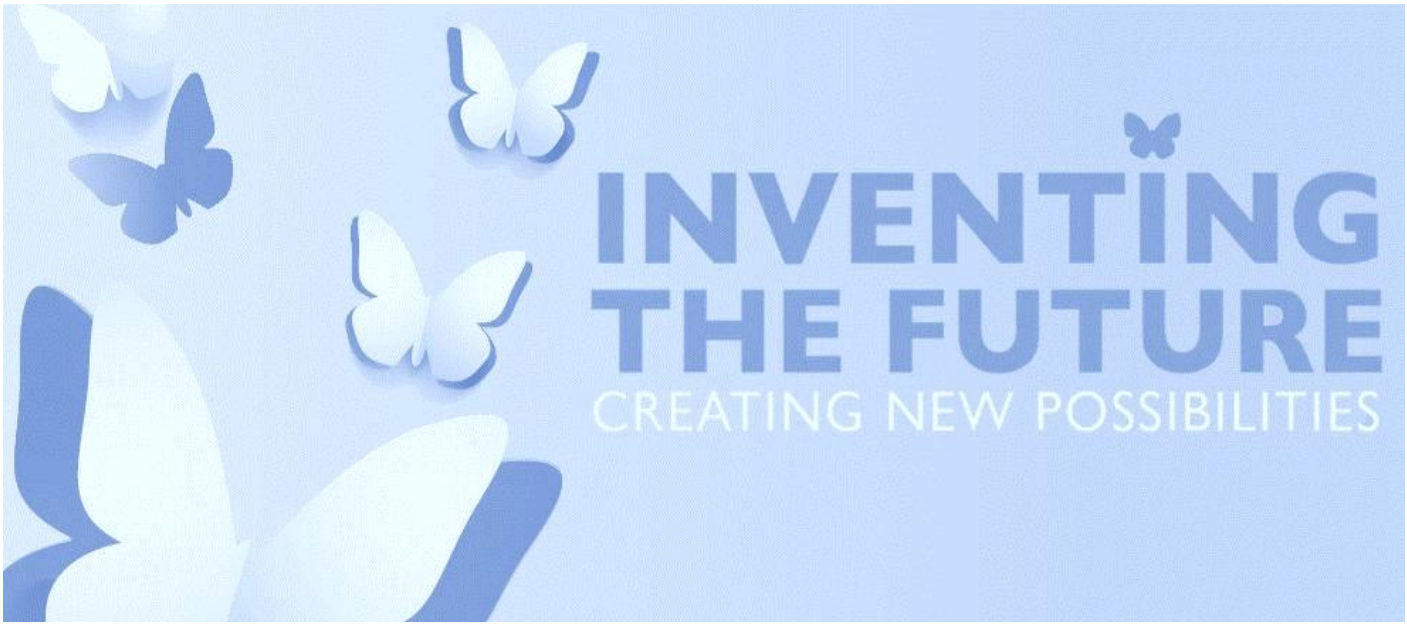
Davison

Year 9 Options Booklet

2022/23



To live life in all its fullness and flourish as God intended.

Giving every girl a better future

Contents

Introduction from Mr Keating 1
Options at Davison 2
Options Process 3

Core Subjects
Citizenship Studies GCSE 5
English GCSE 7
Mathematics GCSE 9
Religious Studies GCSE 12
Science GCSE 13
Personal, Social, Health & Economic education 14

Options Subjects
Art & Design GCSE 16
Art Textiles GCSE 19
Child Development OCR National 21
Computing GCSE 23
Dance CGCE 25
Design & Technology Engineering 28
Design & Technology Product Design 30
Drama GCSE 32
Food Preparation & Nutrition GCSE 34
Geography GCSE 37
Health & Social Care BTEC 39
History GCSE 41
KS4 Study Plus, Key Skills 43
Media Studies GCSE 44
Modern Languages GCSE 47
Music GCSE 49
Photography GCSE 51
Physical Education GCSE and BTEC 54
Travel & Tourism BTEC 56

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 and style of working required for you to succeed.

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.

Everyone knows that 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, personal organisation...
the list is endless – but don't worry, your KS4 programme is designed to give you opportunities to build on these!

Good grades get you onto the next level of education. Maths and English are of particular importance, as you will have to continue them at college if you have not achieved a standard pass (grade 4).

All of our research on previous years' GCSE results 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.

Remember….we all want you to finish KS4 on an extremely positive note; thrilled with what you have achieved and excited about moving on.

Very best wishes in choosing the right options for you!

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 between the end of January and February 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.

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:
https://www.youtube.com/watch?v=4IAEgFMSGDY .
See further information on the pathways below.

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

EBacc Pathway- 2 options + modern foreign language (9 GCSEs)	**Progress pathway – 3 options but one is compulsory & 2 are free (9 GCSEs)**	**Key Skills Pathway – 3 options (8/9 GCSEs)**
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 Key Skills instead of a language in years 8&9. Key Skills is our numeracy and literacy improvement programme. We recommend that students continue to take Key Skills/ Study Skills as 1 option and have 2 free choices

Year 9 Options Process

Please note that there is a lot of detailed information on our website under the "Learning banner". The "curriculum description and option pathways" gives an overview. The "Keystage 4 options" and "Key stage 4 options subject information" gives a detailed view.

You could also email/ telephone if you need further clarification. Staff responsibilities and email addresses are available on our website under 'Contacts'.

Any subject-specific questions should be emailed to the classroom teacher or Subject Leader.

Mr Davies oversees the option process – a.davies@davsionhigh.school

The timetable for the options process is:

During December and January there will be opportunities for students to watch videos from our website explaining how different options subjects work. This booklet explains how the process works and the course content for individual subjects.

Students will also have some time in PS lessons and form time to discuss options.

Week beginning 23rd January 2023

- The options process launches via video presentation shown during form time/ assembly to year 9.
- Options online opens for students to make their choices. More details on this to follow as we are using a new system this year.

26th January: Options Evening – Presentations at school explaining the options process and how years 10 &11 works. There is also an opportunity to speak to subject leaders, colleges and career advisors.

22nd February: deadline for options- at this point the numbers gathered will inform the classes we put on for year 10 next year.

Up until Easter Mr Davies will speak to students whose choices may not be running or for whom there are clashes. *After Easter it may be possible to change but this will be dependent on class numbers.*

Students find out which Options you have been allocated by Easter.

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:

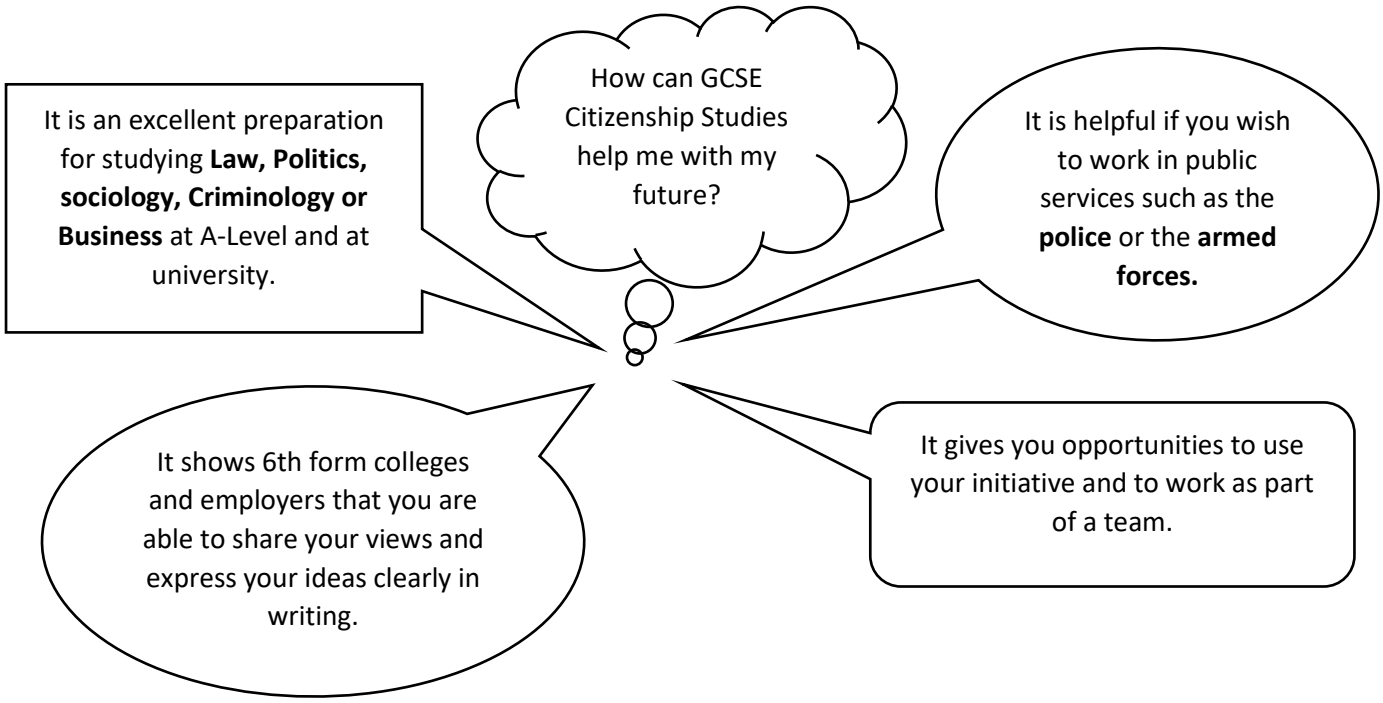
We will be studying the **AQA GCSE Citizenship Studies.**

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 with require longer and more fully developed responses.

Each exam is worth 50% of the GCSE course



Quotes from 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: Shakespeare and The 19th-century novel

In this paper you will answer a question on Macbeth by Shakespeare. You will also answer a question on the 19th Century novel A Christmas Carol by Charles Dickens.

Paper Two: Modern texts and poetry

Modern texts
Poetry
Unseen poetry

Section A
You will answer a question on the play 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 war-time 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 <u>you definitely need</u> 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 www.drfrostmaths.com and www.hegarttymaths.com

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.

Further opportunities to explore Mathematics
There may be the opportunity for students in top set for maths to study the extra-curricular mathematics courses we offer.
These are:
GCSE Statistics which is available to students in set A in year 10 or 11. This is the study of data, data handing and analysis, and probability.

The Level 2 Certificate in Further Mathematics which is available to students in set A in year 11. This course introduces students to more challenging and abstract parts of mathematics, introducing concepts that will help with the progression to A-level Mathematics.

Websites
The Maths Department subscribes to www.hegarty.com and all students can access tutorials and quizzes to aid in their learning. Class work and homework may be set on this site.

We also are signed up to www.drfrostmaths.com (DFM) and all students can access tutorial videos and online questions to aid their learning. Class work and homework may be set on this site. They are also able to access all the key skills related to the course they are covering during the year. There is also a facility for parents to engage with.

We also recommend the use of www.corbettmaths.com, www.mathsgenie.co.uk, and www.bbcbitesize.co.uk for further support.

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.

Recommended Scientific Calculators – *presently about* £7.70 can be bought from the maths dept

Religious Studies 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

Religious Studies will help you to explore philosophical and ethical questions, allowing you to consider both religious and non-religious belief. You will reflect on important questions that people ask, such as:

Is it ever right to take life?
Should we test on animals?
Is there life after death?
If God is all-loving why is there so much suffering?

Why choose Religious Studies?
Studying RS 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, which are key British values, 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 your own values, beliefs and attitudes in light of what you 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

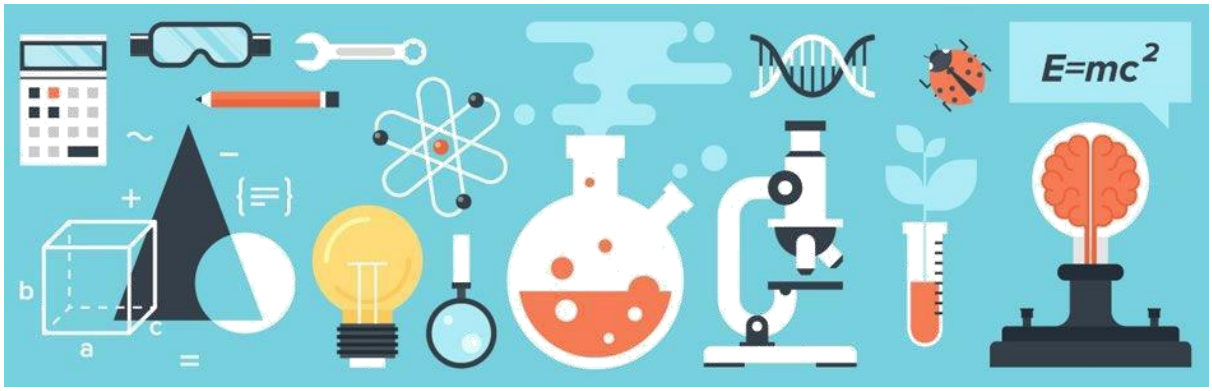
Religious Studies course content:

1. You will study two of the six main world religions- Christianity and Buddhism. As part of this study you will explore:
Christian and Buddhist beliefs and teachings
Christian and Buddhist 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, human rights and social justice
Religion, crime and punishment
You will have one written exam based on this. 1 hour and 45 minutes. (50%of 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

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 take at Davison, unless they take 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 6-6 in Combined Science for students to be accepted on Science A-Level Courses.

Triple Science:

Triple Science takes ONE Option allocation, in addition to the Combined Science core allocation. It has the same content and curriculum time as Combined Science (10 lessons per fortnight), plus half as much again (5 lessons per fortnight - the option allocation) 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 6-6-5 in Triple Science for students to be accepted on Science A-Level Courses.

Students opting for Triple Science must really enjoy Science. Triple Science will be on the Options Form for students in Year 9 Sets A and B only but can be added to any student's Options Form with the agreement of their Science teachers. 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 ask further questions by speaking to/contacting their Science teachers at school.

PSHE

At Key Stage 4, you continue with your fortnightly lessons in Personal, Social, Health and Economic education.

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 PHSE 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 PHSE lessons you will cover a wide range of topics including mental and emotional wellbeing, 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 ACORN, HSBC and the Terrence Higgins Trust.

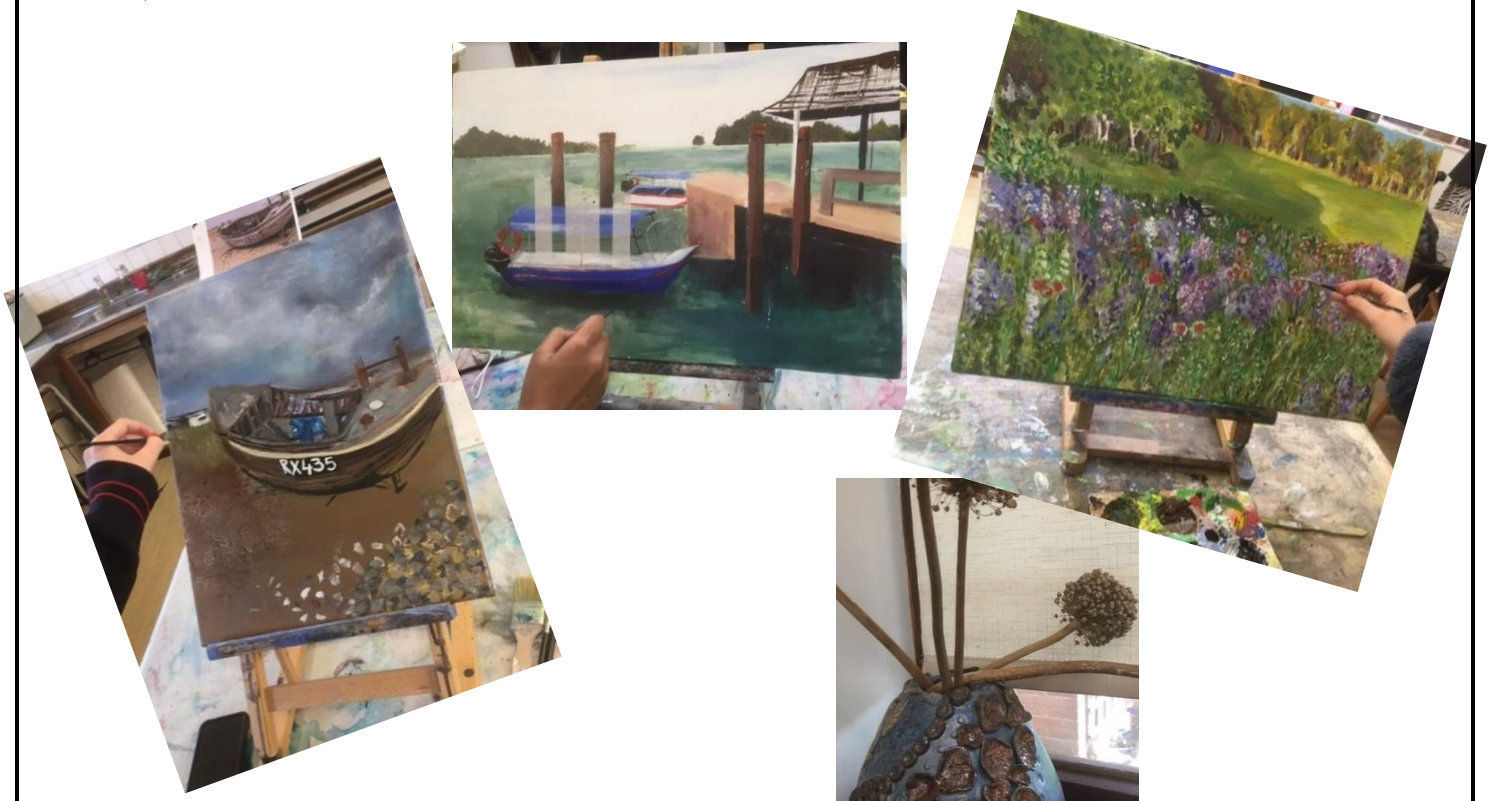
The good news is that there are no exams for PHSE!

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

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

OPTION SUBJECTS

ART, CRAFT & DESIGN GCSE



Are you excited by a blank piece of paper?

Do you love spending time drawing?

Do you doodle?

Have you been known to fiddle about subconsciously, making 3D abstract shapes and designs with anything lying around, whilst talking to family or friends?

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!)

Do you take pleasure in the shapes, colours and textures in nature and everyday things?

Have you ever appreciated patterns of light and shade, reflections in water or on other surfaces?

Do you watch clouds?

Can you be subtle with colour, as well as bold?

If you have answered a resounding 'YES!', then Art and Design is for you, because the willingness to USE your creativity comes only from you.

KEY INFORMATION

Homework
Every piece of class and homework counts towards your coursework, you will be expected to spend a minimum of 90 minutes a week on homework.

Assessment
All marking is based on the GCSE assessment criteria. Informal assessment takes place every lesson, 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 & catch up opportunities
Everyone is welcome to come to Art Club after school and at lunchtimes, times/days displayed in the art rooms

Equipment & materials needed
There will be an opportunity to purchase an Art Pack through the school. We are able to buy in bulk at discounted prices so we can offer a GCSE art pack with all the materials and equipment you need at a reasonable price

Exam Board

AQA (No different entry tiers)
60% Coursework (3 units)
40% Controlled Test (practical exam)
The final exam paper is issued 4 weeks prior to the exam date so that you can prepare. The exam is 10 hours – 5 hours on each of 2 days. It is assessed in the same way as the coursework but must be done entirely on your own. There will be a choice of themes, or starting points – you choose what to do and the materials to do it with.

Course content

Unit 1: Sept – Feb; Unit 2: March – July; Unit 3: Sept – Dec
Use of general range of media – including charcoal, pastels, paints of all kinds, inks, dyes, clay, wire… the list is endless
Introduction to a variety of processes – this is very much a 'one-to-one' as each pupil will need different guidance, according to what you want to achieve. Experimentation with different techniques to build on those learned at Key Stage 3
Critical studies of a selection of artists' work.
Use of subject-specific vocabulary.
The spring term of Year 11 will be used for the Controlled Test (exam), followed by time in the summer term to top up coursework units.

Key Points

Year 10 visit to an Art Gallery, museum or other appropriate venue
Beginning of July in Year 11 – exhibition of GCSE work, the Private View

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 GCSE course develops further the skills you have been taught in Years 7, 8 &9 and is very much an Art based course.

Art Textiles has no written exam in year 11 and all the course work is practical with a minimal amount of written work throughout.

The full title of the course is AQA Art and Design Endorsed Textiles and it is an excellent 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 Creative Textiles and, providing you complete your coursework and homework, achieve a good GCSE grade. We have had a 100% pass rate for many years

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 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, lino printing, machine embroidery, entrapment with plastics, creative fabric & paper collage. Fashion designer inspiration. Outcome - skirt.

Unit 2 – Texture & Decay.

Fabric manipulation techniques, melted plastic manipulation, rust dyeing, batik, stitch, print effects, applique, and hand and machine embroidery. Outcome - a range of purse bags & a creative corset.

Unit 3 – Fabulous florals & fruits.

Screen printing, mono printing, embellishment, applique, stitch & hand embroidery. Outcome – Large scale applique & stitch panel.

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.

GCSE 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
knitwear design
fashion forecasting
interior design
fashion and textile marketing

. . . and, of course, teaching.

Child Development

Child development is a course you can choose to study in Year 10 and Year 11. It is a course run by the OCR exam board and is classed as a 'vocational qualification' which will give you knowledge and experience that you can take for further study and use in the work place. This is a Level 1 and 2 qualification which means that it is worth the same number of points as a full GCSE.

Do 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

If you have answered yes to these questions then you are the sort of person who will enjoy studying Child Development!

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 Level1/2 qualification with the qualification awarded at pass, merit, distinction or distinction* level.
The course will be assessed with a1 hour and 15-minute written paper (40%) and two pieces of coursework (60%)

The course will cover the following topics

Written paper: Health and well-being for child development

Coursework: Creating a safe environment for children from birth to five years and understanding the development of a child from birth to five years.

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

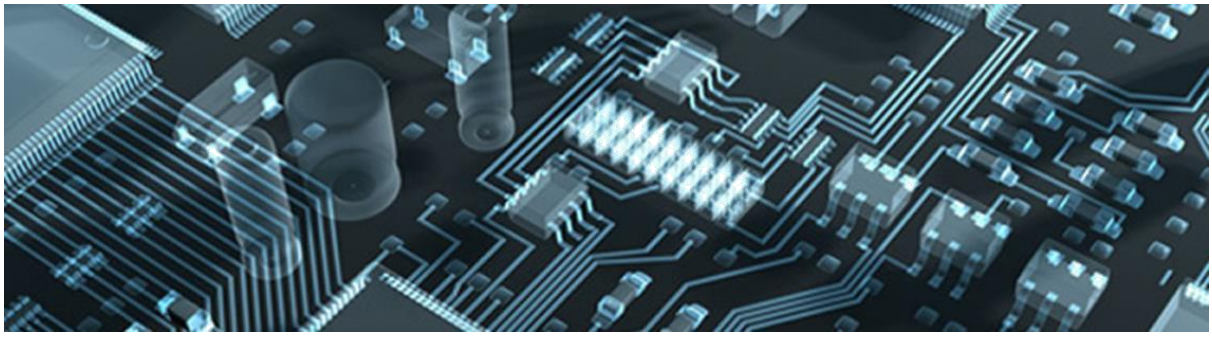
Cache Certificate –Caring for Children level 1 and 2

Apprenticeship in Childcare

Computing GCSE

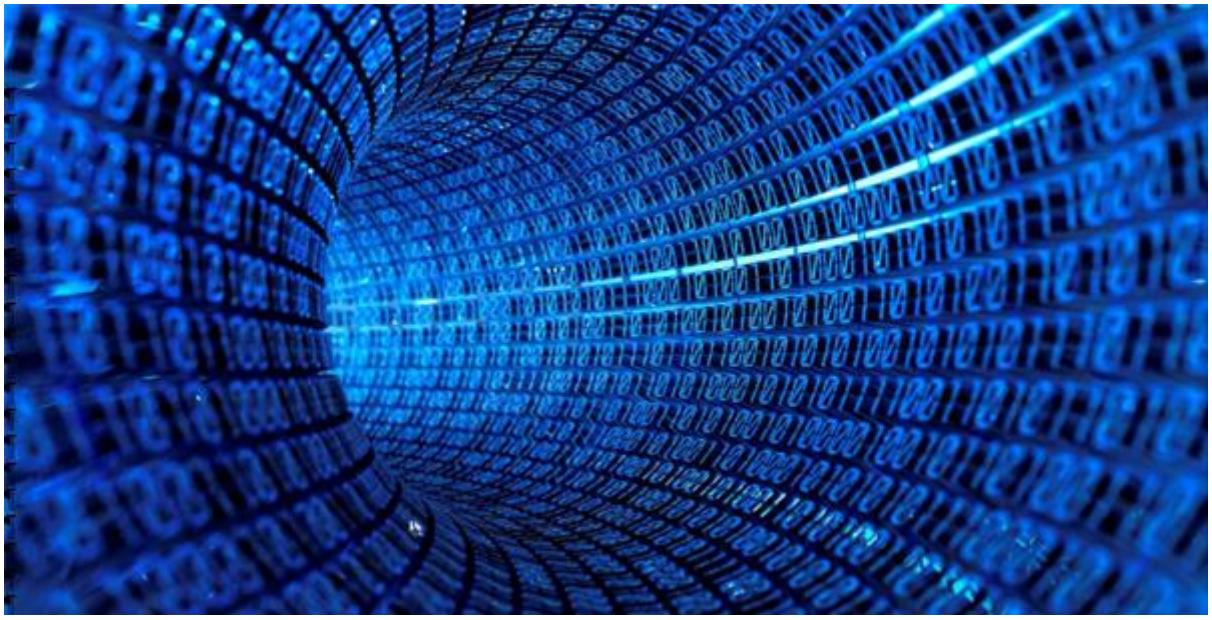
About the course

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	• 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	•Algorithms •Programming techniques •Producing robust programs •Computational logic •Translators and facilities of languages •Data representation	Written paper 50% of the qualification	Question paper that includesa mixture of short and long answer questions, some of which will require candidates to write program code.
Component 03 - Programming	•Programming techniques •Analysis •Design •Development •Testing and evaluation and conclusions	Evidence Portfolio	Candidates create solutions to various computing tasks to build up a portfolio of programming evidence.

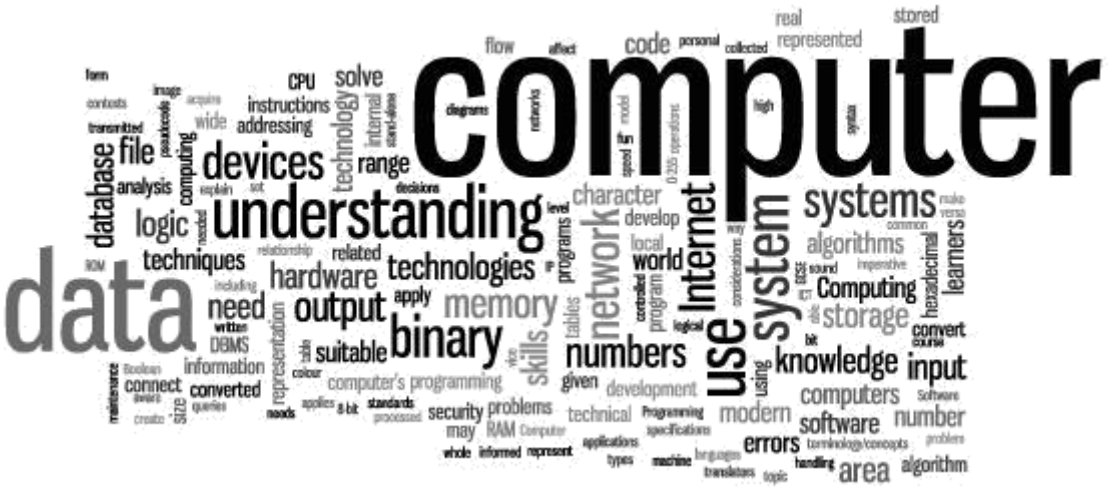


Why take this course?

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: 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.

Key question; 'I do dance outside of school' why would it benefit me to do GCSE Dance?

GCSE Dance will be something you can excel in if you are doing lessons outside of school. Something you will look forward to attending each week and somewhere where you can shine creatively and in performance/ choreography. If you are putting lots of effort into these lessons outside of school, it makes sense to be able to use these skills to gain a recognised academic qualification. A GCSE in dance, regardless of whether you go on to study it past GCSE level will carry weight for your future studies or apprenticeship.
Lots of Higher education providers like to look for students who have a broad and balanced experience, and Dance, for the reasons stated above, is just the right balance of practical and theoretical exploration.

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

Design & Technology

GCSE (AQA)Engineering

AQA Design Technology- 2 hour Written Exam 60% (120 marks)
NEA (Non-Examined Assessment) 40% (80 marks)

Engineering is an increasingly innovative and exciting subject to study. Our qualification focus' on developing the practical and engineering skills of our students allowing them to manufacture high quality outcomes using real world technologies and working with relevant, contemporary design briefs which provide real engineering problems to solve, preparing our students to become confident participants of our technological future. Students will use their creativity and critical thinking skills to design and manufacture prototypes that solve real world problems, considering the needs, wants and values of others.

How will my daughter be assessed?

- Engineering Materials
- Engineering Manufacturing Processes
- Systems
- Testing and Investigation
- The Impact of Modern Technologies
- Practical Engineering skills

How is the course broken down?

The course is broken down into 2 parts with a 2-hour written exam and an NEA (Non-Examined Assessment) historically known as coursework.

Suggested style questions written by the exam board:

The style of questions written by the exam board are a good mix of multiple choice, diagrammatical response, short written response, some basic maths, and some slightly larger mark essay style questions that are marked out of a maximum of 8.

Non-Examined Assessment (NEA) 30 hours approx. in lesson time, mostly in Yr11.

- 80 marks
- 40% of GCSE
- The students respond to an a brief set by the exam board, where they will be asked to produce engineering drawings or schematics to communicate a solution to the brief and ultimately create a product that solves a problem.

Assessment criteria for the NEA:

- Analysis of the problem and how they can meet the need of the user
- Relevant research to formulate a range of methods of problem solving (including modelling)
- Systems diagrams and sector-specific drawings

- A final prototype that is fit for purpose
- A test plan
- Final Evaluation
- Final Evaluation

What material skills do you cover?

Carrying on from KS3 -Y10 students will develop their understanding of the subject on a carousel of trending real world contexts, and hands on skills in our well stocked workshop developing products using a variety of materials, tools and techniques exploring workable outcomes. The emphasis will continue to be on designing and making products that fit a need and a purpose, so the practical material handling skills are wide and varied and include the understanding of specialist technical principles such as:

- **Metal/ Polymer/ Composites (some timbers and ceramics)** -based materials- focussing on the impact that these material-based products can have on the environment and how they can be used in a sustainable and successful way in a workshop environment.
- **Electronic systems**- understanding how the development and use of electronic systems can enhance the design of a product.
- **Mechanical systems**- understanding how the development and use of mechanisms can enhance the design of a product.

What support will be offered to my daughter?

We provide access to our workshops every lunchtime, where dedicated staff are available to support them each step of the way, whether this is support with their NEA or with revision. As we know the girls club schedules can be hectic, so with this in mind staff are also available after school until 4:30pm most weekdays.

What subjects can my daughter study in further education with this GCSE?

Students selecting our course would be provided with a solid grounding for any Design course that they are wishing to pursue in further education. Suggested routes into further education can be seen listed below:

- Architecture/General Engineering
- Civil Engineering/Industrial Design
- Engineering/Construction
- CAD Design
- Maritime Technology
- Aerospace/ Set Designer
- Furniture Design/ 3DD.

Taking GCSE Engineering can lead onto college courses at:

MET Northbrook Metropolitan College

Worthing College

Varndean College Brighton&Hove

Chichester college

Design & Technology

GCSE (AQA)Product Design

AQA Design Technology- 2 hour Written Exam 50% (100 marks)
NEA (Non-Examined Assessment) 50% (100 marks)

Product Design is constantly evolving in our everyday lives. Our qualification focus' on developing the practical and designing skills of our students to allow them to manufacture high quality outcomes using real world technologies, working with contemporary design briefs preparing our students to become confident participants of our technological future. Students will use their creativity and critical thinking skills to design and manufacture prototypes that solve real and relevant problems, considering the needs, wants and values of others.

How will my child be assessed?

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

How is the course broken down?

The course is broken down into 2 parts with a 2-hour written exam and an NEA (Non-Examined Assessment) historically known as coursework.

Suggested style questions written by the exam board:

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)
There will be 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.

Non-Examined Assessment (NEA) 30-35 hours approx. in lesson time, mostly in Yr11.

- 100 marks
- 50% of GCSE
- Substantial design and make task where the exam board supply new contexts each year.

Assessment criteria for the NEA:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas, developing design ideas, realising design ideas
- Analysing and evaluating
- Students will produce a prototype and portfolio of evidence
- Work is assessed by teachers and moderated by AQA

What material skills do you cover?

Carrying on from KS3 -Y10 students will develop their understanding of the subject on a carousel of real world contexts, and hands on skills in our well stocked workshop using a variety of materials, tools and techniques exploring workable outcomes. The emphasis will continue to be on designing and making products that fit a need and a purpose, so the practical material handling skills are wide and varied and include the understanding of specialist technical principles such as:

- **Papers and boards**- focusing on the development of modelling skills in preparation for their NEA. (Non-Examined Assessment)
- **Timber/ Metal/ Polymer/ Textiles** -based materials- focussing on the impact that these material-based products can have on the environment and how they can be used in a sustainable and successful way in a workshop environment.
- **Electronic systems**- understanding how the development and use of electronic systems can enhance the design of a product.

What support will be offered to my child?

We provide access to our workshops every lunchtime, where dedicated staff are available to support them each step of the way, whether this is support with their NEA or with revision. As we know the students club schedules can be hectic, so with this in mind staff are also available after school until 4:30pm most weekdays.

What subjects can my child study at college with this GCSE?

Students selecting our course would be provided with a solid grounding for any Design course that they are wishing to pursue in further education. Suggested routes into further education can be seen listed below:

- Architecture/interior Design
- Graphic Design/Illustration
- Engineering/Construction
- Jewellery Design
- Fashion/ Fabric Design
- Theatre Design/ Costume Design/ Set Designer
- Furniture Design/ 3DD.

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

BHASVIC

Worthing College

Chichester college

MET Northbrook Metropolitan College

Varndean College Brighton&Hove

Drama GCSE

If the pandemic has taught us anything it has confirmed that we need shared experiences such as theatre and storytelling and humour to make sense of the world we live in...

The creative industries contribute around £92billion to the Uk economy, included in that is theatre, film and acting. Within 60 miles of Worthing we have world-leading theatre being produced and new and emerging talent is constantly needed in an industry that continually develops.

Studying Drama at GCSE is a thorough and intense experience; you will study plays in depth (from a choice of 6 set texts) and many other plays will be explored both practically and theoretically. You will also look at other roles within the theatre and will constantly be developing your soft skills, such as team work and cooperation, in order to be impactful in this subject.

Plenty of creative and well-rewarded people work in the arts and have benefitted from studying Drama as an academic subject: script writers, directors, editors and of course, actors. You will also look at other roles in the theatre, such as stage manager, set and costume designer and technical roles such as sound and lights.

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.

"Almost two million people in this country work in the creative industries. There is no economy on earth in which the creative industries play such an important part in overall growth and job creation, and that is an immense asset to the UK."

Government Minister

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.

Visits to the theatre will be made available to you to enhance your understanding and appreciation of Drama as it exists in the real world.

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%) **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 Nightime" "The Woman in Black"	Performance (20 marks) Devising Log (60 marks) (overall 40% of final mark) In groups of between 2 and 6, performances are created and a working log book of the process is assessed.	Two performances (20%) Two extracts from published plays, either monologues, duologues or group work. e.g: Shakers, Girls Like That, Be My Baby

GCSE: Food Preparation and Nutrition

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.

The four main areas of study cover3ed 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 a 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…

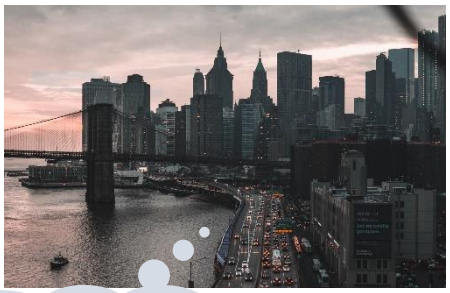
- Have the opportunity to take time out of your school day to cook and prepare food in a fun and engaging environment

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

How can we reduce the impacts of natural hazards?



Is it too late to stop climate change?

Can cities keep growing in a sustainable way?

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?

Yes, one of the best things about Geography! You'll do two field trips as part of the course; usually one to a city (like Brighton) and one to a coastal area (like Seaford). In addition, there are opportunities to attend lectures at Brighton University and BHASVIC. We are planning to run a residential trip to Iceland

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 35% of GCSE ➢ Natural Hazards ➢ The Living World *(ecosystems)* ➢ Physical Landscapes in the UK *(rivers and coasts)*	**Challenges in the human environment** 35% of GCSE ➢ Urban issues and challenges ➢ The changing economic world (development) ➢ The challenge of resource management	**Geographical Applications** 30% of GCSE ➢ Issue evaluation (a decision-making exercise) ➢ Fieldwork ➢ Geographical Skills

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:

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 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.

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

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

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

BTEC Health & Social Care

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:

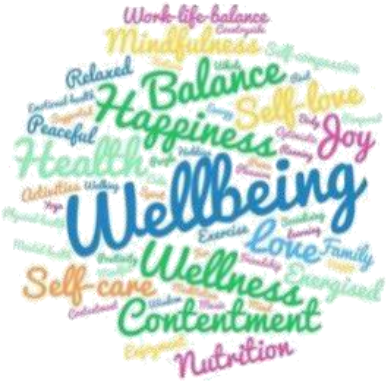
Human Lifespan Development – internal assessment

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 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

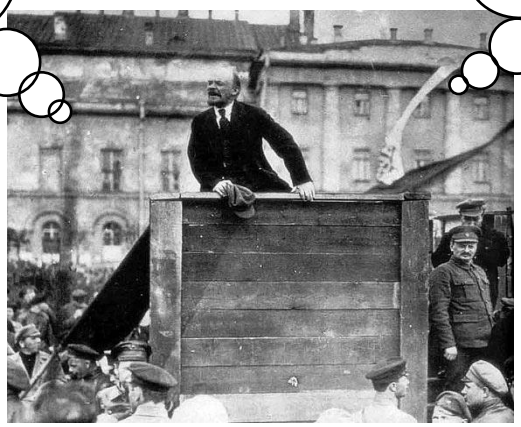
I find history really interesting because during the course you learn about a wide range of topics over many years.

I chose history as a GCSE because it is a valued subject in all areas and connects well with other subjects such as Geogrpahy and RS.

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 t know more about 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!



KS4: Study Plus

The Study Plus pathway at KS4 is a bespoke provision for a small number of students.

The Study Plus course does not result in a GCSE qualification called Study Plus. It will result in you achieving 8 GCSE/BTEC/OCR qualifications instead of 9. This will in no way inhibit your college applications whereas not gaining the minimum of grade 4 in English and/or Maths may limit your choice of courses.

This pathway is, instead, designed to support students who:

- Have taken Key Skills lessons in KS3
- Will benefit significantly from having additional support in English and Maths
- Respond very positively to working with teachers to improve skills in English and Maths

Why might you choose this as an option?

- You are likely to need additional support to achieve a grade 4 in English and/or Maths
- You will appreciate and benefit from spending an additional 5 hours a fortnight re-visiting and practising English and Maths skills to support you towards gaining a grade 4 at GCSE in these core subjects

Choosing the Study Plus pathway is a significant decision and one which the Key Skills and Study Plus teachers will be happy to guide you in making.

In the first instance, your Key Skills teacher will discuss whether Study Plus is an appropriate pathway for you to take.

WJEC Eduqas GCSE (9-1) in Media Studies

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**.

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.

Therefore, for girls in sets A and B the continuation of French or Spanish is compulsory. Girls in sets C, D and E can choose to continue with a language to GCSE or to drop the subject and replace it with a different 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, which ever 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:
Mélina Le Gourrièrec – Subject Leader
Stacey Dean - Head of French
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)?

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

Studying 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

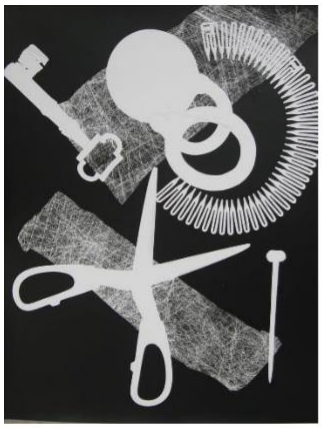
You do not have to perform in front of the class, although performance is a really important part of the GCSE so you must be prepared to perform regularly and record your work. We expect you to spend at least one hour per week on improving your instrumental or vocal skills at home.

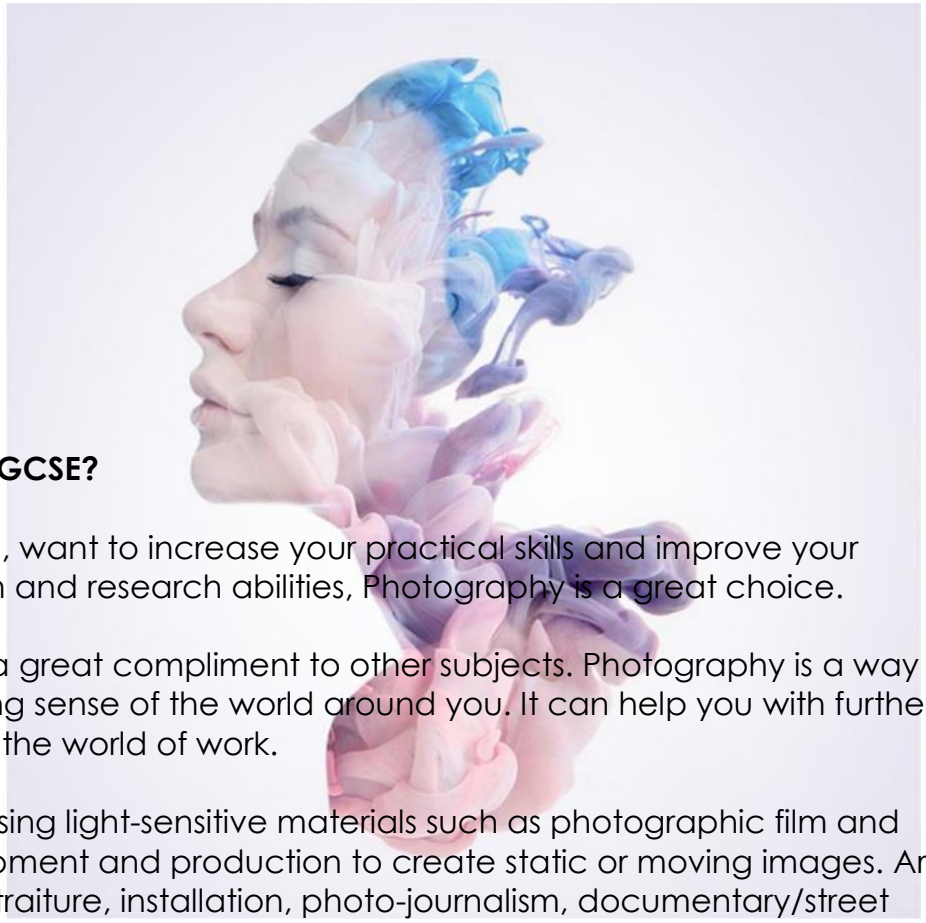
We do not ask for any particular level or grade and it's not necessary to have individual instrumental lessons to take the GCSE but it does help to have advice and tuition from a specialist in your instrument. <u>You do not need to be able to read music and you do not need to be having instrumental or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

<u>What can it lead to?</u>

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, installation, photo-journalism, documentary/street photography, moving image – film and video. You will learn to manipulate photographs using a 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

Year 11 - GCSE trip to a gallery 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

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. This used to be called 'coursework' – we will work on three projects and a series of workshops.

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 – there's a separate externally set task paper. It features seven tasks and you have to complete one of them. 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 or

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

PHOTOGRAPHY OPENS DOORS TO MANY EXCITING CAREERS

Photographer	Graphic design	Theatre design
Animation	Video game designer	Museum curator
Fashion & media Journalism	Photographer	Architecture
Product design	Textiles design	Advertising
Publishing	Interior design	Fashion design
Retail design	Exhibition design	Artist
Video/Film maker	Teaching	

DID YOU KNOW MORE PEOPLE WORK IN THE CREATIVE INDUSTRIES THAN THE FINANCE INDUSTRY!

The creative industries generate £84.1 billion to the UK economy each year and employ over 2.8 million people. Unlike many industries, the creative industries continued to grow, despite the financial crisis

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 Serif 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

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 TECH Award - Sport or AQA GCSE PE.

The best course for individual students will depend on preferred learning styles, practical experience in competitive performance and preferred assessment methods. Each course covers a wide range of detailed topic areas and includes 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?
Can you commit to:

- Developing your communication skills?
- Developing your physical performance skills?
- Working independently and with others?
- Researching knowledge and seeking help when needed?
- Developing your leadership skills and enthusiasm for sport?
- Attending extra-curricular clubs?

If **YES**, the PE is for you!

GCSE Physical Education

Structure of Qualification

2 x externally assessed exams (60%)
3 x assessed practical activities (30%) – 1x individual, 1x team and 1x either category.
1x internally assessed piece of written coursework (10%)

Topics Covered

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

How are you assessed?

Each external exam will be 1 hour and 15 minutes in length and include a mixture of multiple choice, short answer, data analysis and essay type questions.

Throughout the 2 years it is likely 3-4 different activities will be covered in depth in lesson time, most likely to include: Netball, Badminton, Athletics and Trampolining. Pupils will be assessed on their practical ability as a performer in these activities.

BTEC TECH Award - Sport

Structure of the qualification

3 components (3 units)
2 components – internally assessed (30% x2)
1 component – externally assessed (40%)

Topics Covered

Components of fitness
Developing understanding of the importance of fitness
Anatomy and Physiology
Investigating barriers to participation in sport
Equipment and technology advances in sport
Leadership in a chosen sport
Participating in sport practically

How are you assessed?

Component 1 & 2 – a wide range of assessment – practical, written, verbal, leadership opportunities
Component 3 – 90 minute externally assessed written exam.

The qualification is graded as a Pass, Merit, Distinction or Distinction* and is equivalent to one GCSE at grades 1 – 9.
For both courses 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 Tech Award is a Level 1/ Level 2 qualification which is the equivalent of:

GCSE Grade 1-3 = Level 1 BTEC

GCSE Grade 4-8 = Level 2 BTEC

The course is split into three units:

Organisations and Destinations	Customer Needs	Influences on Global Tourism
• Internal Coursework assessment • 30%	• Internal Coursework assessment • 30%	• External examination assessment • 40%

How is Travel and Tourism assessed?

Travel and tourism is assessed through a series of internal coursework assessments completed during class time. Two of the three units are assessed through coursework. The third unit is assessed through an external examination. This examination will take place in January of Year 11. On a BTEC Tech Award course you will achieve Pass, Merit or Distinction in each of your assessments. You will then be awarded an overall Pass, Merit or Distinction for the whole course.

Are there any trips?

Travel and tourism is a vocational course which offers you the opportunity to learn both inside and outside the classroom. There will be a range of different trips to help you gain experience of travel and tourism industries. Trips help you to develop the necessary skills and confidence to succeed in your Travel and Tourism work. The trips will include a visit to Thorpe Park. Additionally, we are planning to run a residential trip to Iceland 2024 which Travel & Tourism students will be invited to attend.

How might this course help my future career?

The BTEC Tech 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.

What is the travel and tourism exam like?

Travel and Tourism exams have a wide range of questions. The longest exam question will be worth 8 marks (about a page of writing). The other marks come from shorter questions including multiple choice, defining key terms or selecting information from sources. There is lots of support and revision time in the lesson time to help you prepare for your exam.