



Bowland High

Y8 Options Booklet 2016



Headteacher: Mr John Tarbox BA (Hons)
Riversmead, Grindleton, Lancs, BB7 4QS
t: 01200 441374 / 441989 | f: 01200 441633
e: enquiries@bowlandhigh.lancs.sch.uk | w: www.bowlandhigh.lancs.sch.uk
Bowland High Academy Trust Company No. 07678864

tradition, care and challenge



Dear Pupils

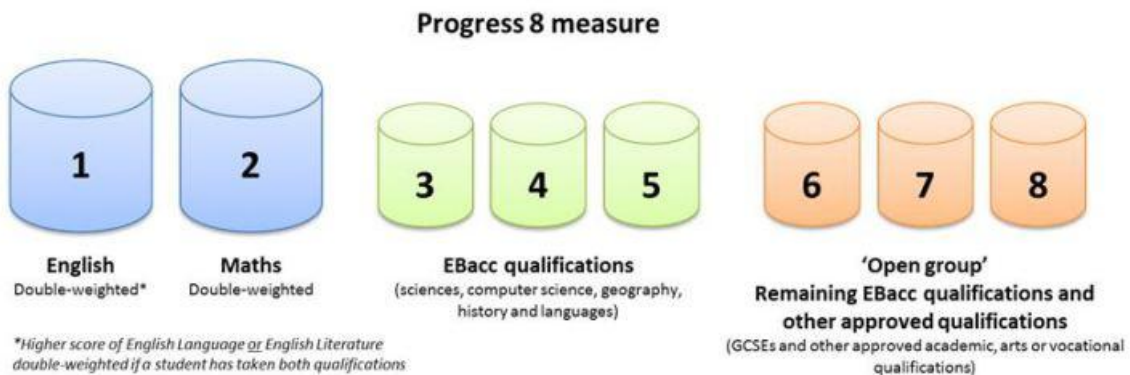
This is one of the most important times of your school career. The decisions you make regarding the choice of subjects you will study will, in part, affect your achievement and personal well-being for the next three years. They must be the **right choices for you**.

Progress 8

It is important that parents have an overview of the new performance measures that will affect schools and pupils from 2016 onwards.

Our current government are keen to ensure that all pupils follow a balanced curriculum with a significant number of what they consider to be 'academic' subjects. Additionally, pupils will no longer be measured simply on raw outcomes, i.e. how many GCSE (or equivalent) passes at grade C and above they achieve. The new measures will look at pupil progress in their best 8 subjects, consequently focusing, not simply on the outcomes, but on pupils' starting points and the progress they have made. This new measure is called **Progress 8**.

In order to ensure a balanced curriculum, the subject components within progress 8 are broken down into three 'groups'.



It is **essential for pupils** to be mindful of the progress 8 when they are selecting their options. The options blocks have been formed with this in mind and should make this easier for pupils and parents.

All pupils at Bowland will be studying English language, English literature and maths (1 and 2).

All pupils will then study two or three sciences. This will be notified by the science department towards the end of Y9 and the decision will be based upon overall progress and attainment in science. Geography, history, computer science and MFL subjects will also count in the second group of subjects above (3, 4 and 5).

All other qualifications at Bowland will count in the third 'open group' (6,7 and 8) with the exception of BTEC Countryside and Environment (see 'vocational courses' below).

English Baccalaureate

The English Baccalaureate (EBac) is a school performance measure. It allows people to see how many pupils get a grade C or above in the core academic subjects at key stage 4. The EBac qualification is made up of English, maths, science (x2), history or geography, languages. To achieve the EBac pupils must pass all of these subjects.

Vocational courses

The government has published a list of vocational courses that they consider to have GCSE equivalence. One of the vocational courses on offer in this booklet is NOT included on the list, e.g. Countryside and Environment. This may put some people off taking the course. Whilst I can understand that, I wish to emphasise that the reasons to take vocational courses should be based around interest in the specific vocational sector and an understanding that the courses offer the most appropriate learning styles and opportunities for specific pupils, as well as an ideal basis for progression onto higher level courses in that sector. All pupils who want to follow a vocational option will still have opportunities to achieve a variety of other GCSEs.

Assessment

For many of your GCSE courses all of the assessment will come at the end of the course. Please bear this in mind when you are selecting your options and consider some of the courses which have a non-examination assessment (NEA) element. Attendance at the options evening is crucial in order to get the relevant information, be able to speak to your teachers about the different subjects at GCSE level, and access all the resources that will be available on the evening.

This booklet is also a key part of the process in helping you make a sensible, informed and considered decision. Please read it through and bring it along to the options evening so that you can make notes in it and cross reference the booklet with other information given on the night.

All of the above issues will be addressed at the Options Evening, and I, along with the teaching team, am more than happy to take questions or discuss these issues further with you.

You will receive an options form at the KS4 Information evening on 3rd February which needs to be completed and returned to Mrs Dakin before **Friday 12th February.**

Yours sincerely

Miss A Yates
Senior Assistant Headteacher

Option Choices

Art and Design

CiDA

Computer Science

Constructing in the Built Environment

Countryside and Environment

Dance

Design Technology – Resistant Materials

Drama

Geography

Hairdressing and Beauty Therapy

History

Hospitality

Media Studies

Modern Foreign Languages (French, German, Spanish)

Music

Physical Education

Religious Studies

Please note that the majority of subject specifications are in draft format awaiting approval from the Government.

Minor changes to subject content could still be made.

SUBJECT: ART & DESIGN
BOARD: AQA
LEVEL: GCSE

Component	Name	%	Assessment
Component 1	<p>Portfolio of coursework</p> <p>The portfolio of coursework should include artworks created in at least two of the following areas.</p> <p>Fine Art: drawing, painting, printmaking, sculpture, land art, installation, printmaking, film, video or mixed media. Graphic Design: computer-aided design, illustration, advertising, digital imaging, and/or film. Textile Design: art textiles, printed and/or dyed textiles, surface pattern, stitched and/or embellished textiles, fashion design and illustration and/or costume design. Three-Dimensional Design: ceramics, sculpture, theatre, jewellery, interior, product or environmental design.</p>	60%	Marked by the centre and moderated by the exam board.
Component 2	Examination	40%	Marked by the exam board.

Please note that as from 2016 the AQA New Specification states:

Pupils must record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses. Annotation must be explicitly evidenced in both Component 1 and Component 2.

GCSE Art and Design is suitable for pupils who have shown a genuine interest in the subject at Key Stage 3 and offers the opportunity to explore a variety of media, themes, images and artifacts relevant to the pupils chosen areas of study. Pupils' ability to view and critique artworks whilst making connections to their social, historical and cultural context is also encouraged.

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: CERTIFICATE IN DIGITAL APPLICATIONS (CIDA)
BOARD: EDEXCEL
LEVEL: GCSE

Unit	Name	%	Assessment
Unit 1	<p>Developing web products</p> <p>Candidates are expected to use web authoring and other software tools to build web-based products.</p>	25%	2.5 hours practical exam.
Unit 2	<p>An electronic portfolio of evidence covering either:</p> <ul style="list-style-type: none"> • Artwork and imaging or, • Game making 	75%	Internally assessed unit.

The Certificate in Digital Applications is designed to engage and enthuse young people with an interest in creative media production and to equip them with the knowledge and skills they need to design and make effective digital products.

CIDA is suitable for those pupils who like to express their creativity in an informed and responsible way through digital products. It will give young people the skills they need to support future learning and to exploit the creative and commercial employment opportunities on offer in the digital world in which they are growing up.

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: COMPUTER SCIENCE
BOARD: OCR SPECIFICATION- J276
LEVEL: GCSE

Unit	Name	%	Assessment
Unit 1	Computer systems: <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns 	40% (80 marks)	1 hour and 30 minutes written paper
Unit 2	Computational thinking, algorithms and programming: <ul style="list-style-type: none"> • Algorithms* • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation 	40% (80 marks)	1 hour and 30 minutes written paper
Unit 3	Programming project: <ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions 	20% (40 marks)	20 hours non exam assessment (NEA)

This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

Through this qualification, pupils can

- Develop their understanding of current and emerging technologies and how they work
- Look at the use of algorithms in computer programs
- Become independent and discerning users of IT
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

Why choose computer science?

- It's a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life.
- There has been a surge of employment opportunities and an escalating need for computer science graduates, who are increasingly sought after.
- Exciting new resources: we have teamed up with partners such as Raspberry Pi and Computing at School to invigorate the curriculum and develop new resources.
- Computer Science is now part of the English Baccalaureate.

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: CONSTRUCTING IN THE BUILT ENVIRONMENT 601/0543/4
BOARD: WJEC
LEVEL: LEVEL 2 AWARD (EQUIVALENT TO ONE GCSE)

Unit	Name	Guided learning hours	Assessment
Unit 1	Safety and security in construction	30 GLH	External 60 minute online assessment
Unit 2	Practical construction skills	60 GLH	Internal continual assessment in each trade area.
Unit 3	Planning construction projects	30 GLH	Internal continual assessment in each trade area.

In unit 2 & 3 a portfolio of evidence will also count towards the final assessment in each area.

What is the course about?

WJEC Level 1/2 Awards in Constructing the Built Environment offer a learning experience that focuses learning for 14-19 year olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

The course will be held in school, in our purpose built construction classroom. The course will be delivered over 5 periods per fortnight.

What course / career pathways could I progress on to?

You could build on your achievements by moving on to a full time programme or an apprenticeship specialising in one of the following construction trade areas:

- Brickwork
- Plastering
- Carpentry and Joinery
- Painting and Decorating
- Floor Covering
- General Construction Operative

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: COUNTRYSIDE AND ENVIRONMENT
BOARD: EDEXCEL
LEVEL: BTEC EXTENDED CERTIFICATE . LEVEL 2

Unit	Name	Guided learning hours	Assessment
Unit 3	Introduction to Animal and Plant Husbandry	60 GLH (10 credits)	4 written assignments
Unit 5	Participate in Providing Estate Maintenance	60 GLH (10 credits)	4 written assignments
Unit 14	Introduction to Practical Forestry Skills	60 GLH (10 credits)	4 written assignments

This qualification is designed to give the candidates skills and experiences in the Land Based industry which are valued by employers and colleges. Studying and completing the qualification will help you to prepare for a career, apprenticeship or further study in this and other related areas.

Practical Sessions

Many of the sessions are practical. These will be located at Croasdale Farm, Slaidburn under the guidance of Mr M Handley. You will be transported to the farm location in the school mini bus. Minibus transport between school and location is provided free of charge. All pupils will need to have suitable waterproof clothing and boots.

Theory Sessions

In order to pass the course each pupil will need to complete a portfolio of written evidence.

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: DANCE
BOARD: AQA
LEVEL: GCSE

Unit	Name	%	Assessment
Unit 1	Performance and choreography	Total 60%	
Performance	<ul style="list-style-type: none"> Set phrases through a solo performance (approximately one minute in duration) Duet/trio performance (three and a half minutes in duration) 	30% 40 marks (15 marks for set phrases and 25 marks for duet/trio performance)	Marked by the centre and moderated by AQA.
Choreography	<ul style="list-style-type: none"> Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) 	30% 40 marks	Marked by the centre and moderated by AQA.

Unit	Name	%	Assessment
Unit 2	Dance Appreciation	Total 40%	End of course
	<ul style="list-style-type: none"> Knowledge and understanding of choreographic processes and performing skills Critical appreciation of own work Critical appreciation of professional works 	40% 80 marks	Written exam: 1 hour 30 minutes

Dance GCSE is suitable for those pupils who have already shown an interest in dance. The course is taught over five hours per fortnight. Pupils will develop skills in performance, choreography, group work, dance notation and dance performance techniques. In addition, pupils will study dance theory including health and safety, basic physiology, dance styles, the constituent features of dance, dance form and dance appreciation.

Dance aims to:

- ★ develop understanding and appreciation of a range of dance styles.
- ★ develop aesthetic and artistic sensibility to dance works.
- ★ develop the knowledge, skills and understanding needed to perform, choreograph and appreciate dance, including an awareness of its artistic contexts.
- ★ develop life skills and attributes, including decision making, critical and creative thinking, aesthetic sensitivity and the ability to co-operate with others.

Grades and Levels:

All pupils will study the same specification in Dance. In this way, the full range of grades is available to all pupils 9 – 1 (A* - G)

Students must complete **both** assessment components – Unit 1 and 2

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			
** Sporting ability / movement ability			

SUBJECT: DESIGN AND TECHNOLOGY – RESISTANT MATERIALS
BOARD: AQA
LEVEL: GCSE

Unit	Name	%	Assessment
Unit 1	Written paper Candidates answer all questions in two sections.	40% (120 marks)	2 hours external exam in the final year of the course. Pre release material issued.
Unit 2	Design and making Practice single design and make activity selected from a range of exam board set tasks.	60% (90 marks)	Approximately 45 hours. Assessed by teacher, moderated externally.

This course has been designed to encourage candidates to be able to design and make products with creativity and originality, using a range of materials and techniques. Candidates will be enthused and challenged by the range of practical activities possible. A working knowledge of woods, metals, plastics and composite materials will be required, but other materials may be used in addition. The use of new technologies is encouraged.

The course is designed to foster awareness amongst candidates, of the need to consider sustainability and environmental impact of their designing. It also provides an excellent route into GCE Product Design and the Diplomas in Manufacturing, Product Design or Engineering at level 3.

Through designing and making activities, pupils will learn to:

Designing Skills

- Be creative and innovative when designing.
- Design products to meet the needs of clients and consumers.
- Analyse and evaluate existing products, including those from professional designers.
- To develop and use design briefs and specifications for product development.
- Consider environmental and sustainability issues in designing products.

Making Skills

- Select and use tools/equipment and processes to produce quality products.
- Use tools and equipment safely with regard to themselves and others.
- Work accurately and efficiently in terms of time, materials/ingredients and components.
- Have knowledge of Computer-Aided Manufacture (CAM) and use as appropriate.
- Ensure, through testing, modification and evaluation, that the quality of the products is suitable for intended users.
- Understand the advantages of working as part of a team when designing and making products.

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: DRAMA
BOARD: AQA
LEVEL: GCSE

Component	Name	%	Assessment
Component 1	Understanding drama	Total 40%	
	<p><u>What's assessed</u></p> <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre • Study of one set play from a choice of six • Analysis and evaluation of the work of live theatre makers 	40% (80 marks)	<p>Written exam: 1 hour and 45 minutes</p> <ul style="list-style-type: none"> • Open book exam format
	<p><u>Questions</u></p> <ul style="list-style-type: none"> • Section A: multiple choice (4 marks) • Section B: four questions on a given extract from the set play chosen (46 marks) • Section C: one two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks) 		

Component	Name	%	Assessment
Component 2	Devising Drama (practical)	Total 40%	
	<p>What's assessed</p> <ul style="list-style-type: none"> • Process of creating devised drama • Performance of devised drama (students may contribute as performer or designer) • Analysis and evaluation of own work 	40% (80 marks)	<ul style="list-style-type: none"> • Devising log (60 marks) • Devised performance (20 marks) <p>This component is marked by teachers and moderated by AQA.</p>

Component	Name	%	Assessment
Component 3	Texts in Practice (practical)	Total 20%	
	<p>What's assessed</p> <ul style="list-style-type: none"> • Performance of two extracts from one play (students may contribute as performer or designer) <p>Free choice of play but it must contrast with the set play chosen for Component 1</p>	20% (50 marks)	<p>Performance of Extract 1 (25 marks) and Extract 2 (25 marks)</p> <p>This component is marked by AQA.</p>

Grades and Levels:

All pupils will study the same specification in drama. In this way, the full range of grades is available to all pupils 9 – 1 (A* - G)

The AQA specification engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future.

There are many opportunities built in for students to **do what they like best** – participate in performance.

- All students devise drama.
- All students explore texts practically and work on two text-based performances.
- Students can choose to develop as a:
 - Performer
 - Designer (lighting, sound, set, costume, puppets)
 - Performer and designer.

Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons.

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: GEOGRAPHY
BOARD: AQA
LEVEL: GCSE
SYLLABUS: A

Unit	Name	%	Assessment
Unit 1	<p>Living with physical environment</p> <p>Section A: The challenge of natural hazards</p> <p>Section B: Physical landscapes in the UK</p> <p>Section C: The living world</p>	<p>35%</p> <p>88 marks (3 marks SPGST)</p>	<p>1.5 hours Written Exam</p>
Unit 2	<p>Challenges in the human environment</p> <p>Section A: Urban issues and challenges</p> <p>Section B: The changing economic world</p> <p>Section C: The challenge of resource management</p>	<p>35%</p> <p>88 marks (3 marks SPGST)</p>	<p>1.5 hours Written Exam</p>
Unit 3	<p>Geographical applications</p> <p>Section A: Issue evaluation</p> <p>Section B: Fieldwork</p>	<p>30%</p> <p>76 marks (6 marks SPGST)</p>	<p>1hr Written Exam</p>

****All units will also assess geographical skills.**

This qualification is linear, meaning that pupils will sit all their exams at the end of the course.

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: HAIRDRESSING AND BEAUTY THERAPY (VRQ)
BOARD: VTCT 601/0556/2
LEVEL: LEVEL 2 CERTIFICATE (EQUIVALENT TO ONE GCSE)

Unit	Title	GLH	Assessment
Mandatory units			
Unit 1	Understanding the hair and beauty sector	30	Externally set and marked examination
Unit 2	Hair & beauty research project	30	Externally set, internally assessed and externally moderated.
Optional units (Pupils must choose two)			
	Enterprise in the hair and beauty sector	30	Externally set, internally assessed and externally moderated.
	Marketing hair and beauty products and services	30	Externally set, internally assessed and externally moderated.
	Hair and beauty science	30	Externally set, internally assessed and externally moderated.
	Responding to a hair and beauty design brief	30	Externally set, internally assessed and externally moderated.

What is the course about?

The VTCT Level 2 Certificate in Hairdressing and Beauty Therapy (VRQ) is a technical award specifically for 14-16 year olds. This qualification aims to support young people to:

- develop a broad and comprehensive understanding of the hair and beauty sector
- develop knowledge which spans the entire vocational sector and related industries
- develop academic study and transferable skills that will support progression within the hair and beauty sector and more broadly.

How will I be assessed?

You will be assessed through practical observations, oral questions, written assignments and internal written papers. During the course, you will build up a portfolio of evidence to support your study.

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: HISTORY
BOARD: EDEXCEL
LEVEL: GCSE

Unit	Name	%	Assessment
Unit 1	<p>British thematic study with historic environment</p> <ul style="list-style-type: none"> • Crime and punishment 1100 – present and • Whitechapel 1870 – 1900 	30% (52 marks) *	1 hour 15 minutes written exam (Paper 1)
Unit 2	<p>Period study and British depth study</p> <ul style="list-style-type: none"> • Cold War 1941 -1991 and • Elizabethan England 1558 – 1588 	40% (64 marks) *	1 hour 45 minutes written exam (Paper 2)
Unit 3	<p>Modern depth study</p> <ul style="list-style-type: none"> • USA: Conflict at home and abroad 1954 – 1975 (this may change to Weimar & Nazi Germany 1918 – 1939) 	30% (52 marks) *	1 hour 20min written exam (Paper 3)

*8 marks are for spelling, punctuation, grammar and use of specialist terminology (SPGST). Students must complete all exams at the end of the 2 year course.

Anyone with an interest in history is encouraged to take GCSE history. You will need **good literacy skills (as well as a good memory)** to assist in the successful completion of GCSE History, as pupils need to be able to write extended answers that can put across a judgement/argument or viewpoint.

Why take GCSE History?

- A qualification in GCSE History demonstrates to future colleges and employers a high level of skills and abilities. For example – good literacy skills, an ability to process information critically & analytically, to use evidence to construct a substantiated written argument.
- History helps us to make sense of the world that we live in today.
- Future career opportunities might include: politics, government, law, journalism, archivist, museum work, the police force, teaching and many more!
- Perhaps this is not the moment to stop studying history. At the same time as helping you to understand events that have happened in the past that have shaped the present, history can also open the door to your future.

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: HOSPITALITY
BOARD: WJEC
LEVEL: GCSE

Unit	Name	%	Assessment
Unit 3	Event based task (selected from a list set by the examination board)	60%	Internally assessed and externally moderated
Unit 4	Written examination paper	40%	1 hour 15 minutes Written Exam externally set and marked

The Hospitality GCSE offers a unique opportunity in the curriculum for candidates to develop their knowledge and extend their skills in a vocational context. It will provide opportunities to develop candidates' interdisciplinary skills, a range of key skills and their capacity for imaginative, innovative thinking, creativity and independence. **Please note this course will involve practical catering opportunities.**

It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It will offer valuable preparation for those entering the world of work.

The specification encourages the investigation and study of hospitality and catering in a variety of contexts. In these contexts the candidates are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of resources.

The specification uses a range of assessment techniques to enable the candidates to respond through practical and investigative work.

Areas of study:

- The hospitality industry
- Types of service and client groups
- Job roles, employment and training
- Health, safety and hygiene
- Food preparation, cooking and presentation
- Portion control and costing
- Customer care
- Standards of service

- Communication
- Menu planning, preparation and presentation
- Planning for functions and events
- Costing menus and events
- Teamwork
- Environmental considerations

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: MEDIA STUDIES
BOARD: WJEC
LEVEL: GCSE

Unit	Name	%	Assessment
Unit 1	<p>Thinking about the Media: Investigating and planning</p> <ul style="list-style-type: none"> Section A: Thinking about the Media – Investigating Four questions: candidates respond to stimulus material chosen from a topic set by WJEC. This unit section will also assess the way the contemporary media is convergent. Section B: Thinking about the Media – Planning A series of tasks: candidates demonstrate planning and creative skills through a series of creative tasks which demonstrates knowledge of the convergent nature of the contemporary media. 	40% (80 marks)	2 hours 15 minutes Written Exam Externally assessed
Unit 2	<p>Creating for the media: Investigating and producing</p> <ul style="list-style-type: none"> Two textual investigations on two different media areas (one must be print based) (20%) and One media production consisting of research, planning, the production itself followed by an evaluation of the production (40%). 	60% (120 marks)	Non exam assessment (NEA)

Topics Studied:

Media texts such as: films, sport on T.V., comics, news in print and electronic media, advertising.

Pre-production and production activities such as: storyboarding, research, making a short film, web design, creating a pop music video.

Who will enjoy the course?

Students who are creative; enjoy using technology; who enjoy practical work as an individual and as part of a team; students who are able to focus on detail follow a process through from beginning to end.

How can the qualification be used?

Students can access journalism courses or creative/expressive arts courses at Sixth Form or college.

The course content is very helpful with GCSE English and English Language as there are many links, particularly with the Unit 1 examination paper where the content partly focuses upon media texts.

There is one tier of entry

GCSE Media Studies A* - G (9-1)

*Candidates who fail to reach the minimum standard for a grade to be awarded are recorded as (unclassified) and do not receive a qualification certificate.

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: MODERN FOREIGN LANGUAGES (FRENCH / GERMAN OR SPANISH)
BOARD: AQA NEW SPECIFICATION
LEVEL: GCSE

Unit	Name	%	Assessment
Unit 1	<p>Paper 1: Listening Understanding and responding to different types of spoken language</p> <ul style="list-style-type: none"> Section A: Questions and answers in English Section B: Questions and answers in language studied 	25%	<p>35 minutes (Foundation)</p> <p>45 minutes (Higher)</p>
Unit 2	<p>Paper 2: Speaking Communicating and interacting effectively in speech for a variety of purposes</p> <ul style="list-style-type: none"> Role play, photo card and general conversation 	25%	<p>7-9 minutes (Foundation)</p> <p>10-12 minutes (Higher)</p> <p>Non exam assessment (NEA)</p>
Unit 3	<p>Paper 3: Reading Understanding and responding to different types of written language</p> <ul style="list-style-type: none"> Section A: Questions and answers in English Section B: Questions and answers in language studied Section C: Translation into English (minimum 35 words Foundation/50 words Higher) 	25%	<p>45 minutes (Foundation)</p> <p>60 minutes (Higher)</p>
Unit 4	<p>Paper 4: Writing Communicating effectively in writing for a variety of purposes</p> <ul style="list-style-type: none"> Question 1 – Message (4-sentence response to a photo card) Question 2 – Short passage in response to 4 bullet points (40 words) Question 3 – Translation from English (minimum 35 words) Question 4 – Structured writing task (90 words choice from two provided) 	25%	<p>60 minutes (Foundation)</p> <p>75 minutes (Higher)</p>

Core Content:

Students study all of the following themes on which all assessments are based:

Theme 1: ***Identity and culture*** (Me, my family and friends; technology in everyday life; free-time activities)

Theme 2: ***Local, national, international and global areas of interest*** (Home, town, neighbourhood and region; social issues; global issues; travel and tourism)

Theme 3: ***Current and future study and employment*** (My studies; life at school/college; education post-16; jobs, career choices and ambitions)

GCSE MFL has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Rationale:

The GCSE in MFL will enable students to:

- Deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- Listen to and understand clearly articulated, standard speech at near normal speed.
- Express and develop ideas and thoughts spontaneously and fluently
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written materials
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- Make links to other areas of the curriculum to enable deeper learning
- We are passionate about the benefits that learning a language can bring
- Languages are a subject students should enjoy as well as find rewarding
- Develop language learning skills both for immediate use and prepare them for further study in school, higher education or improvement
- Develop language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence, conveying language with a high degree of accuracy
- Learn a skill for life
- Develop language strategies, including repair strategies

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: MUSIC
BOARD: ROCK SCHOOL LIMITED
LEVEL: GCSE EQUIVALENT – LEVEL 2

Unit	Name	Credits	Assessment
Core Unit	Live music performance	8	External assessment
Optional Units	Music style development	4	Pupils can choose any combination of these optional units. To pass the course pupils must accumulate 20 credits.
	Listening to Music	4	
	Organising a music event	8	
	Music rehearsal skills	8	
	Recorded music performance	8	
	Instrumental study	8	
	Contextualising music	4	

The Level 2 Certificate in Performance for Music Practitioners will arm students with a diverse range of practical, industry-relevant skills. With over seven optional units to choose from, students can tailor their learning to their strengths.

Benefits of the course:

- Practical focus for each unit
- Flexibility of choice
- Relevant to learners
- GCSE equivalent

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

SUBJECT: PHYSICAL EDUCATION
BOARD: TBC (AQA/EDXCEL)
LEVEL: GCSE

Unit	Name	%	Assessment
Unit 1	<p>Paper 1: Theory The human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 	30% (78 marks)	1 hour 15 minutes written exam
Unit 2	<p>Paper 2: Theory Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 	30% (78 marks)	1 hour 15 minutes written exam
Unit 3	<p>Practical performance in physical activity and sport</p> <ul style="list-style-type: none"> • Practical performance in three different physical activity in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or individual activity) • Analysis and evaluation of performance to bring about improvement in one activity 	40% (100 marks)	Assessed by teachers, moderated externally

All pupils will study the same specification in PE. In this way, the full range of grades is available to all pupils 9 -1 (A*-G).

It is recommended that pupils are involved in regular sport, both in school and outside of school in order to reach the necessary standards the GCSE PE course demands. Pupils should also be aware of the "theoretical" aspect of the course. A significant number of their lessons will be spent in a classroom, not the sports hall or on the field.

GCSE PE should encourage candidates to:

- Develop and apply their knowledge, skills and understanding of physical education through selected practical activities
- Develop their knowledge and understanding of the different factors that affect participation and performance and demonstrate their relationship.
- Understand the role of rules and conventions in selected activities.

- Promote their understanding of the health benefits and risks associated with taking part in physical activity.
- Develop the skills necessary to analyse and improve performance.
- Support their personal and social development through adopting different roles in selected activities when working with others.

Activity List

Team Activity	Individual Activity
Association Football * Cannot be 5 a-side	Amateur boxing
Badminton	Athletics
Basketball	Badminton
Camogie	Canoeing/kayaking (slalom or sprint)
Cricket	Cycling *Track or road cycling only
Dance	Dance
Gaelic football	Diving * Platform diving only
Handball	Golf
Hockey *Must be field hockey	Gymnastics (artistic) * Cannot be rhythmic
Hurling	Equestrian
Lacrosse	Rock climbing * Indoor or outdoor
Netball	Sculling
Rowing	Skiing or snowboarding * Must not be dry slope
Rugby League * Cannot be tag rugby	Squash
Rugby Union* Cannot be tag rugby	Swimming * Cannot be synchronised
Squash	Table Tennis
Table tennis	Tennis
Tennis	Trampolining
Volleyball	

Pupils cannot be assessed for the same activity in team and individual

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			
** Sporting ability / movement ability			

SUBJECT: RELIGIOUS STUDIES
BOARD: EDEXCEL
LEVEL: GCSE

Unit	Name	%	Assessment
Unit 1	Paper 1: Study of religion (Christianity) <ul style="list-style-type: none"> • Beliefs and teachings including the nature of God • Practices including the role of the church • Sources of wisdom and authority including use of Bible and role of women in the church • Forms of expression and ways of life including art, drama and Christmas 	50%	1 hour 45 minutes external exam in the final year of the course
Unit 2	Paper 2: Study of religion (Islam) <ul style="list-style-type: none"> • Beliefs and teachings including the problem of evil and suffering • Practices including the Pillars of Islam 	25%	50 minutes external exam in the final year of the course
Unit 3	Paper 3: Philosophy and ethics (Christianity) <ul style="list-style-type: none"> • Arguments for the existence of God • Religious teachings on relationships and families in the 21st Century – moral issues 	25%	50 minutes external exam in the final year of the course

Religious Education at Bowland provides a challenging opportunity for students to explore questions arising out of the 'Shared Human Experience' of living on this planet. It is the intention to look at religious traditions and develop an understanding of their beliefs and values systems. Furthermore, it provides an opportunity for the student to reflect upon, develop and affirm their beliefs, values and attitudes. Through such exploration it is possible for the student to understand what religion has to say about issues that affect us all. Above all, this is a subject that allows people to think and shows they have the ability to think and apply arguments to concepts and theories.

Course skill	Low demand	Moderate demand	High Demand
Knowledge recall			
Independent research			
Data interpretation and analysis			
Logic and organisational skills			
Literacy skills			
Creativity			
Extended writing demands			

Notes