level or university, you could have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means that there is a growing demand for professionals who are qualified in this field.

As part of the course we liaise with local companies such as Bowers & Wilkins (Digital Sound and engineering) and Electric Square (Software and Games development). The course is also an excellent preparation if you want to study or work in areas that use the skills you will develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

This course really enhances your logical thinking and problem solving skills.

For further information please see: MR C BOSWELL or MRS R CARTER



Dance GCSE

Why GCSE Dance?

Your GCSE options are studied for 2 years and need to be something you enjoy and look forward to in your timetable. You may or may not want to pursue Dance as a career choice in the future but dance is subject of many skills, it can show your future college and employers, that you have an extended skill set that not only is creative but also academic. This important balance allows you to develop not only your knowledge and understanding of dance but also your skill set as an active member of any community.

You do not need to have dance lessons outside of school to do GCSE Dance but you do need to be confident in your own performance ability and be willing to develop your own dance technique or how you create movement. Likewise, if you are a dancer, you will need to be able to show your knowledge and understanding theoretically as well as in performance.

Dance is an opportunity to develop your creative and interpretive skills as well as nurture your skills and technique as a performer. Our course is practical but does have an exciting theoretical component. You will learn analytical skills through observation and analysis of anthology works, gain confidence in your own ability as a performer and develop leadership skills and organisation through choreography.

You will have to be prepared to fully commit to this course as many hours of rehearsals are needed for your practical work!



Dance info sheet

Exam Board:

AQA (no tiers of entry)

How the GCSE grade is currently compiled:

Internally marked and externally moderated

Component 1 - Performance and Choreography

Performance (2 solo's and 1 trio piece both assessed in Year 11)

- 30% of GCSE
- 40 marks

Choreography (Group dance that you create based on set stimulus from the exam board - assessed in Year 11)

- 30% of GCSE
- 40 marks

Total component 60%

Component 2 - Dance appreciation

What's assessed

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works



How it's assessed

- 40% of GCSE
- Written exam: 1 hour 30 minutes
- 80 marks

Course Content:

- Ways into choreography
- Contemporary technique classes
- Observation and analysis of the 6 anthology works
- Explore the 6 anthology works practically

- Dance form and structure
- Sophisticated approaches to choreography through various art forms
- Performance work
- Analytical studies

You will be expected to commit yourself to extra-curricular performance pieces which will involve extra rehearsals.



Assessment expectations:

Assessment for your GCSE will be ongoing throughout the two years. You will have theory work to do and homework is set throughout the course. The coursework deadlines are all before Easter of Year 11.

Style of teaching:

Sometimes you will be involved in group work, sometimes individual improvisation. You will have the opportunity for plenty of research and be taught how to observe and analyse work – your own as well as professional. Your teacher will cover the theory work related to your practical pieces and provide you with the information you need.

There will be opportunities for class discussion too. All lessons will be based in the Dance studio.

Key events:

In addition to the extra-curricular performance pieces, you will be given group compositional tasks. The main pressure points come in Year 11 with the group choreography – organising your rehearsals, getting your dancers together and practising for your performance.

The exam paper:

The written exam is 1 hour 30 minutes long and work 40% of your final grade. It involves short answer questions on the dancer in action and two named professional works.

Homework:

Sometimes your homework will be to rehearse a group or solo piece. You could also be set questions dealing with your comparative studies, some research, learning or practice exam questions.

Monitoring progress:

GCSE criteria is used for marking practical work right from the start – but in Year 10 the marks will be fairly generous to encourage you! Your teacher will discuss your work and advise you, setting you specific targets. In Year 10, performance and choreographic skills are dealt with separately, and then assessed together in Year 11.

Progression:

If you seriously want a career as a professional dancer, you need to be involved already in private dance lessons with a local dance school – they will be able to advise you on auditions and applications for specialist dance schools which would suit you, post-16. Most girls who take GCSE dance, however, choose it just because they enjoy dance. Some want to take it further and choose A-level dance alongside their other A-level choices at college. Some choose to do a full-time 'Performing Arts' course at Northbrook, Lewes or Chichester. This GCSE is valuable if you are considering any career in dance, music or theatre, or wish to continue dancing as a leisure activity or in amateur productions. GCSE dance is an excellent course to support the career development of Art Photography, Technical and Stage management and Costume design.

Equipment needed:

Complete dance kit – every lesson. An A4 file, a pen and a smile!

eat sleep breathe
DANCE

Design & Technology

Product Design GCSE

STEM subject

(Science, Technology, Engineering & Maths)



Design and technology is part of everyday life and is constantly evolving.

Our qualifications focus on **developing real practical skills** allowing students to manufacture high quality outcomes from **real life situations** working with **real design companies** who give **real design issues to solve**.

Students will use their **creativity and problem-solving skills** to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Product Design will prepare students to participate confidently and successfully in an increasingly technological world.

**This would be a solid Foundation Product Design course
for any student wishing to go into these areas:**

- Architecture
- Graphic Design
- Graphic Illustration
- 3D packaging Design
- Fashion industry
- Construction
- Interior Design
- Theatre Design
- Costume design



What Material skills do you cover?

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The emphasis will be on designing and making products that fit a need and a purpose so the practical skills are wide and varied.

Carrying on from KS3 – In Y10 students continue on a carousel of trending real contexts developing products in a variety of materials tools and techniques exploring workable outcomes.

Specialist technical principles:

- Papers & boards
- Timber based materials
- Metal based materials
- Polymers & Plastics
- Textiles based materials
- Electronic systems

Course content:

AQA Design Technology

Exam 50% & Controlled assessment 50%
(NEA)

What's assessed?

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed?

Written exam: 2 hours

- 100 marks
- 50% of GCSE

Questions

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

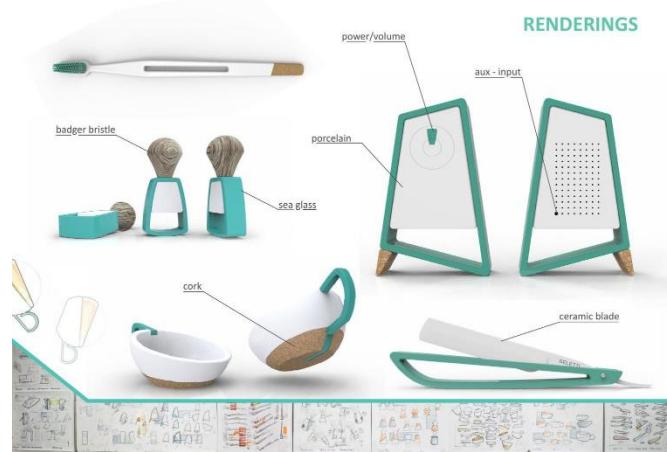
Coursework

No exam assessment (NEA) 30 – 35 hours approx. in lesson time, mostly in Yr11.

- 100 marks
- 50% of GCSE tasks
- Substantial design and make task

Assessment Criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas Developing design ideas Realising design ideas
- Analysing & evaluating
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA



Taking this Design & Technology Product Design GCSE leads onto BTEC and A level courses at:



: Graphic communication A Level / Textiles A level
Design A Level



: A level Fashion & Textiles / A level Graphic design & Illustration



: A level Graphic Design / Architecture & interior L3
Costume design / fashion & textiles / 3D Design A level

BHASVIC



: Graphic Design & communication A level / Textiles Design



: 3D design A level / Graphic design A level / Fashion design A level

Digital Graphics iMedia



Digital Graphics

- Digital Media is a key part of many areas of our everyday lives and vital to the UK economy.
- Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce.
- Still....., why do this course???

Task 1 – Types of digital cameras, their features and settings

Learning Outcome (LO) 1 is assessed in this task. Before taking the digital photographs, you must identify features of digital photographic equipment and describe the capabilities and limitations of different digital cameras.

You need to describe the:

Task 2 – Plan a photo shoot

Learning Outcome (LO) 2 is assessed in this task. You need to identify the requirements of the client brief and target audience for the digital photographs. To do this you will need to organise your time and resources so that you can start to plan for the photoshoot, including identifying the equipment and software needed. Your client and the target audience.

You need to:

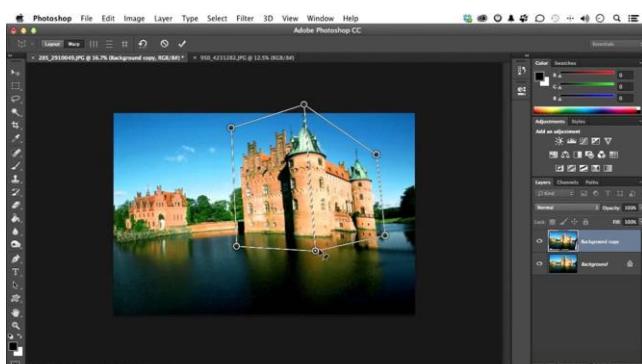


- We live in an age of information overload – TV, radio, text-messaging, web and email, telephone, video, DVD and CD – to say nothing of newspapers, magazines and face-to-face conversations.
- This qualification will help you to develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts.
- The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media. They are designed to stimulate your creativity and develop real-world, practical skills.
- Everything you learn and gain on this course is a valuable transferable skills. You'll develop problem solving, creative thinking, research, communication and teamwork skills. Employers and Universities regard these highly.

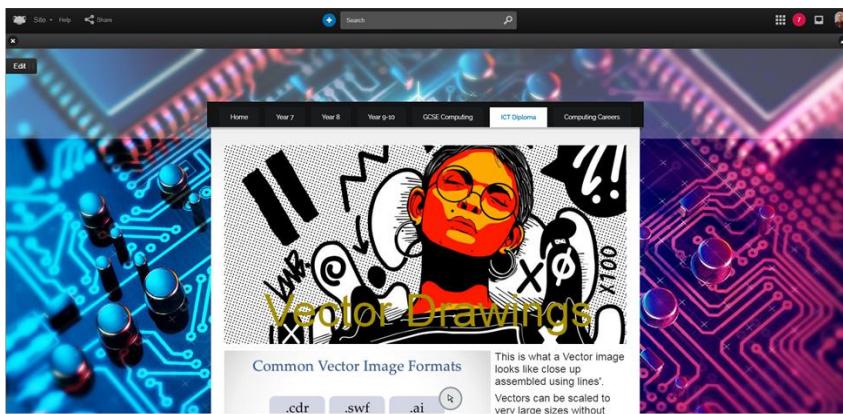


Course Content

The mandatory units of pre-production and creating digital graphics underpin the qualification and reflect key industry skills. The pre-production skills unit is assessed through an examination and contributes 25% of the marks for the qualification.



The wide range of optional units cover different media disciplines allowing you to offer your students a course that will motivate them, appeal to range of learning styles and allow students to demonstrate their ability and passion. Each optional unit is assessed through a practical task-based assessment with OCR-set tasks to support your students in producing assessment evidence.



- **Topics we study at Davison:**
- **R081: Pre-production skills - EXAM**
- **R082: DIGITAL GRAPHICS.**
- **R085: WESBSITE DESIGN**
- **R090: DIGITAL PHOTOGRAPHY**



So where will Digital Graphics take you.....

Taking Digital Graphics CAMNAT@ DAVISON
leads onto these A level & BTEC
level 3 courses. Below are the types of jobs you could go into:

- **Web Designer**
- **Games Design**
- **Graphic Design**
- **Animator**
- **Art/ Creative Director**
- **Illustrator**
- **Production Designer – TV and Media**
- **Concept Artist**
- **Photo-Journalist**

MET Northbrook
Metropolitan College

BHASVIC

Chichester
college

Drama GCSE

Drama is serious business

Well, it's been a dramatic year, hasn't it? As theatre after theatre closed, a huge part of our cultural life has been compromised as we all tried our best to prevent the spread of CV19. The theatre is the beating heart of London's West End, and what are theatres without actors and without audiences? Even dear old Worthing has suffered in not having a fully functioning theatre and highly trained and passionate actors have stepped away from the bright lights of the theatre into other roles.



The world will still need actors and will still need audiences. Studying GCSE Drama you will be both, as well as designers and improvisors. Regardless of your hopes for the future, think about studying GCSE Drama as that is something you want to explore NOW. Public speakers, lawyers, events managers, journalists have all benefitted from studying Drama at school and you too could enjoy practical lessons in our well-equipped Drama Studio, whilst exploring the world in a creative and challenging way.

2020 isn't the first time theatres have been 'in the dark'. During Cromwell's time theatres were closed for up to 18 years but after that came the Restoration. The theatres flourished as they will do again, and the theatres need new ideas and new personnel to create, appreciate and enjoy theatre. If you enjoy working with others, sharing ideas, getting up and having a go, then please seriously consider GCSE Drama. There may not have been a school play this year, but there has still been creativity and performance by Davison girls who every year surprise and impress us by their commitment and talent.

You will develop many transferable skills in GCSE Drama. Your main challenge during the course is to create, deliver and reflect on dramatic pieces that are thought-provoking and entertain. This is a highly practical GCSE and suits learners who like to take risks, push themselves and communicate superbly with others.

You will experiment, share ideas, try things out and sometimes fail. But you will become more confident, more ambitious and more empathetic if you commit. You MUST be an excellent attender; frequent small-scale studio performances need to be prepared in groups. You will need to source props and costumes and take responsibility for your own performances.

Although trips are currently on hold, we will return to see live theatre just as soon as we are able. In the meantime, Davison has access to over a hundred filmed live performances on a digital platform for us to study and enjoy.

In 2019 over 100 students went on a 3 day residential trip to London - we hope to repeat this wonderful experience when it is safe to do so.



Of course GCSE Drama is NOT a Drama school, but it is your opportunity to get an academic GCSE in a vital subject that is both part of our heritage and part of our future.

Exam Board: AQA

Component 1	Component 2	Component 3
Understanding Drama	Devising Drama (practical)	Texts in Practice (practical)
A one hour 45 minute written exam (40%)	Performance (20 marks) Devising Log (60 marks) (overall 40% of final mark)	Two performances (20%)
Set text choices: Blood Brothers, The Crucible, Romeo & Juliet Reflecting on Live Theatre Performances, eg: “Things I Know to be True” “Curious Incident of the Dog in the Nighttime” “The Woman in Black”	In groups of between 2 and 6, performances are created and a working log book of the process is assessed.	Two extracts from published plays, either monologues, duologues or group work. e.g: Shakers, Girls Like That, Be My Baby

Food Preparation and Nutrition GCSE

If you have a passion for cooking and want to develop your knowledge and skills in the kitchen, this is the course for you.

This GCSE in Food Preparation and Nutrition equips you with the knowledge, understanding and skills to be able to feed yourself and others better. You will develop practical cookery skills and techniques while exploring the underlying principles of food science, nutrition, food traditions and food safety. Heston Blumenthal's support will inspire you to be inquisitive, creative and confident cooks.



**A RECIPE FOR
SUCCESS**

WITH SUPPORT OF HESTON BLUMENTHAL®, OUR NEW DRAFT
GCSE (9-1) IN FOOD PREPARATION AND NUTRITION WILL INSPIRE
LEARNERS AS THEY DISCOVER THE ESSENTIALS OF FOOD SCIENCE,
NUTRITION AND HEALTHY EATING.

A portrait of Heston Blumenthal, a man with short hair and glasses, wearing a white chef's coat. He is looking directly at the camera with a slight smile.

OCR.ORG.UK/FOODPREPANDNUTRITION

The four main areas of study covered in this GCSE are:

- A – Nutrition
- B – Food provenance and food choice
- C – Cooking and food preparation
- D – Skill requirements - Preparation and cooking techniques

Assessment

Component 1: Food Preparation and Nutrition (01)

Written examination: 1 hour 30 minutes

50% of qualification

Learners will be expected to answer questions based on the four areas of content (A, B, C, D)

There will be: ten compulsory questions and free response questions; some questions that include stimulus material; synoptic questions are included.

Component 2: Food Investigation Task & Food Preparation Task. Non-examination assessment: internally assessed and externally moderated

50% of qualification

Assessment 1: The Food Investigation Task (15%)

A scientific food investigation which will assess the learner's knowledge, skills and cooking of food. A report of 1500 – 2000 words will be produced.

Assessment 2: The Food Preparation Task (35%)

Prepare, cook and present three dishes within 3 hours and plan in advance how this will be achieved. Photographs and written evidence of work showing planning, preparation, cooking and presentation are submitted.



Written exam (Yr 11 Summer term)

Investigation task (Yr 11 Autumn term)

Food preparation task (Yr 11 Spring term)

These assessments will be based on a choice of tasks released by OCR annually.

We cook every other lesson and you will have the opportunity to learn the above content in a hands on practical way. We learn how to make Bread, Pasta and a range of different types of pastry, such as Choux and Puff pastry. We also explore food through tasting, carrying out investigations and sensory analysis.

You will be given some recipes to cover specific areas of the learning content, however you will also have many opportunities to choose the dishes you would like to make and adapt recipes to meet certain briefs.

Some of the dishes we have made include: Lemon meringue pie, Curry with naan bread and rice, Homemade pasta and sauce and Homemade Jaffa cakes.



OCR Food preparation and nutrition GCSE could lead to careers in:

- Catering and hospitality
- Restaurant design
- Food safety and hygiene
- Nutrition
- Sports science
- Childcare
- Food styling
- Bakery management
- Molecular gastronomy
- Urban farming
- Food critiquing

A big part of the course is learning about the food industry so we organise Food trips during year 10 to support this content. We recently spent a morning in 'Guiseppe's Lite', the gelato makers in Worthing, where we learnt the art of making artisan Gelato and enjoyed many tasters! We even got to bring home a tub of our own homemade Gelato! We also visit Northbrook college to explore the food courses on offer and sample food cooked by the students completing a Level 2 catering and hospitality course. This also gives you the opportunity to talk to students studying higher level food courses and ask them any questions you may have.



If you want to:

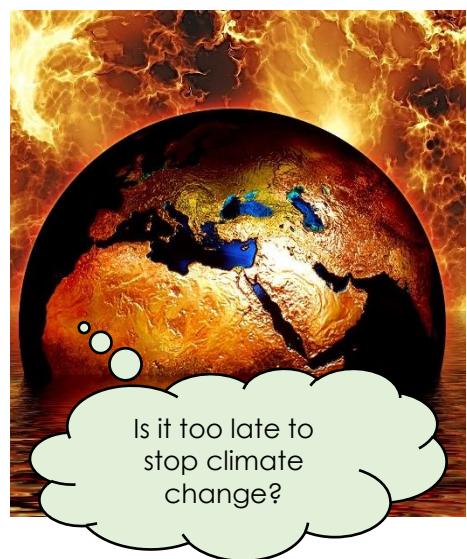
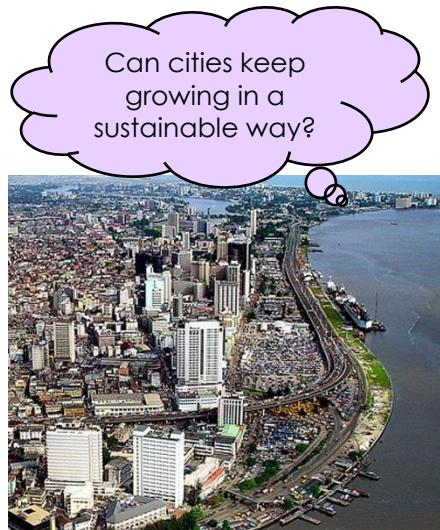
- Develop your cooking skills and learn how to make high skill dishes
- Explore where the food we eat comes from
- Learn how to present food in interesting and imaginative ways
- Discover how to feed yourself and your family, understanding good health and nutrition

And lastly...

- Have the opportunity to take time out of your school day to cook and prepare food in a fun and engaging environment

Then GCSE Food Preparation and Nutrition is the course for you!

Geography GCSE



If any of these questions catch your interest – GCSE geography is for you!

Frequently asked questions:

What is GCSE Geography like?

It's fast-paced and interesting. We cover a wide variety of topics and we also get to delve into some interesting city and country studies, like learning about the country of Nigeria. We use lots of different resources to support our learning - GIS (like Google Maps), books, news articles and videos and we do a wide range of activities too.

Am I good enough to study GCSE geography?

If you enjoy studying geography at the moment, and you are achieving most of your KPIs, then definitely yes! We have high expectations of you at KS3, so if you are enjoying geography now and are prepared to keep working hard, we would be confident you'll be successful at KS4.

Are there any trips?

Definitely! That's one of the best things about studying geography. You'll do at least two field trips as part of the course; usually one to a city (like Brighton) and one to a coastal area (like Seaford or West Wittering). We're working really hard to make sure you still get opportunities to go outside of the classroom and learn about things in real life, even though it's a bit trickier at the moment. We usually run overseas fieldtrips too - we're still hoping to be able to do that in 2021.

What are the exams like?

Geography exams have a wide range of questions. The longest is worth 9 marks (about a page of writing). There are two of those in each exam. The other marks come from shorter questions including multiple choice, completing sentences, completing graphs, defining key terms or explaining key ideas. The questions are challenging, but we offer lots of support to help you maximise your marks.

What will you learn about?

At Davison we are studying the AQA GCSE syllabus.

Living with the physical environment	Challenges in the human environment	Geographical Applications
<ul style="list-style-type: none"> • Natural Hazards • The Living World (Ecosystems) • Physical Landscapes in the UK (Rivers, coasts and glaciers) <p>35% of GCSE</p>	<ul style="list-style-type: none"> • Urban issues and challenges • The changing economic world (development) • The challenge of resource management <p>35% of GCSE</p>	<ul style="list-style-type: none"> • Issue evaluation (a decision making exercise) • Fieldwork • Geographical Skills <p>30% of GCSE</p>

Why study GCSE Geography?

Did you know, geographers are the least likely graduates to be unemployed?

And, around 10% of the UK's economy relies on data from maps?

Geographers develop a wide range of skills, and they understand their place in the wider world. Geographers are ready to go when it comes to lots of jobs & careers.

- Geographers are good communicators – great if you want to work in education, in business or politics.
- Geographers have good global awareness – important if you want to travel, work in the charity sector or in development.
- Geographers understand how to investigate problems and present their findings – useful if you want to study anything scientific in the future.
- Geographers develop key skills like ICT, Numeracy and Literacy – so they are well prepared for their future studies.

What our students say:

I think Geography is a brilliant subject to take for GCSE because it gives you a real insight into so many different aspects of our society and world

I enjoy Geography because it is an interesting subject that studies the world around us - I like being able to explain how the features I see every day are formed.

Geography is my favourite subject because you get to learn about a human's connection to the Earth. You discover more about society and the environment around you and are able to ask questions you may not have contemplated before.

I like GCSE Geography because there are a lot of fieldwork opportunities and the teachers are very supportive.

I find GCSE geography really intuitive and a subject that teaches you about interesting cultures and events.

During GCSE Geography you always receive the right support and help, but it also pushes you to work independently.

Health & Social Care

BTEC



Would you like to work with people to improve their health and wellbeing? Do you feel you have 'care values' and would you like to develop and use these skills within a qualification? Would you like to learn about human growth and development, health and social care services, and factors affecting people's health and wellbeing? If so this may be the course for you.

Here are the main components of the course:

Human Lifespan Development – internal assessment



In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them.

Health and Social Care Services and Values – internal assessment



Providing good health and social care services is very important and a set of 'care values' exists to ensure that this happens. Care values are important because they

enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers)

Health and Wellbeing – external assessment



In this component, you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

What can this qualification lead to?

- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in the qualification will help them achieve
 - study of health and social care post-16 through a technical certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in health or social care.

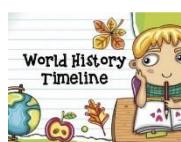
History GCSE



What's most interesting about our world? Isn't it people and how they behave? That's what history is all about. How can we understand the state of the world today without looking at what people have done in the past?

If you have a genuine interest in people and the past, want to develop the way you think and express yourself and understand more about what's happening in the world today, you will love History GCSE!

History GCSE is fun and challenging. The skills you have gained in key stage 3 are developed to a higher level at GCSE, while you learn about new topics. The lessons are varied and use different learning styles; creativity, discussion, some projects and presentations. We are all passionate about our subject – we want to convey this enthusiasm to you, inspire you and develop great historians!



GCSE History provides you with many transferable skills - skills which can be learnt in History and applied to other subjects and situations now and in the future. It is a well-respected GCSE because of its academic rigour.

The new 2016 GCSE offers a wide variety of topics and an opportunity to gain a greater understanding of Britain and the wider world. We will also have the opportunity to study an Elizabethan location in detail and will hopefully have the opportunity to visit the site.

History would be a great choice for you if you love finding out about the past, enjoy reading, discussion, researching and using evidence to form an argument. There is a lot of content to learn, but there is a lot of time and support in order to help you achieve your very best.

GCSE History Info sheet

Exam Board: AQA (no entry tiers)

2 written exams at the end of year 11: a combination of source work, short and extended answers.



Paper One: Understanding the Modern World

- Section A: Russia 1894-41, looking at the last Tsar, the failures of the Provisional Government as well as the Communist rule of Lenin and Stalin.
- Section B: Conflict and tension in Asia, 1950-75, looking at the wars in Korea and Vietnam.



Paper Two: Shaping the Nation

- Section A: Power and the People, looking at how power in Britain has evolved from the Magna Carta through to the impact of the Brixton Riots in 1981.



- Section B: A British Depth Study: Elizabethan England, looking at her court, fashion, theatre, war and religion. Students will also study a significant Elizabethan site and will hopefully be visiting this location.



What our pupils think

'I chose History as a GCSE because it is valued subject in all areas and connects well with other subjects such as Geography and R.S'

I love History because through learning about the past you gain a broader understanding of the past and how society works. Everything we study is extremely interesting, it is my favourite option
Jessica Simpson

I find History really interesting because during the course you learn about a wide range of topics over many years.
Ines Mitchell-Rodriguez,
Deputy Head Girl

'I love History because it opens up so many doors for you, particularly for any future careers you wish to pursue. It's fun and engaging and there is never a dull moment.'

If this photograph inspires you and you're curious to know more about who I am and why I am so significant to world history then opt for GCSE history!



If you'd find it interesting to know who I am and why I was murdered with an ice-pick in 1940 then opt for GCSE history to find out!

Learn, Engage, Think, Succeed at KS4 in LETS plus

Are you a pupil already studying LETS?

Many pupils in LETS have expressed an interest at taking it as an option at KS4.

If you are a pupil that enjoys exploring individual learning styles and would benefit from the support of a learning mentor, then you might want to continue with the LETS programme next year. You will possibly be below a level 5 in either English or Maths to benefit from this course.

Why might you choose this as an option?

- You might feel unconfident about KS4 or school generally
- You might benefit from having a learning mentor, so that you can discuss your progress and anxieties at school
- You might need extra support in English or Maths
- You might benefit from a timetabled time slot, when you can get extra support with your KS4 subjects

What will you gain from this?

- Step up to English
- Extra support in GCSE English and Maths classwork
- Support in all of your KS4 subjects
- A learning mentor
- You will be timetabled time to work on your school work in school time

You will develop skills and confidence in the following:

LET'S be positive

- Determination
- Resilience
- Competitiveness
- Organisation



LET'S be creative

- Invent
- Resourcefulness
- Questioning
- Planning



LET'S get involved

- Respectfulness
- Responsibility
- Communicating
- Relationships



LET'S get thinking

- Curiosity
- Evaluation
- Reasoning
- Analytical



Media Studies GCSE

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer.

The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society.

Theoretical Framework

This GCSE Media Studies specification is based on the theoretical framework for exploring and creating media.

The framework is based on four inter-related areas:

- **media language:** how the media through their forms, codes and conventions communicate meanings
- **representation:** how the media portray events, issues, individuals and social groups
- **media industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms
- **audiences:** how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

The framework provides a holistic and focused approach to interpreting and analysing the media, which learners will develop progressively as they study the three components.

Media Forms

Examples of all of the following media forms will be studied:

- advertising and marketing
- film
- magazines
- music video and online, social and participatory media studied through a single music topic
- newspapers
- radio
- television
- video games.

This will enable learners to develop knowledge and understanding of a broad range of media forms and products, providing a comprehensive and balanced study of the media that encompasses audio-visual, print-based and online forms, as well as exploring the interrelationships between them.

The WJEC Eduqas GCSE in Media Studies offers a broad, coherent and engaging course of study which enables learners to:

- demonstrate skills of enquiry, critical thinking, decision-making and analysis
- acquire knowledge and understanding of a range of important media issues
- develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics
- understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- develop practical skills by providing opportunities for creative media production.

Contexts of Media

In addition to the theoretical framework, learners will develop knowledge and understanding of relevant contexts of media and their influence on media products and processes. The following contexts will be considered to inform the study of the set products.

Historical Context

- how the product reflects the time in which it was made through its use of media language, genre conventions, representations, themes, values, messages and viewpoints
- how the product reflects the time in which it was made through aspects of its production, distribution, marketing, regulation, circulation and audience consumption

Social and Cultural Context

- how the product reflects the society and culture in which it was made through its representations, themes, values, messages and viewpoints
- how the product is shaped or informed by particular cultural influences, such as genres, styles, technologies and the work of other media producers
- how the product reflects the society and culture in which it was made through aspects of its production, distribution, marketing, regulation, circulation and audience consumption
- how audience responses to and interpretations of media products may change over time

Political Context

- how the product reflects the political contexts in which it was made through its representations, themes, values, messages and viewpoints
- how the product reflects the political contexts in which it was made through aspects of its ownership and political viewpoint, production, distribution, marketing, regulation, circulation and audience consumption.

Component 1: Exploring the Media
Written examination: 1 hour 30 minutes
40% of qualification

Section A: Exploring Media Language and Representation

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

- one question assessing media language in relation to one set product (reference to relevant contexts may be required)
- one two-part question assessing representation in relation to one set product and one unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

Section B: Exploring Media Industries and Audiences

This section assesses two of the following media forms: film, newspapers, radio, video games. It includes:

- one stepped question on media industries
- one stepped question on audiences.

Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes
30% of qualification

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

Section A: Television

- one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- one question on media industries, audiences or media contexts.

Section B: Music (music videos and online media)

- one question on either media language or representation (reference to relevant contexts may be required)
- one question on media industries, audiences or media contexts.

Component 3: Creating Media Products

Non-exam assessment
30% of qualification

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

If Media Studies is something you'd like to choose as an option, students will also have the opportunity to become Media and Marketing Prefects within the school. In this coveted role students work closely with the Marketing department to lift the profile of the school in the local community and further afield as well as raising the awareness of Media Studies in school with the key stage 3 students.

Modern Foreign Languages GCSEs

LEARNING A FOREIGN LANGUAGE WILL HELP YOU TO:

- meet new people
- make new friends
- get a better job
- open up a world of different possibilities
- improve your communication skills
- become better at dealing with other people
 - understand other cultures
 - develop your confidence
- improve your problem solving skills
- stand out from the crowd (particularly with college or job applications)
 - demonstrate that you have learnt important skills

You never know where learning a language might take you - currently, with over 4000 different languages in the world and more than 300 spoken in the UK, there has never been a more important time to learn a foreign language.

Even though you might not know now which language you will need in the future, once you have learnt one foreign language, it is possible to transfer those skills to another language and you will find it easier to learn your second foreign language.

Not everyone speaks English! By speaking another language you can jump right into another culture and get to know these people. This exciting and fulfilling experience can only be gained if you can communicate with others in their language.

Don't worry about being fluent though! It's enough to show willing and to make an effort. Just remembering the basics will be enough to open up the door to a world of opportunities.

Broaden your horizons, broaden your mind, broaden your possibilities! Learn a foreign language! The world is waiting for you to discover it!



At Davison, we believe that Modern Foreign Languages are very important for our students as European citizens, although we recognise that learning a foreign language can be challenging.

If you intend to study at university, you are likely to need a GCSE in a Modern Foreign Language. It would also be useful if you think that you will opt for A-Level or IB courses at college.

Girls in sets C, D and E can choose to continue with a language to GCSE as an option.

The possible choices are:

- 1 French GCSE
- 2 Spanish GCSE

Since September, you have already been working on the new GCSE specification, as we are using a 3-year GCSE course model. Therefore, Year 10 would be a continuation of what you've been doing so far. You will continue to have 5 hours per fortnight.

New specifications were published for all Modern Foreign Languages in September 2016, with a number of significant changes. At Davison we are following the AQA specification. Key points are:

- The 4 skills: Listening, Reading, Speaking, Writing, are equally weighted (25% each) and assessed at the end of the course. There is no coursework.
 - Grades 9-1 are awarded
 - No dictionaries are allowed during the final examinations, so recall of vocabulary and how to use language to express ideas are essential.
 - The themes covered are: identity and culture; local, national, international and global areas of interest; current and future study and employment.
 - The speaking examination includes a role play, a picture-based discussion and a conversation. Preparation time is given, the assessment is conducted by your class teacher, recorded and sent to the examination board for marking.
 - The writing examination includes a short translation from English into your chosen language.
- You should take every opportunity to practise your language, whichever one you choose! Try using it in lessons as much as possible, in order to build up your spontaneity! It may be a challenge at first, but we're all in it together.

If you would like more information, please contact:

Melina Le Gourrierec – Subject Leader
Anna Day – Assistant Subject Leader
Cristina Merino – Head of Spanish



Music GCSE

Why Music?

- Do you enjoy playing / singing music?
- Do you like learning about different styles of music?
- Are you making good progress with your music in year 9 (in and out of the classroom)?

GCSE Music

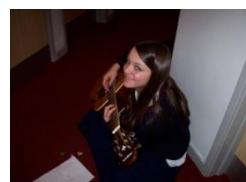


**If you answered YES to these questions then
Music GCSE is for you....**

Studying a creative subject such as music stimulates the brain and improves verbal memory and literacy skills. It also teaches some valuable personal skills which will benefit you in later life, whatever your career choice. Do you think that in your future, you might have to do the following:

- Present an idea confidently to a group of people?
- Organise a group to prepare a piece of work ready for a strict deadline?
- Create something new and different that stands out from others' work?
- Think on your feet when something goes wrong during a presentation?
- Regularly adjust your work and ideas as you go along in order to produce a high quality finished product?

Music teaches you the skills to do all of these things.



Music GCSE Course Structure – OCR Exam Board

Unit 1: Integrated Assessment (Coursework - 30%)

You will choose a piece that shows off what your instrument or voice can do and perform it either solo or in a small group. Then you create a composition based on the piece you perform to show you understand how music for your instrument or voice works, including a written commentary.

Unit 2: Practical Portfolio (Coursework – 30%)

You will perform another piece as a group. This is a completely free choice.

You compose another piece set by the exam board.

60% of the course is practical work.

Unit 3: Listening Exam (Exam – 40%)

Written paper with CD where you listen to extracts of music and answer questions about what you hear. It has a mixture of short answers and multiple choice.



Performance

You do not have to perform in front of the class, although performance is a really important part of the GCSE so you must be prepared to perform regularly and record your work. We expect you to spend at least one hour per week on improving your instrumental or vocal skills at home.

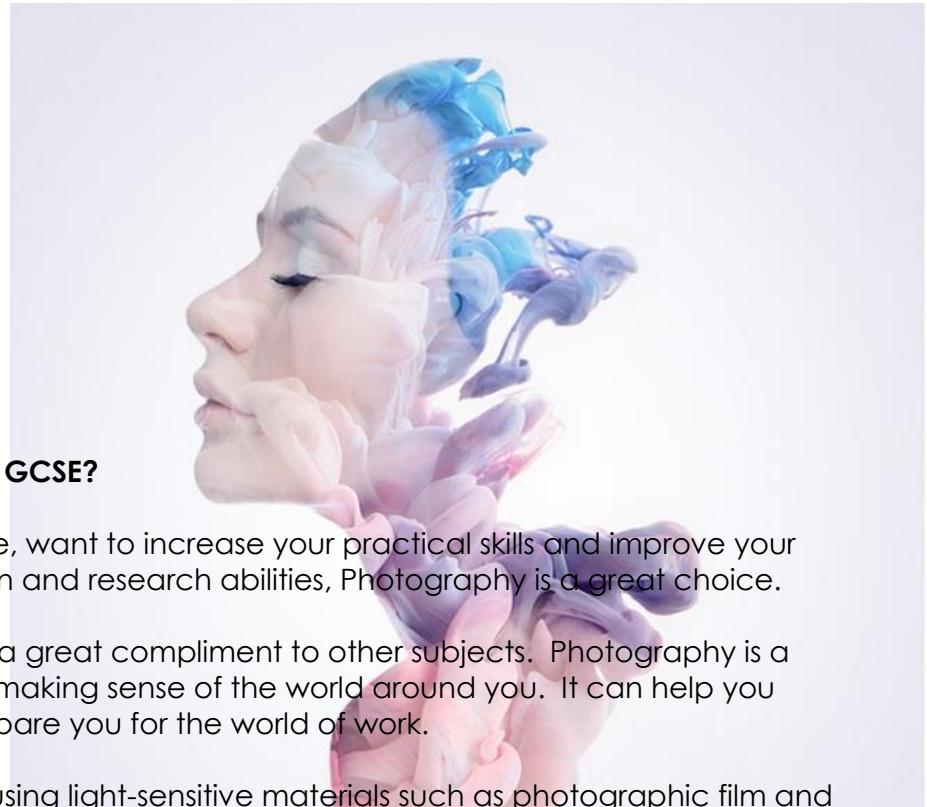
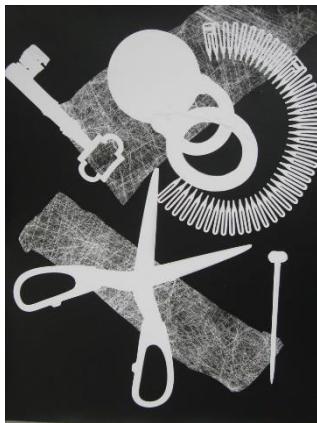


We do not ask for any particular level or grade and it's not necessary to have individual instrumental lessons to take the GCSE but it does help to have advice and tuition from a specialist in your instrument. You do not need to be able to read music.

What can it lead to?

Not only does music GCSE lead to college courses in performance or music technology, it is also a useful subject for careers such as teaching, working in media, childcare, events management, marketing and many other things!

Photography GCSE



Why choose Photography GCSE?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Photography is a great choice.

The skills you gain make it a great compliment to other subjects. Photography is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

You will produce images using light-sensitive materials such as photographic film and digital methods of development and production to create static or moving images. Areas of study could include portraiture, still life, photo-journalism, documentary/street photography, moving image – film and video. You will learn to manipulate photographs using the Photo Affinity computer programme and by hand.

WHAT SKILLS WILL YOU LEARN?

Alongside improving your practical expertise you'll learn **how to —**

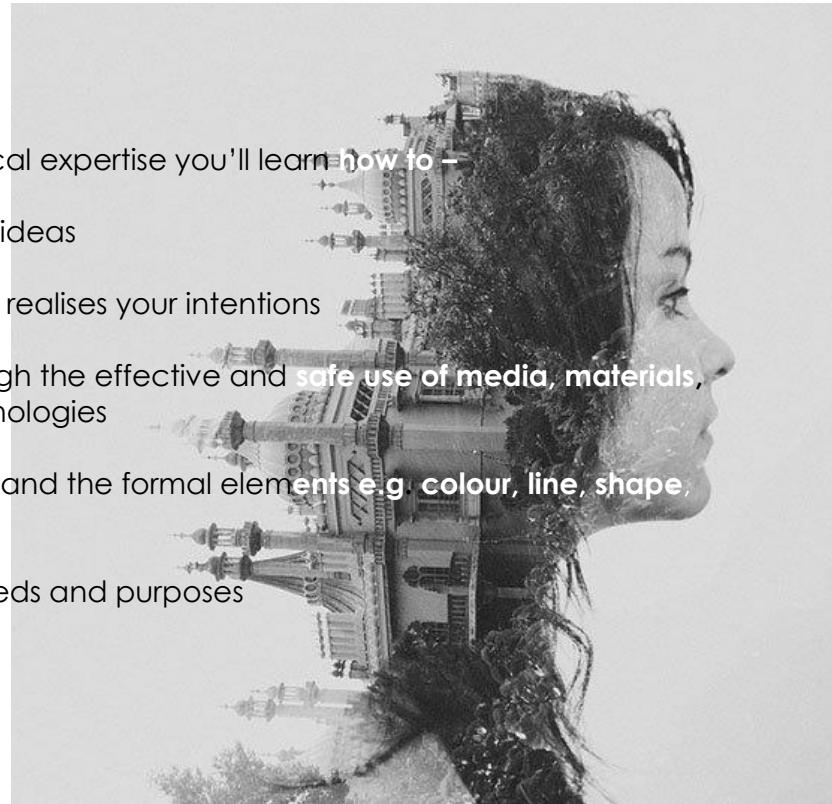
Develop, refine and record your ideas

Present a personal response that realises your intentions

Improve your creative skills through the effective and **safe use of media, materials, techniques, processes and technologies**

Successfully use visual language and the formal elements e.g. **colour, line, shape, composition, texture, pattern**

Use drawing skills for different needs and purposes



KEY POINTS

Year 10 - Visit Northbrook College or Worthing College to use the Darkroom facilities and photography studio

Year 11 - GCSE trip to a Photographers gallery, photography exhibition or museum

Year 11 – The GCSE exhibition of pupils work in July

We will also have lessons out and about around the school or within walking distance of the school taking photos

We will resume our trips as soon as we can, when it is safe to do so

HOW WILL IT FIT IN WITH YOUR OTHER SUBJECTS

Studying Photography helps to create a broad and balanced curriculum which is an excellent foundation for whatever you want to do afterwards. The transferable skills you'll gain, such as creativity, analysis and problem solving complement a range of other subjects and careers.



HOW WILL YOU BE ASSESSED?

There are two components:

Component 1 – Portfolio

AQA says – produce a sustained project and selection of further work that represents the course of study. This is worth 60% of your overall marks and includes all of your class work and home work. This used to be called 'coursework' – we will work on three projects and a series of workshops in Year 10 & 11.

Year 10 - The first project will be teacher led lasting until Easter, in the Summer term the project will be based on a past GCSE paper in the form of a mock exam.

Year 11 – The mock exam project will be taken from a past GCSE exam paper, the GCSE exam beings in January after the Christmas holidays.

Component 2 – Externally set assignment

AQA says – “produce your own response to an externally set task paper,” you have a choice of seven starting points and you chose one to develop and complete individually. You get preparation time plus ten hours of supervised time. This is worth 40% of your total marks. This is the exam

WHERE WILL GCSE PHOTOGRAPHY TAKE YOU?

You can continue your Photography studies at A-level and Diploma

If you don't want to take your Photography studies further, the transferable skills gained will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills. Employers and Universities regard all of these highly.

PHOTOGRAPHY OPENS DOORS TO MANY EXCITING CAREERS

Photographer
Animation
Fashion & media
Product design
Publishing
Retail design
Video/Film maker

Architecture
Fashion design
Journalism
3D design
Advertising
Exhibition design
Museum curator

Graphic design
Video game design
Photojournalism
Textile design
Interior design
History of Arts/Photography
Teaching/Lecturing



YOU WILL NEED TO BE –

A good time manager

Organised and hardworking

Pro-active, motivated and an independent learner

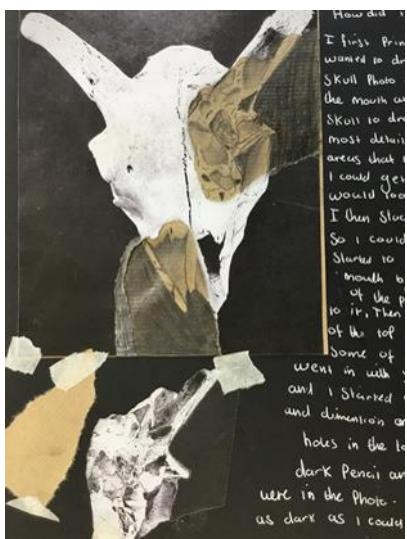
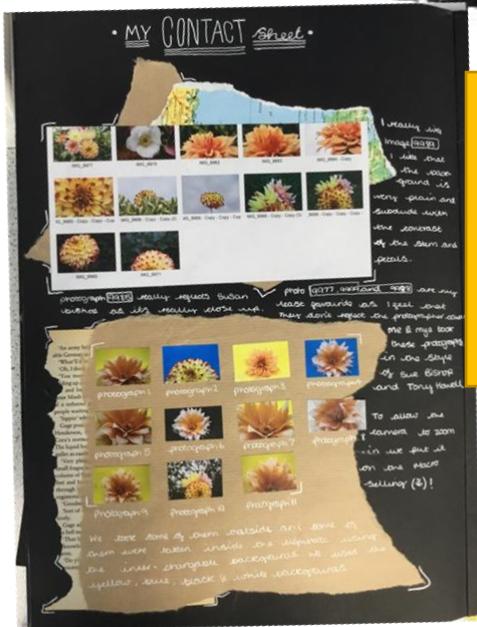
It's helpful if you enjoy I.T and have good skills (you may already know how to use Affinity Photo or Photoshop)

Creative & imaginative

Able to work by yourself and with others

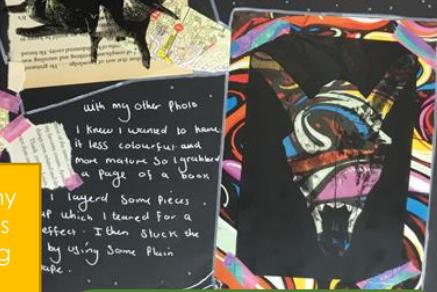
Able to manage your homework which will be set each week, you will be expected to spend a minimum of 90 minutes on it

CURRENT YEAR 10 SKETCHBOOKS AND PUPIL COMMENTS

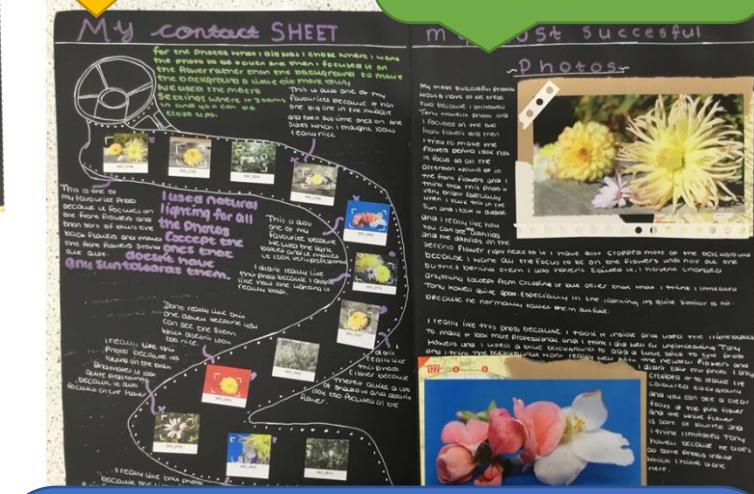


OLIVIA "I chose photography because I like taking photos of nature and scrapbooking and journaling so photography combines all of my interests. I'm enjoying my lessons because I can be as creative as I want, I enjoy presenting my work and working independently"

PERLA "I chose Photography because I'm always taking photos & I thought it would be fun to combine a lesson with my own personal interests. I enjoy presenting my work creatively & I'm also enjoying learning to use Photo Affinity to manipulate my photos on the computer"



JULIENNE "I thought it would sooth the day, keep me calm as other lessons are so paperwork based and formal. I like taking photos outside and researching old photographers. I like to compare my work with theirs because it teaches me about different photographic techniques"



MEGAN " I chose Photography because I wanted a calm lesson for my personal wellbeing, where I can be more independent and not so formal. I like photography because its so open to interpretation – I like the freedom, but I've also realised that you need to be really organised"

MYA " I took Photography because I've always liked taking photos, I'm also arty and Photography combines both I've always enjoyed taking my own photos, recently in lessons I was using the lightbox with different coloured backgrounds which give a good contrast to the flowers I'm photographing"

Physical Education GCSE & BTEC

In PE we offer 2 very exciting courses for students to study. If you wish to do PE as an examination subject you can either follow the BTEC Level 2 First Certificate in Sport or AQA GCSE PE.

The best course for individual students will depend on preferred learning styles, practical experience and preferred assessment methods. Each course covers a wide range of detailed topic areas and include an in depth look at a number of different practical activities.

If you are wishing to take PE as one of your options but don't know which course would be best for you, please speak to a member of the PE department who can guide you in the right direction and ensure you get the best fit for success.

In Year 10 and 11 each student will have 5 lessons over a two week timetable. These lessons will include a combination of practical and theory based work. Student files must be kept up to date and homework is set regularly.

Progression

A PE qualification is a really useful addition to any combination of examination courses. It proves to employers and further education colleges that you are able to work as part of a team; communicate effectively; listen to others; work hard; strive for success; that you are reliable; cooperative; have good leadership skills and are well organised, fit and healthy.

Career and Further Education Opportunities

Both the BTEC and GCSE have level 3 qualifications that are widely run in local colleges. You are also able to progress from the BTEC to A Level PE and well as GCSE PE to BTEC Level 3. Both the BTEC and GCSE PE are useful for entry into further education, physiotherapy / occupational therapy, nursing and other areas of the medical or childcare professions. They are useful to have for the leisure industry, sports photography, primary and secondary school teaching, coaching and journalism. Universities accept both of these qualifications.

Is it for me?

Do you want to develop:

- Your communication skills?
- Your physical performance skills?
- Your ability to work with others?
- Your leadership skills?
- Your knowledge and enthusiasm for sport?

If YES, the PE is for you!



GCSE Physical Education

Practical activities include both team and individual performance activities. Students are assessed as a performer in 3 different practical activities. They will also complete a written analysis and evaluation piece of coursework.



The above mentioned non-examined assessments make up 40% of the final total mark. For this reason students choosing the GCSE pathway will need to have a reasonable practical ability in at least 2 different sports. Throughout the 2 years it is likely 3-4 different activities will be covered in depth, most likely to include: Netball, Badminton, Athletics and Trampolining.

The final 60% of marks will be spread evenly over 2 exam papers incorporating all topic areas covered in the course. Each will be 1 hour and 15 minutes in length and include a mixture of multiple choice, short answer, data analysis and essay type questions.

Topics Covered

1. Anatomy & Physiology
2. Movement Analysis
3. Physical Training
4. Sports Psychology
5. Socio-Cultural Influences
6. Health, Fitness & Well-Being



Level 2 Sport – BTEC

BTEC PE is a vocational qualification suitable for all learners. There are 2 forms of assessment:

Coursework assignments – 70% of the total course made up of 3 units in total, 2 compulsory & 1 optional.

Units Covered - Practical Sports Performer, Training for Personal fitness & Leading Sport Activities.

External exam - on the 'Health and Fitness for Sport Exercise' unit of work makes up 30% of the final grade – in the form of an onscreen multiple choice test, with short and longer answer questions. 75 minute exam.

The qualification is graded as a Pass, Merit, Distinction or Distinction* and is equivalent to one GCSE at grades 1 – 9. Assignments are marked against criteria set by the examination board. The assignments are issued and completed throughout a unit of work and an overall grade for the unit is awarded once all the work for that unit has been completed. This allows the student, teacher and parent to track progress. Assignments are assessed via various different methods including written work, presentations, interviews or video blogs. The majority of lessons are practically based so girls need to be active and motivated in a sporting situation.

Pupils will need to be organised with their PE kit, folders and keep up to date with homework.



If you would like any further information about either of these courses please contact:

Mrs Cox – Lead teacher GCSE/ Head of Physical Education
Miss Gearing – Lead teacher BTEC

Travel and Tourism BTEC

BTEC First Award in Travel and Tourism is a Level 1/2 qualification which is the equivalent of:

1-3 = Level 1

4-8 = Level 2

The emphasis in this course is a series of controlled assessments which will be completed during class time and there will be one external examination which is worth 25% of the final grade.

On a BTEC First Award course you will achieve Pass, Merit and Distinctions in your assessments. You will then be awarded an overall Pass, Merit or Distinction for the whole course.

You will study:

The UK Travel and Tourism Sector

UK Travel and Tourism Destinations

The Travel & Tourism Customer Experience

Factors Affecting Worldwide Travel and Tourism



This is a vocational course which offers you the opportunity to learn both inside and outside the classroom. This helps you to develop the skills to be mature and independent at work, whilst knowing that you can still ask for help or support when you need it.

The BTEC First Award in Travel and Tourism can be used as a stepping stone towards entering initial employment in positions such as passenger check-in officer or tourist information centre assistant. It can also be used to move on to a higher level qualification such as Level 2 Cabin Crew or Level 3 BTEC in Travel and Tourism at college.

