



The Swannage School

Choosing Your Options

2023

FROM THE HEADTEACHER



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Dear all,

MAKING OPTION CHOICES

It's time to decide on your Key Stage 4 curriculum. This means choosing which GCSEs to take. Many subjects at Key Stage 4 remain compulsory but it is at this stage, for the first time, that you are given some choice about what to study.

For core subjects, students will already be working towards their GCSE. For optional subjects, the formal choice process starts now, so please take time to read through the information carefully.

Our 'Options Information Evening' for parents/carers and students will take place on **Thursday 4th May from 4.30pm** (please see enclosed letter). This will give you a chance to talk to teachers of all subjects, both core and optional, to help finalise your decisions. Students can also ask teachers about their courses during the school day and we will be happy to guide parents on what the best choice of options might be for your child if you are at all uncertain.

We are also very happy to arrange one-to-one meetings with the relevant teacher, Crew Leader, or myself, at a mutually convenient time, but experience to date suggests that this is often not needed.

Curriculum information, similar to that provided in this booklet, is available on our website at www.theswanageschool.co.uk/curriculum and you will also find a short Powerpoint presentation on each subject at www.theswanageschool.co.uk/keystage4

We will have an online option choices return form on our website at www.theswanageschool.co.uk/option-choices where you can submit your choices by the deadline of **Thursday 11th May 2023**.

As usual, if you have any questions about the process, the choices or any other matter, please don't hesitate to contact us at school. We are always available to talk and more than happy to help.

Yours sincerely

A handwritten signature in black ink, which appears to read 'Jenny Maraspin'.

Jenny Maraspin
Headteacher

THE CURRICULUM STRUCTURE

The curriculum is split into three strands: core, Ebacc and optional subjects.

1. THE CORE CURRICULUM

All students follow GCSEs in:

- Maths
- English (Language and Literature)
- Science (see note below)

In addition, students will have core PE lessons.

NOTE ON SCIENCE

We have set up the Science curriculum so that **ALL students will study Combined Science** (2 GCSEs). Students who wish to study Separate Sciences (otherwise known as 'Triple Science') have the opportunity to choose this as an option subject in consultation and agreement with their Science teacher and parents/carers. If this is something you are considering please read the information provided on the Option page 'Triple Science and/or Further Maths' (P.30 & 31).

This means that, typically, students will study 9 or 10 GCSEs.

CORE

2. EBACC SUBJECTS

All students are required to follow **ONE (OR MORE)** Ebacc GCSE subjects from:

- Computer Science
- French
- Geography
- History

EBACC

3. OPTION SUBJECTS

Students choose **THREE** subjects from:

- Art & Design
- Computer Science
- BTEC Creative Media Production (equivalent to 1 GCSE)*
- Design Technology
- Drama
- Food & Nutrition
- French
- Geography
- History
- Music
- Philosophy, Religion & Ethics (PRE)
- Physical Education (PE)
- Triple Science and/or Further Maths

OPTION

***WHY BTEC?** The Business and Technology Education Council (BTEC) qualification is, like the GCSEs, an academic qualification. We have chosen the BTEC route for our new Media Production course because we recognise the benefits in terms of how it prepares, and increases choices for, our students post-16.

MYTH BUSTING: BTECs are recognised and respected as an equivalent to GCSE and are a valid pathway to A-levels and Higher Education, whilst also providing industry-standard vocational experience. Over 25% of students starting university in 2017 held at least one BTEC qualification and this number continues to grow.

THE DECISION-MAKING PROCESS

Late April /
Early May

GATHER INFORMATION

Please spend time reading through this booklet. We have given a summary of each course but if you would like more information, each course description includes the exam board website address where you will find full specifications, assessment information and sample exams. You might like to consult with teachers on any burning questions that will influence your choices.

4th May
4.30 - 7.30pm

ATTEND OUR OPTIONS EVENING / FINALISE YOUR CHOICES

[Please see accompanying letter for further details and booking information.] Teachers will be happy to talk through their subject with you. From the information you've read, you should already have a good idea of the choices you plan to make, but the Options Evening is your chance to find out more about all of the subjects being offered, with your parents, to finalise your choices. Parents can talk through your choices and how they best fit with your next steps and future career options. This is the time when staff will be available to talk through any final questions you have.

11th May

OPTION SUBMISSION DEADLINE

The Option Choice Form is submitted electronically. A link will be available via the website (www.theswanageschool.co.uk/option-choices) and will be sent by text to parents. We collate all the data and try our very hardest to ensure everyone gets the subjects they have chosen, but occasionally there are a few compromises to be made.

Early June

CURRICULUM FINALISED

Assuming all forms are completed by 11th May, we should be able to confirm the courses that each student will be following for Key Stage 4 (years 10 and 11) shortly after May half-term.

THINGS TO REMEMBER

Here are a few things to remember when making your choices:

1. **IT IS YOUR DECISION.** Do not make decisions based on the subjects your friends take.
2. **SPEAK TO OTHERS** for advice and listen carefully to what they have to say. You could speak to:
 - Students in year 10 and 11
 - Older brothers and sisters
 - Parents / relatives
 - Subject teachers
 - Your Crew Leader
 - Your Head of Year
 - Other teachers
3. **REFLECT ON WHAT WILL MOTIVATE YOU.** Complete the questions on page 7, then check your answers on page 8 - it might help you to reflect on what's right for you.
4. **THINK ABOUT THE SUBJECTS YOU ARE TAKING CURRENTLY.** Complete the checklist on page 9 which will help you to reflect on what you're good at, what you enjoy and what your strengths and weaknesses are.
5. **CONSIDER YOUR FUTURE CAREER OR COURSES** you would like to follow. Research the entry qualifications or career-path options available to you.
6. **KEEP YOUR OPTIONS OPEN** unless you are certain of a future career path - choose a broad set of GCSE courses to study that you enjoy.

FREQUENTLY ASKED QUESTIONS

What is the EBacc?

The English Baccalaureate (EBacc) is a set of subjects at GCSE that keep young people's options open for further study and future careers.

The EBacc is:

- Computer Science
- English language and literature
- Maths
- Science
- Geography
- History
- French

Why are the core subjects compulsory?

Maths, English and Combined Science are compulsory subjects in all schools.

We offer a flexible and personalised curriculum giving students the opportunity to complete up to 10 GCSEs. Having a range of option choices provides the right balance of breadth and depth for each individual. Trying to squeeze more GCSEs into the curriculum reduces the number of lessons per week for that subject and most likely will result in lower GCSE grades and higher student and parent stress levels.

What happens if only a few students want to study a particular course?

We will endeavour to deliver a curriculum to meet the needs of all students. Part of the decision-making process is talking about career

aspirations, talents, skills and the alternative subject options. Once we have received all the forms, we will decide on the timetabling of the options to maximise provision of everyone's choices. To date, we have always managed to run all options, even when numbers are small.

I can't decide which subjects are best for me – what should I do?

The best bet is always to keep as many doors open as possible, so have a broad set of subjects that don't overlap too much (an example of subjects that overlap is Art & Design and Design Technology). Choose subjects you enjoy and are successful in. Talk it through with your teachers, parents and older friends who are studying those subjects.

Where can I find more information?

In addition to this booklet, you can also speak to teachers and find more information as below:

- on our website at www.theswanageschool.co.uk/curriculum
- our Key Stage 4 subject presentations, available at: www.theswanageschool.co.uk/keystage4
- review the full course specifications on the Exam Board websites (links are provided on the subject pages).

WHAT INTERESTS & MOTIVATES YOU?

What interests you? What makes you work hard? Try this quiz to find out.

Tick anything you enjoy doing or that you would enjoy doing...

A

- ☐ Building things
- ☐ Being active and working outdoors
- ☐ Making and fixings things
- ☐ Using tools and machines
- ☐ Solving problems

B

- ☐ Designing and displaying things
- ☐ Being on television
- ☐ Writing a book
- ☐ Playing in a band
- ☐ Doing a makeover

C

- ☐ Helping people
- ☐ Sorting out arguments
- ☐ Showing people what to do
- ☐ Looking after people
- ☐ Doing voluntary work

D

- ☐ Finding out how things work
- ☐ Doing experiments
- ☐ Researching and testing ideas
- ☐ Designing a computer game
- ☐ Doing calculations

E

- ☐ Making plans
- ☐ Using a computer and calculator
- ☐ Arranging things over the phone
- ☐ Putting CDs/DVDs into the right order
- ☐ Organising your money



CHECK YOUR SCORES



How many ticks did you get in each section? Write your scores in below.

Most people have more than one interest so check out any scores of three and over.

A =	MOSTLY As You seem to like practical work. Look for options where you can use practical skills, do something active and work on different types of projects.	SUBJECT IDEAS Art & Design, Design & Technology, Food & Nutrition, PE
B =	MOSTLY Bs You sound creative. Look for options where you can express yourself and work on new ideas.	SUBJECT IDEAS Art & Design, Creative Media Production, Drama, Music
C =	MOSTLY Cs You seem to be a social person. Look for options where you can find out more about people and how society works.	SUBJECT IDEAS Computer Science, Geography, History, PRE
D =	MOSTLY Ds It seems you like to investigate things. Look for options where you can use your number and thinking skills to find out more about why things are the way they are.	SUBJECT IDEAS Computer Science, Geography, History, Maths
E =	MOSTLY Es Being well organised seems important to you. Look for options where you can use your planning, communication and computing skills to find out more about the systems and structures that keep the world working properly.	SUBJECT IDEAS Computer Science, History, Maths

SUBJECTS AND ABILITIES

Complete this table before you discuss your options with your Crew Leader.

In column one there is a list of subjects that you are studying at school and also space for you to add activities and hobbies that you do outside of school where studying is involved, e.g. playing the guitar.

In column two grade your abilities in each subject / activity according to:

- Blue: This is what I'm best at
- Green: I'm good at this
- Amber: I'm 'all right' at this
- Red: I'm not very good at this

In the third column indicate your feelings about each subject / activity as follows:

- Blue: This is a 'must-do' for me
- Green: I like this and find it interesting
- Amber: I quite like this
- Red: Not on your Nellie!

		ABILITY	LIKE / DISLIKE
SCHOOL SUBJECTS	Art & Design		
	Computer Science		
	Creative Digital Media (BTEC)		
	Design & Technology		
	Drama		
	Food & Nutrition		
	French		
	Geography		
	History		
	Music		
	Philosophy, Religion & Ethics (PRE)		
	Physical Education (PE)		
	Triple Science and/or Further Maths		
OUTSIDE SCHOOL			

ENGLISH LANGUAGE

CORE

The English GCSEs are challenging, but it's a challenge that we meet, inspiring students to develop the diverse skills in reading and writing that they need. English is split into two GCSEs - English Language and English Literature and both are taken by **ALL** students.

For the English Language GCSE, students study and write both non-fiction and fiction. They will develop their experience of reading short passages and will continue to develop their writing. Their ability to understand and use the conventions of letter, speech and article writing is a particular focus, as is their ability to write creatively.

Our fiction studies will include novels and short stories from the 20th and 21st centuries. There will be a focus on openings, endings, narrative perspectives and points of view, narrative and descriptive passages, and character and atmospheric descriptions. Students will gain an insight into how writers' particular viewpoints and perspectives on issues or themes are important to the way we think and live our lives, giving consideration to these perspectives over time.

On the non-fiction side, choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. Students will learn to express their opinions and consider the devices writers use to provoke a response.

STRUCTURE & ASSESSMENT

There is no Controlled Assessment; the English Language GCSE is 100% exam.

PAPER 1: Explorations in creative reading and writing

1 hr 45 (50%)

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves.

SECTION A: reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.

SECTION B: writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

PAPER 2: Writers' viewpoints and perspectives

1 hr 45 (50%)

SECTION A: reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.

SECTION B: producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Miss Cook - louisecook@theswanageschool.co.uk (Lead Practitioner)

EXAM BOARD: AQA

The website for the course is: <http://www.aqa.org.uk/subjects/english/gcse>

ENGLISH LITERATURE

CORE

The Swanage School English Department aims to inspire, encourage and succeed in helping every child reach their full potential and to enjoy the journey through the English GCSE. We create an environment where our students are aspirational, supported and confident to express their opinions and concerns, bringing a knowledge and passion for our subject to the classroom.

Throughout the English Literature GCSE course, students will develop the skills needed to analyse the text and poetry placed before them. They will gain a knowledge of contextual factors that influence meaning and learn to identify and successfully write about language and the linguistic devices used to present our writers' messages - our writers are social commentators and students will develop an understanding of the lives and challenges of our ancestors through their study of the texts. The texts studied are Dickens' 'A Christmas Carol', Priestley's 'An Inspector Calls', Shakespeare's 'Romeo and Juliet' and fifteen poems sharing the themes of power and conflict.

STRUCTURE & ASSESSMENT

There is no Controlled Assessment: the English Literature GCSE is 100% exam.

PAPER 1: Shakespeare and the 19th century novel

1 hr 45, 40%

SECTION A: Shakespeare: students will answer one question on '**Romeo and Juliet**'. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

SECTION B: The 19th-century novel: students will answer one question on Dickens' '**A Christmas Carol**'. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

PAPER 2: Modern texts and poetry

2 hrs 15, 60%

SECTION A: Modern texts: students will answer one essay question from a choice of two on Priestley's '**An Inspector Calls**'.

SECTION B: Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. They will learn 15 poems.

SECTION C: Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Miss Cook - louisecook@theswanageschool.co.uk (Lead Practitioner)

EXAM BOARD: AQA

The website for the course is: <http://www.aqa.org.uk/subjects/english/gcse>

MATHEMATICS

CORE

Maths is part of the core curriculum and is taken by ALL students. Our aim is to not only provide students with the ability to reason mathematically, but to appreciate the beauty and power of mathematics, and to have a sense of enjoyment and curiosity about the subject. Mathematics is a vehicle for understanding the world. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

The GCSE Mathematics course is designed to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

STRUCTURE & ASSESSMENT

Over the course students will study maths looking at the following topics:

- Number
- Algebra
- Geometry
- Measures
- Probability and Statistics

Students will complete three written examination papers, each containing a mix of question styles. GCSE Mathematics has a Foundation tier (grades 5-1) and a Higher tier (grades 9-3) - students take three question papers at the same tier. The proportion of marks on each topic is shown below.

PAPER 1: 1½ hrs, 33.3% of the GCSE, non-calculator

PAPER 2: 1½ hrs, 33.3% of the GCSE, calculator

PAPER 3: 1½ hrs, 33.3% of the GCSE, calculator

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability & statistics	15	15

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Ms Everitt - saraheveritt@theswanageschool.co.uk

EXAM BOARD: AQA

The website for the course is: <http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>

SCIENCE (COMBINED)

CORE

Combined Science (2 GCSEs) is part of the **Core Curriculum** and students will study for these two GCSEs covering a range of topics in Biology, Chemistry and Physics. Students may opt to take separate sciences (known as 'Triple Science'), leading to three GCSEs. For comparison, some details are provided below but see page 30 for Triple Science information.

The Combined Science specification is straightforward, and there are a selection of core practicals which are designed to help bring science learning to life. Studying Science at GCSE builds upon and deepens scientific knowledge and understanding of ideas developed in earlier key stages and provides an understanding of the natural world, enhancing lives in an increasingly technological society. For some students, their Science GCSEs will provide a platform for more advanced studies and be the foundation stone for a wide range of exciting careers.

STRUCTURE & ASSESSMENT

COMBINED SCIENCE

Gain 2 GCSEs in Science (which combine all three sciences - Biology, Chemistry and Physics)

The course consists of six externally examined papers (each weighted 16.67% of the qualification). These are available at Higher tier (grades 9-3) and Foundation tier (grades 5-1). Students complete all exams at the end of year 11.

BIOLOGY	CHEMISTRY	PHYSICS
PAPER 1: 1 hr 10 60 marks	PAPER 3: 1 hr 10 60 marks	PAPER 5: 1 hr 10 60 marks
PAPER 2: 1 hr 10 60 marks	PAPER 4: 1 hr 10 60 marks	PAPER 6: 1 hr 10 60 marks

Foundation tier papers are for candidates aiming for grades 5-1 and Higher tier papers for candidates aiming at grade 9-4.

Mathematical skills are assessed through the content. For Combined Science, 20% of marks are allocated to the assessment of mathematical skills across all papers.

HOW IT COMPARES (See p.30)

TRIPLE SCIENCE

Gain 3 GCSEs in Biology, Chemistry and Physics

The course consists of six externally examined papers (each weighted 16.67% of the qualification). These are available at Higher tier (grades 9-3) and Foundation tier (grades 5-1). Students complete all exams at the end of year 11.

BIOLOGY	CHEMISTRY	PHYSICS
PAPER 1: 1 hr 45 100 marks	PAPER 1: 1 hr 45 100 marks	PAPER 1: 1 hr 45 100 marks
PAPER 2: 1 hr 45 100 marks	PAPER 2: 1 hr 45 100 marks	PAPER 2: 1 hr 45 100 marks

Foundation tier papers are for candidates aiming for grades 5-1 and Higher tier papers for candidates aiming at grade 9-4. Mix-tiered entries between subjects are possible, e.g. taking Foundation tier in Physics and Higher tier in Biology.

Mathematical skills are assessed through the content: the marks allocated to assessment of mathematical skills is 30% Physics, 20% Chemistry and 10% Biology.

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Miss Kerwood - samkerwood@theswanageschool.co.uk

EXAM BOARD: Pearson Edexcel

The website for this course is: <http://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html>

ART & DESIGN

WHAT

WHAT IS THIS SUBJECT ABOUT?

Art is a hands-on and creative subject, suiting visual and practically minded people. The programme of study builds on skills and knowledge gained through Key Stage 3 to enable learners to progress with greater depth and sophistication. Students will be encouraged to challenge themselves and be experimental with their work and ideas. They will undertake in-depth research on the work of artists, craftspeople and designers. This requires good self-motivation, the willingness to study independently and the ability to manage time effectively.

The Art and Design (Fine Art) GCSE course enables students to explore drawing, painting, printmaking, sculpture, textiles, fashion, lens-based imagery and other forms of two-dimensional and three-dimensional imagery. Students will get the chance to work with local artists, craftspeople and designers, linking to coursework projects, and to visit galleries and museums.

WHY

WHY SHOULD I CHOOSE THIS SUBJECT?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Art & Design is a great choice! The skills you gain make it a great complement to other subjects. It can help you with further study and prepare you for the world of work. Students opting for GCSE Art & Design will learn to express themselves and communicate with an audience in both visual and written forms, guided and supported by their art teacher through workshops and individual tutorials. All project work will start with teacher-led workshops and experimental assignments leading towards a portfolio of more independent and individual focus which is carried out under controlled conditions within the class.

WHICH

WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

You should enjoy creative subjects such as Performing Arts, Design & Technology and English. There will be written elements to the course and you will frequently be asked to analyse and assess your own and others' work.

WHERE

WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

You gain many transferable skills such as how to interpret and to communicate, and how to analyse the key features of your own and others' work using critical thinking to refine and evaluate. This course will help you to develop skills which will be useful in a wide range of jobs such as design work, architecture, graphics, advertising, textile/costume design, fashion illustration, fashion and media journalism, product design, art history, teaching, community work and art therapy.

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Mrs Saganic: zarasaganic@theswanageschool.co.uk

EXAM BOARD: AQA

The website for this course: <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>



STRUCTURE & ASSESSMENT

GCSE Art & Design is comprised of two components

COMPONENT 1:

60% of overall grade

This is comprised of at least one sustained project and other supporting portfolio evidence. This commences at the start of Year 10 and runs through until Christmas of Year 11.

At the start of Year 10 students learn how to create a sustained investigation through a project entitled “I do, I undo, I redo”. Students then move on to a short skills project entitled “The Natural World”, before progressing to the “mock exam” project in which they are given a choice from selected questions from old externally set assignment papers. This culminates in a 10-hour mock exam in November / December of Year 11, in which students resolve the project through appropriate outcomes that respond to their preparatory work (project).

COMPONENT 2:

40% of overall grade

The externally set assignment is comprised of one project (or sustained body of work) and is worth 40% of the overall grade. In January of Year 11 students receive a copy of the assignment which has seven themes from which they must select one to investigate. This will develop into a project that culminates in outcome(s) to be produced in 10-hours of practical unaided work done in controlled conditions (exam). At the start of the exam all preparatory work must be brought into the exam and handed in at the end of the ten hours. The exam is usually taken around early April.

Candidates produce a portfolio of work showing their personal response to a set starting point. Students are expected to maintain a sketchbook of work throughout the course and build a sustained portfolio of evidence throughout the course.

The controlled portfolio account for 60% and the exam (externally set assignment) counts for 40% of your final mark.



COMPUTER SCIENCE

WHAT

WHAT IS THIS SUBJECT ABOUT?

GCSE Computer Science gives students a real, in-depth understanding of how computer technology works. It provides excellent preparation for higher study and employment in Computer Science and it helps to develop critical thinking, analysis and problem-solving skills.

You'll learn how to apply the fundamental principles and concepts of Computer Science, analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs, explore the components that make up digital systems, and understand the impacts of digital technology to the individual and to wider society.

WHY

WHY SHOULD I CHOOSE THIS SUBJECT?

You should choose this course if you have a passion for emerging technologies such as aerospace, autonomous vehicles, robotics, cyber-security, games development, digital media or artificial intelligence or are considering a career in such areas or in computing infrastructure.

WHICH

WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

To program you need to be logical, but also creative. You should be confident in the use of computers and will probably already have tried programming your own applications. Being passionate about and enjoying mathematics is also important.

WHERE

WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

Computer Science A Level and then on to a degree in Computer Science. Career routes are wide-ranging (see 'Why' above) and the skills you gain from this course will prove useful for any career involving technology.

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Kirkham – mikekirkham@theswanageschool.co.uk

EXAM BOARD: OCR

The website for this course: <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>



STRUCTURE & ASSESSMENT

In the course, students cover six aims and objectives, which enable them to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems and how they communicate with one another and with other systems
- understand the impact of digital technology on wider society, including issues of privacy and cybersecurity
- apply mathematical skills relevant to computer science.

PAPER 1: Principles of Computer Science

50% (75 marks), 1hr 30 written paper

This paper includes five compulsory questions, each focused on one of the first five aims and objectives. The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items.

The Five Aims and Objectives

- **Topic 1: Computational thinking** – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- **Topic 2: Data** – understanding of binary, data representation, data storage and compression.
- **Topic 3: Computers** – understanding of hardware and software components of computer systems and characteristics of programming languages.
- **Topic 4: Networks** – understanding of computer networks and network security.
- **Topic 5: Issues and impact** – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

PAPER 2: Applications of Computational Thinking

50% (75 marks), 2 hrs onscreen examination

This practical paper, completed on-screen, requires students to design, write, test and refine programs in order to solve problems using Python 3.

This assessment consists of six compulsory questions.

The Sixth Aim and Objective

This paper will assess **Topic 6: Problem solving with programming**.

The main focus of this paper is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs.

CREATIVE MEDIA PRODUCTION (BTEC)

WHAT

WHAT IS THIS SUBJECT ABOUT?

This qualification is for students interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Creative Media sector – transecting many exciting and vibrant industries such as film, television, games, web and app development, and publishing – giving students an introduction that keeps all of their options open and allows them to make an informed decision about their future learning and career. This qualification is equivalent to 1 GCSE.

The course is designed to nurture students with a passion for all things media, storytelling and communicating, and a talent for expressing themselves. Through experiential learning, students will have the opportunity to learn how to create and distribute content across multiple media platforms.

WHY

WHY SHOULD I CHOOSE THIS SUBJECT?

Through the course, students will develop personal skills, such as: managing their creative projects, documenting their skills and work, responding to briefs, and presenting their work through a practical and skills-based approach. The qualification will broaden the students' experience and will help them to make more informed choices for further learning and prepare them for careers or further education working in the digital sector.

They will also develop key skills such as investigating and developing ideas through pre-production, production, and post-production, managing their creative projects, documenting progress of skills and work, responding to briefs, presenting work, and reflective practice, as well as developing their skills in using Adobe, which is the professional standard software. In addition to this, students develop employability skills such as teamwork, time management and communication.

WHICH

WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

This Tech Award complements the learning in GCSE programmes such as Design and Technology, Art and Design, and Computer Science. Students might consider progression to A Levels or to the study of a vocational qualification at Level 3, such as a BTEC National in Creative Media.

WHERE

WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

Students who enjoy and progress well in this subject might move on to further education opportunities and apprenticeships within industries such as Film & Media Production, Advertising, Marketing, Journalism or Games Design.

In many ways it's a little old-fashioned to refer to the 'digital' world as if it were in some way separate; our lives are almost seamlessly integrated with technology now and get more and more plugged in every day. There are constant new innovations within the world of media and therefore new careers in film, TV, sounds, apps, games and more. The creators of YouTube, Facebook, WhatsApp, Snapchat and Instagram dreamed of things that didn't exist before and brought them to life; that could be you.

STRUCTURE & ASSESSMENT

Students are required to complete and achieve three components in the qualification. This qualification takes a fully practical and skills-based approach to learning and assessment, with no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to stimulate creative ideas without restricting the type or direction of learner response.

COMPONENT 1: Exploring Media Products

30% (60 marks). Internal assessment with 2 tasks.

10 hours of supervised sessions.

Students will develop their understanding of how media products create meaning for their audiences, as well as examining existing products and exploring media production techniques.

COMPONENT 2: Developing Digital Media Production Skills

30% (60 marks). Internal assessment with 2 tasks.

10 hours of supervised sessions.

Students will develop and apply skills and techniques in media production processes by creating a media product from one of the following sectors: audio/moving image, print or interactive design.

COMPONENT 3: Create a Media Product in Response to a Brief

40% (60 marks). External synoptic task

10 hours of supervised sessions.

Students will apply and develop their planning and production skills and techniques to create a media product in response to a brief.



WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Kirkham: mikekirkham@theswanageschool.co.uk

EXAM BOARD: Pearson Edexcel

The website for this course: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022.html>

DESIGN & TECHNOLOGY

OPTION

WHAT

WHAT IS THIS SUBJECT ABOUT?

GCSE Design and Technology helps students develop the ability to solve problems, design and develop solutions with creativity and originality using a range of materials and processes.

Students will learn how to research, justify and present their ideas using sketching, rapid prototyping and 3D Computer Aided Design. Technology is used in conjunction with more traditional processes to find solutions to design problems, whilst taking account of sustainability and the environmental impact of their production. An emphasis is placed on those skills that are sought after in industry in the fields of engineering and research and design.

WHY

WHY SHOULD I CHOOSE THIS SUBJECT?

Design and Technology is all about solving problems creatively using knowledge of materials and processes. The modern world relies on cutting edge design and technology to deliver products and services that ensure convenience, safety and entertainment throughout the world. Currently there is a critical shortage of suitably qualified students to serve the needs of industry.

WHICH

WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

You should enjoy creative and practical subjects. Elements of this course are shared with Art, Maths, Physics and Chemistry. There will be written elements to the course in addition to the practical elements.

WHERE

WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

There are many exciting opportunities which follow on from this subject in both further education and future careers.

Engineering has a strong link with the subject and is significant in many areas of specialism, such as: aerospace, mechanical, automotive, civil and marine. Other courses and careers that are directly relevant include: Architecture, Product Design, Graphic Design, Carpentry, Joinery, Jewellery Making, Fashion Design and many more.

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Duke: alexduke@theswanageschool.co.uk

EXAM BOARD: AQA

The website for this course: <https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Mr Duke's subject website: www.bitly.com/design-is-everywhere

STRUCTURE & ASSESSMENT

The course offers a good balance of practical and theory elements. The course is assessed in two parts.

PART 1:

2 hour written exam which makes up 50% of the final GCSE grade.

PART 2:

A 35 hour 'design and make project' which makes up 50% of the final GCSE grade.

DRAMA

OPTION

STRUCTURE & ASSESSMENT

COMPONENT 1: Devising

40% of the qualification

You will create and develop a devised piece of work from a stimulus and perform this to an audience. You will create a portfolio (1500-2000 words) to analyse and evaluate the devising process and the performance.

COMPONENT 2: Performance from Text

20% of the qualification

You will perform in and/or design for two key extracts from a performance text.

COMPONENT 3: Theatre Makers in the Practice

40% of the qualification

You will study and explore one complete performance text and watch a live piece of theatre, for an exam.

Section A: Bringing Texts to Life (45 marks)

Section B: Live Theatre Evaluation (15 marks)

WHAT

WHAT IS THIS SUBJECT ABOUT?

GCSE Drama is a creative and stimulating subject. You will explore drama techniques and learn performance skills. You have the opportunity to create your own work, and look at other people's plays. You explore issues and themes and learn about different ways of communicating these on stage.

WHY

WHY SHOULD I CHOOSE THIS SUBJECT?

This course is both practical and creative. Drama builds confidence and self-esteem, which are key life skills. Drama also requires you to use deeper thinking skills and look at stimuli in an exciting and abstract way.

WHERE

WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

Drama and Theatre Studies AS/A2 and drama studies at college/university. Career routes include acting, directing, and teaching. However, the skills you learn in drama are transferable to any career.



WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Peake – harrypeake@theswanageschool.co.uk

EXAM BOARD: Pearson Edexcel

The website for this course is: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

FOOD & NUTRITION

WHAT

WHAT IS THIS SUBJECT ABOUT?

The AQA Food Preparation and Nutrition GCSE will help you to develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. You'll also learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance) and the challenges surrounding food security. You'll master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course which will allow you to demonstrate your practical skills and make connections between theory and practice.

WHY

WHY SHOULD I CHOOSE THIS SUBJECT?

See yourself as the next Jamie Oliver? Are you intrigued when you watch programmes like "Food Unwrapped" or wonder about the impact of Brexit on food security? Do you like trying different recipes, foods and planning menus? Interested in working in the food industry? This course is suitable for those students who not only enjoy making and tasting new food products but those who have an interest in where our food comes from and the science behind how we can change the properties of food when cooking. Students who choose to study this course are expected to participate fully in all practical lessons.

WHICH

WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

The skills you develop through the study of food preparation and nutrition will support your study of a wide range of other subjects and can be studied in combination with any other GCSE course. In terms of subject knowledge, the nutrition and health may particularly complement the study of Biology and Physical Education. Food preparation and nutrition also helps you to learn how to work independently and manage your time - skills valued by both higher education institutions and employers alike. Naturally, with an emphasis on cooking skills, much of the learning is through practical lessons. Therefore, you will be interested in cooking and already be able to prepare a range of meals. There is also a substantial amount of theory, and written work is still required. Students must be organised and understand the importance of health and safety.

WHERE

WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

This GCSE will equip you to go on to further study. You could embark on AS or A-level study, being an apprenticeship or perhaps begin employment in the catering or food industries. You'll also have the knowledge and skills to feed yourself (and others) affordably and nutritiously for life. This is a GCSE course with a strong practical focus. You'll master a variety of technical skills and become proficient in the kitchen. In addition, you'll develop an in-depth knowledge of food science, food safety, food choice, nutrition and health. You'll also develop transferable skills such as: analysis, evaluation, communication skills, working independently, time management and the ability to interpret information and data.



STRUCTURE & ASSESSMENT

COMPONENT 1: Exam - 1 hr 45 mins

There will be one exam for this qualification, which will assess your knowledge of the theory behind food preparation and nutrition.

NOTE ON COSTS

To succeed in this course there is an expectation that you will cook fortnightly with the cost varying from £2 to £5 approx. It is compulsory to bring in ingredients.

COMPONENT 2: Non-examination assessment (NEA), comprising two tasks involving practical work:

- **TASK 1:** Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food. This task will provide you with an opportunity to demonstrate your knowledge and practically apply your understanding to the science behind cooking. You'll practically investigate ingredients and explain how they work and why.
- **TASK 2:** Students will plan, prepare, cook and present a 3-course menu. This task will provide you with an opportunity to cook up a storm and showcase your creativity and cooking skills. You might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget.



WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Ms Kerwood - samkerwood@theswanageschool.co.uk

EXAM BOARD: AQA

The website for this course: <https://aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

FRENCH

EBacc

OPTION

STRUCTURE & ASSESSMENT

There are four examinations at the end of Year 11 around the same topics and each worth 25% of the total qualification.

PAPER 1: Listening and understanding in French (25%)

Students are assessed on their understanding of standard spoken French in a range of public and social settings.

PAPER 2: Speaking in French.

Internally tested and externally assessed (25%)

There are three tasks: role play, description of a picture, and a conversation based on two themes.

PAPER 3: Reading and understanding in French (25%)

Students are assessed on their understanding of written French across a range of different types of texts, including emails, advertisements, letters, articles and literary texts.

PAPER 4: Writing in French (25%)

Students are assessed on their ability to communicate effectively through extended writing in French, for different purposes and audiences and expressing different opinions (email, formal letters, blogs etc.)

WHAT

WHAT IS THIS SUBJECT ABOUT?

In French, you will study various topics such as family, hobbies, technology, education, jobs, environment and festivals and learn to communicate in speaking and writing in all of them. Through this, you will explore the structure of the French language and the similarities and differences with the English language; you will get a **better understanding of your own language**. The GCSE focusses on trying to communicate in a range of **real situations**, (for example: role plays/writing a blog/understanding the gist of an email) so **making mistakes is OK!** You will become more confident as you learn to communicate in French, spontaneously, on a range of topics.

WHY

WHY SHOULD I CHOOSE THIS SUBJECT?

Language skills are in high demand in our extremely competitive job market and an international career can be extremely rewarding. Research has shown that studying a language will also provide you with invaluable communication skills as well as improving your decisiveness, problem-solving ability and negotiation skills.

WHERE

WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

Universities favour students who have studied a modern foreign language and it can make it easier to study abroad where you will meet many international students. Later in your job, you could be chosen for working on an international project, work abroad, be a liaison for international customers or be picked to learn a new language invaluable to your firm.

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Mrs Fawke – delphinefawke@theswanageschool.co.uk

EXAM BOARD: Pearson Edexcel

The website for this course: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>

GEOGRAPHY

EBacc

OPTION

WHAT

WHAT IS THIS SUBJECT ABOUT?

Geography is everywhere, all the time – it's the key to unlocking our world! Geography studies the different patterns and processes that affect our lives in today's world. It covers both physical geography (which is science based) and social geography (based on the human aspects of geography). You will learn about the reasons behind why some countries suffer with extreme weather events, why some countries are sitting on a ticking time bomb and why other countries suffer with extreme poverty. You will be able to explain different issues that are affecting our world on a daily basis.

WHY

WHY SHOULD I CHOOSE THIS SUBJECT?

Geography is a subject that is based on investigation both inside and outside the classroom. You will be investigating different cultures, societies, economies and environments. You will learn how to use a variety of skills that will help you to find out and apply your knowledge in different contexts. You will be able to ask and answer the big questions that we ask about our world. You will learn how to become an active citizen in today's complicated world.

WHICH

WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

Geography, English and science are the main subjects that you should enjoy. Geography is a literacy-based GCSE that will involve a fair amount of written work. Physical Geography has a science element to it.

WHERE

WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

You will learn many skills that employers value; how to investigate and enquire into different pieces of information, such as photos, newspapers articles or maps; how to evaluate the usefulness of different information; how to communicate and apply your knowledge in a variety of ways (such as ICT and project-based work); how to describe and analyse the key features of different places through critical thinking and problem-solving.

This course will help you to develop skills which will be useful in a wide range of jobs such as tourism, teaching, planning, human resources, business, recruitment, politics, wildlife, ICT, advertising, banking, sustainability and environmental sciences. Geography links extremely well with specialist science and arts subjects, so it is ideal for a balanced curriculum. As a degree subject it has one of the highest rates of employability, being highly valued by employers.

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Mrs Drodge – dannidrodge@theswanageschool.co.uk

EXAM BOARD: AQA

Website for this course: <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

STRUCTURE & ASSESSMENT

You will have three exams at the end of Year 11.

PAPERS 1 & 2: Human Geography and Physical Geography. Each worth 35% of the final grade.

PAPER 3: Two field work investigations will also take place, one focusing on Human Geography and the other focusing on Physical Geography. These will make up 30% of your GCSE and the paper will focus on Geography skills and the field work investigations.

HISTORY

EBacc

OPTION

WHAT

WHAT IS THIS SUBJECT ABOUT?

History is about people – real people whose lives were sometimes exciting, like travelling across the Wild West in a wagon train, and sometimes frightening, like having a limb amputated without any anaesthetic. Whatever their lives were, there's a fascinating, and sometimes tragic, story behind them. Should you choose GCSE History you will learn about the following subjects in world history: the conflict that developed between the Native Americans and the white settlers, along with how African Americans experienced the same time period. You will also learn about how Germany and other parts of Europe suffered under the rule of the Nazis. In terms of British History, you will learn about the People's Health (1250-today), Corfe Castle and the rule of Elizabeth I st.

WHY

WHY SHOULD I CHOOSE THIS SUBJECT?

In your first History lesson I asked you to write why learning History is important, so please look over what you wrote there. I believe that History lets you understand the world you live in, by allowing you to see how it came to be. It lets you see how individuals can have a massive effect on the world, for good or bad, based on their decisions and the actions they take. It is also a good way to discover more about what it means to be British and how our country has developed over the last 1,000 years!

WHICH

WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

History and English are the main subjects that you should enjoy. History is a literacy-based GCSE that will involve a large amount of written work and research. We will also be analysing sources and considering what we can learn from them and any limitations they have, so being able to look at information critically will be a massive help.

WHERE

WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

You gain many transferable skills such as: how to interpret and evaluate pieces of information (sources); how to communicate and apply your knowledge; how to describe and analyse the key features of the period studied, and critical thinking and problem-solving. This course will help you to develop skills that will be useful in a wide range of jobs such as law, tourism, teaching, human resources, business, recruitment, politics, ICT, advertising, banking, accounting and psychology. In fact History will help you in applications for most degree subjects.

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Miss Vallely – lisavallely@theswanageschool.couk

EXAM BOARD: OCR

The website for this course is: <https://www.ocr.org.uk/qualifications/gcse/history-b-schools-history-project-j411-from-2016/>

STRUCTURE & ASSESSMENT

You will have 3 examinations at the end of Year 11 – assessing your analytical and written skills.

You will study 5 topics. These are:

- The People's Health (Paper 1)
- The Elizabethans (Paper 1)
- Corfe Castle (Paper 2)
- The Making of America (Paper 3)
- Life in Nazi Germany (Paper 3)

These will all be examined in two 1 hour 45 minute exams.

PAPER 1: 1¾ hrs (40%)

PAPER 2: 1 hr (20%) local site study

PAPER 3: 1¾ hrs (40%)

STRUCTURE & ASSESSMENT

Students are assessed in the areas of performing, listening and composing.

UNIT 1: Integrated Tasks

30% of the GCSE

One performance and one composition using the candidates own instrument/voice and a commentary.

This is worked on throughout the course and handed in during the Summer Term of Year 11

UNIT 2: Practical Portfolio

30% of the GCSE

One group performance and one composition or arrangement based on area of study.

This is worked on throughout the course and handed in during the Summer Term of Year 11

UNIT 3: Listening Test

40% of the GCSE

Written examination at the end of Year 11

WHAT

WHAT IS THIS SUBJECT ABOUT?

We focus on three areas: performing, listening and composing. By the end of the year, you will perform both as an individual and as part of an ensemble. You will listen to a wide variety of music (The Western Classical Tradition, Popular Music of the 20th & 21st Centuries, Film Music and World Music). You will also compose two pieces of music.

WHY

WHY SHOULD I CHOOSE THIS SUBJECT?

Music GCSE is a highly valued qualification. The aims of the course are to give students the opportunities to acquire the skills, knowledge and understanding needed to:

- Make and create music individually and in groups
- Develop a long-standing interest in music
- Progress to further study

WHICH

WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

Candidates will be required to either play an instrument or be able to sing at grade 4. You will have a strong understanding of music theory.

WHERE

WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

If you are interested in music-based careers, there are lots to choose from. You could become a professional performer or composer or you might want to teach music to adults and children. You could become a music therapist or use music to help those who struggle to communicate using words.

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Peake – harrypeake@theswanageschool.co.uk (Curriculum Area Leader)

EXAM BOARD: OCR

The website for this course is: <http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/>

PHILOSOPHY, RELIGION & ETHICS

OPTION

The Philosophy, Religion & Ethics (PRE) GCSE (Religious Studies) is aimed at providing students with an insight into different cultures and worldviews in an increasingly global society, as well as developing essential critical thinking and evaluation skills. Throughout the PRE course, students are encouraged to develop a sense of curiosity in the religious beliefs of others and to gain an understanding of why different groups of people behave the way they do. They will be encouraged to express their own opinions as well as learning to critically and sensitively consider the views of others,

There are three components to the course and all are assessed through written examinations at the end of Year 11.

STRUCTURE & ASSESSMENT

COMPONENT 1:

2 hr exam, 50%

Religious, Philosophical and Ethical Studies in the Modern World, including the following topics, studied from Christian, Hindu and non-religious worldviews:

- **Relationships;** including a critical and reflective examination of different perspectives on marriage, gender roles, the purpose of sex, contraception and same-sex relationships.
- **Life and Death;** including beliefs about the value of human life, how the world began, abortion, the 'right to die' debate and life after death.
- **Good and Evil;** including looking at different perspectives on morality, crime and punishment, the death penalty and forgiveness.
- **Human Rights;** including a consideration of religious responses to issues of prejudice and discrimination, wealth and poverty, and the conflict between personal conviction and the law.

COMPONENT 2:

1 hr exam, 25%

A Study of Christianity - an examination of key Christian beliefs, teachings and practices, considering how the development and diversity of Christianity is influenced by culture, context, and sources of wisdom and authority.

COMPONENT 3:

1 hr exam, 25%

A Study of a World Faith – focusing on exploring the vastly diverse beliefs, teachings and practices of Hinduism.

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Mrs Humby: stephhumby@theswanageschool.co.uk

EXAM BOARD: EDUQAS

The website for this course is: <http://www.eduqas.co.uk/qualifications/religious-studies/gcse/index.html>

PHYSICAL EDUCATION (PE)

OPTION

STRUCTURE & ASSESSMENT

The assessment for PE is split into 4 key components:

COMPONENT 1:
Fitness and body systems
36%

COMPONENT 2:
Health and performance
24%

COMPONENT 3:
Practical performance
30%

COMPONENT 4:
Personal Exercise Programme
10%
Also known as the PEP



WHAT

WHAT IS THIS SUBJECT ABOUT?

GCSE PE gives students the opportunity to explore a wide range of topics linked to physical activity, sport and performance. Areas you cover will include: anatomy and physiology, movement analysis, physical training, sport psychology, socio-cultural influences and health, fitness and well-being. You will also have to be strong in 3 sports for both team and individual events.

WHY

WHY SHOULD I CHOOSE THIS SUBJECT?

PE at GCSE is hard work and requires commitment to the course to be successful. It also provides you with a unique challenge for those who enjoy being active. As part of the course you will develop your knowledge and understanding of sport at a higher level as well as the science behind the human body. It is also a great choice if you have a keen interest in sport or aspirations to work within the sporting community.

WHICH

WHICH SUBJECTS SHOULD I HAVE AN APTITUDE IN?

You should enjoy PE first and foremost both in the classroom as well as outside. The course covers lots of content but in relation to other subjects it is close to Human Biology. Other aspects of the course looks into diet and leading a healthy, active lifestyle which links to Food & Nutrition.

WHERE

WHERE MIGHT THIS SUBJECT TAKE ME IN THE FUTURE?

After studying GCSE PE you could go on to study the subject further at 6th form, college or university. There are a wide variety of courses such as A-Levels, B-TECS, C-TECS and degrees.

Potential careers in sport include: PE teacher, coaching, physiotherapy, sports therapy, strength and conditions, personal trainer, sports medicine, match analysis, sports science or sports journalism.

WHO

WHO DO I SPEAK TO FOR MORE INFORMATION?

Mr Butler – connorbutler@theswanageschool.co.uk

EXAM BOARD: Pearson Edexcel

The website for this course is: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

TRIPLE SCIENCE AND/OR FURTHER MATHEMATICS

We offer **Triple Science GCSE AND/OR Further Maths Level 2 Certificate** for students who have exceptional aptitude and interest in these subjects. We have found over the years that most students who want to do Triple Science also want to do Further Maths so have combined both subjects into one option choice, but we can offer the option to only study Further Maths OR Triple Science if warranted.

TRIPLE SCIENCE

In this option students will cover the additional curriculum content to enable them to take 3 separate Science GCSEs, namely **Biology, Chemistry and Physics**. The Triple Science option is not more difficult than the Combined Science course, there is simply more content.

STRUCTURE AND ASSESSMENT

The course consists of six externally examined papers (each weighted 16.67% of the qualification). These are available at Higher tier (grades 9-3) and Foundation tier (grades 5-1). Students complete all exams at the end of year 11.

BIOLOGY

PAPER 1:

1 hr 45
100 marks

PAPER 2:

1 hr 45
100 marks

CHEMISTRY

PAPER 1:

1 hr 45
100 marks

PAPER 2:

1 hr 45
100 marks

PHYSICS

PAPER 1:

1 hr 45
100 marks

PAPER 2:

1 hr 45
100 marks

Foundation tier papers are for candidates aiming for grades 5-1 and Higher tier papers for candidates aiming at grade 9-4. Mixed entries between subjects are possible, e.g. taking Foundation tier in Physics and Higher tier in Biology.

Mathematical skills are assessed through the content: the marks allocated to assessment of mathematical skills is 30% Physics, 20% Chemistry and 10% Biology.

WHO

TRIPLE SCIENCE: WHO DO I SPEAK TO FOR MORE INFORMATION?

Miss Kerwood - samkerwood@theswanageschool.co.uk

EXAM BOARD: Pearson Edexcel

The website for this course is: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html>

FURTHER MATHS

This qualification has been designed to bridge the gap between the GCSE course and Level 3 mathematics qualifications such as A-levels and apprenticeships etc. Further Maths covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs. The AQA Level 2 Certificate in Further Mathematics is an un-tiered Level 2 linear qualification suited to students who:

- either already have, or are expected to achieve, grades 7, 8 and 9 in GCSE Mathematics
- are likely to progress to A-Level study in Mathematics and possibly Further Mathematics

It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to GCSE Mathematics, rather than as a replacement.

STRUCTURE & ASSESSMENT

The Further Mathematics course covers the following topics:

- Number
- Algebra
- Coordinate Geometry (2 dimensions)
- Calculus
- Matrix Transformations
- Geometry

PAPER 1: 1hr 45, 50%, non-calculator

PAPER 2: 1hr 45, 50%, calculator

Each paper contains a mix of question styles and assesses content from any part of the specification

WHO

FURTHER MATHS: WHO DO I SPEAK TO FOR MORE INFORMATION?

Ms Everitt - saraheveritt@theswanageschool.co.uk

EXAM BOARD: AQA

The website for the Further Mathematics course is: <https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365>

HOW WILL IT WORK?

Traditionally all the extra Triple Science content was delivered in the Double Combined Science time. We also used to run the Further Maths as an after-school club with great success.

We have now allocated an option block which has sufficient time to cover BOTH the Triple Science additional content and the extra content required for the Further Mathematics certificate in one option choice. Furthermore, our model will also facilitate the option for students to only study EITHER Further Maths OR Triple Science within this time if required. This will be explained further at the Options Evening, or speak to Ms Maraspin.

NEXT STEPS AND CONTACTS

1

Make sure you have read this booklet thoroughly and have spoken to others about your choices.

2

For all subjects that you have chosen you need to speak to your subject teacher, to confirm that they think you are suited to the course.

3

Speak to your Crew Leader about your intended choices and they will discuss it through with you.

4

Identify which EBacc subject you would like to study (see p.3).

5

Identify your top 3 option subjects plus a fourth reserve choice (see p.3).

6

Your parent/carer then needs to make the online submission for you by 11th May 2022 (or contact the School Office if unable to do an online submission). Keep a note of your choices for your own reference.

PLEASE COMPLETE THE ONLINE FORM

THE ONLINE FORM IS AVAILABLE ON OUR WEBSITE AND PARENTS WILL BE SENT THE LINK BY TEXT:

www.theswanageschool.co.uk/option-choices

RECEPTION

Phone: 01929 500599

Email: office@theswanageschool.co.uk

SUBJECT TEACHERS

Email addresses for the subject leads are given on subject pages, or speak to your current teacher, or see: www.theswanageschool.co.uk/staff-list for email details.

CREW LEADERS

Email addresses can be found on our website:

www.theswanageschool.co.uk/staff-list

CURRICULUM AREA LEADERS

Miss Cook (Lead Practitioner for English):

louisecook@theswanageschool.co.uk

- English

Mrs Drodge: dannidrodge@theswanageschool.co.uk

- French
- Geography
- History
- Philosophy, Religion & Ethics (PRE)
- Physical Education (PE)

Ms Everitt: saraheveritt@theswanageschool.co.uk

- Computer Science
- Design & Technology
- Mathematics

Mrs Kerwood: samkerwood@theswanageschool.co.uk

- Food & Nutrition
- Science

Mr Peake: harrypeake@theswanageschool.co.uk

- Art
- Creative Media Production
- Drama
- Music