

BRENTFORD SCHOOL FOR GIRLS



Year 8 Options Booklet 2023



Name	
Tutor Group	

VISION | CREATIVITY | EXCELLENCE

A MESSAGE FROM THE HEAD TEACHER

Dear Parent/Carer

Your daughter will be embarking on her GCSE qualifications in September 2023. Some time ago, we introduced the move to GCSEs in Year 9 in order to allow our girls the opportunity to develop greater depth and understanding in their chosen subjects. This has brought huge rewards and, once again, this summer our GCSE results were outstanding and in the top 2% of schools in England. As the girls are choosing option choices in Year 8 to start in year 9, we also offer all girls the opportunity to get involved in our deeper learning enrichment programme. This means that subjects that the girls may decide not to follow for GCSE, they will still have some access to them through our enrichment programme. Over the next few months, your daughter will be involved in a number of activities aimed at supporting her in selecting her choices in an informed way.

The Key Stage 4 curriculum which your daughter will be following for the next three years contains a compulsory core section, but there is also a significant element of choice which needs careful planning. This booklet is designed to help you and your daughter choose the courses she will follow over the next three years as well as giving informational about the compulsory subjects.

The majority of our students follow the English Baccalaureate (EBacc) suite of subjects. The English Baccalaureate is designed to encourage students to achieve GCSEs in a range of facilitating subjects including English Language, Mathematics, Science, a Modern Foreign Language and a Humanities subject. Girls who are capable of achieving the English Baccalaureate should consider it very seriously as it will help ensure that their choices at the tertiary level are as broad as possible, as well as providing them with the necessary GCSEs for entrance into the very top universities in the country. Additionally, all students follow the core programme which includes GCSE Religious Studies, Core Physical Education and Citizenship through the PSHCE programme.

We continue to offer a variety of GCSEs and a BTECs. BTEC qualifications suit students who find studies connected to the workplace interesting. As well as this, there is a greater amount of the work assessed on these courses through the means of coursework and not just by final examination.

We encourage our students to choose subjects that are going to provide them with a broad and balanced learning experience. Your daughter will be in education now until she is eighteen years of age. It is important that you and your daughter think clearly now about option choices, so that her journey into the sixth form is a smooth one.

The individual student will always be at the heart of what we do at our school. It is important for us that we work with you and your daughter to ensure that the curriculum she chooses reflects her ambitions and ensures that she becomes the girl of our school vision!

We look forward to supporting you and your daughter at this important time in her school journey.

Yours sincerely,



Ms M Leenders
Head Teacher

GUIDANCE WHEN CHOOSING SUBJECTS TO STUDY IN KEY STAGE 4

Students will choose **three option subjects** to study which, in addition to the core subjects, will give them good variety of GCSE (or equivalent) subjects. It is advisable that students opt for a broad and balanced curriculum covering a range of subjects and do not specialise too heavily in one particular area.

Students, when making subject choices, must take into account their successes in the past and present. School reports, data collections and meetings with subject teachers should help in this regard. In addition, there are new subjects that your daughter needs to consider.

It is vital to remember that your daughter will be studying her chosen subjects for the next three years and it is therefore advised to favour those subjects that she is successful in and enjoys studying as well as what is best for them in the future. The ultimate aim is for students to study courses where they maximise their chances of securing the best set of GCSE grades. It is therefore important that time, discussion and careful consideration is given to this important process.

Before making your final choices, students should consider the following

- How well they are currently doing in that subject
- What subjects you enjoy
- What you will be learning in each subject and how it is assessed
- Your journey post 16 e.g. A Levels, University, Work
- How do your subjects relate to each other and to your plan for the future?
- Is it their choice and not that of their friends?

HELPING YOUR DAUGHTER MAKE CHOICES

All Year 8 tutors will support students with their option choices. Heads of Departments will run assemblies to explain more about the courses on offer in Key Stage 4. Subject teachers can give more information about courses in lessons and taster sessions and the Head of Year 8, will be available to advise your daughter about which options are most appropriate to meet her needs. Ms Brown, our Careers Adviser, can give additional guidance about what they should consider studying at Key Stage 4 based on their interests and career aspirations and has arranged a career's day for the year group. If students require further advice, they can speak to Mr May who is overseeing the options process for Year 8.

I hope that students find the assemblies, this options booklet, Careers Day and the Options Evening useful. However, if you need any help please make sure that you consult as widely as possible with your tutor, Head of Year, Head of Department, subject teacher and even older students at the school before making a decision.

To give additional help, all Year 8 students will have access to an Options Google Classroom to access other resources.

THE ENGLISH BACCALAUREATE (EBACC)

The current English Baccalaureate is not a qualification itself but is awarded to students if they achieve a good pass in a particular group of five GCSE subjects (known as facilitating subjects). These subjects also happen to be the ones most regularly asked for by college and university courses, so it is worth bearing this in mind when deciding which GCSEs to take.

- English
- Maths
- Combined Science
- Humanities (Geography or History)
- Modern Foreign Language (German or French)

Universities are likely to prefer an Ebacc combination of subjects, so it is worth considering when choosing your options.

The current options system at Brentford School for Girls allows students studying the EBacc to choose an entirely different third option as well as allowing some of our girls to study a more vocational route for which they may be better suited.

THE KEY STAGE 4 CURRICULUM

THE CORE CURRICULUM

The curriculum is designed to ensure that students have a broad and balanced education and that they have a wide choice of pathways at Key Stage 4 and beyond. The curriculum comprises subjects which students must study; this is called the **core curriculum**. The compulsory core curriculum subjects are:

- English Language
- English Literature
- Mathematics
- Combined Science / Triple Science
- Religious Studies

These subjects above are externally examined and worth one GCSE grade (Science which is worth 2 or 3 GCSE grades dependent on the course followed)

All students in KS4 also study the subjects below which are not externally examined:

- Personal, Social, Health, Citizenship and Economic Education (PSHCEE)
- Physical Education (PE)
- Academic Mentoring (Y11 only)

OPTION SUBJECTS

Students will study **three option subjects** from the lists below (one subject from each block). It is imperative that when helping your child select courses you refer to the option blocks below and indicate two preferences on your selection form. We ask that students indicate two preferences from each block in the event of one of their preferences not going ahead. Whilst we appreciate that at times the blocks can restrict choice, we want to clarify that these subjects cannot be moved to different option blocks as this structure is used to construct the school timetable.

OPTION A	OPTION B	OPTION C
Geography History French German	Geography History PE Music (Performing Arts) Film Studies Health & Social Care Business Studies	French German Art Photography Drama Textiles Sociology

TIMELINE FOR THE PROCESS

Please find below a timeline for the Options process this year. Dates are given as they currently stand. If there are any changes, you will be notified in advance.

Date	Event
Tuesday 10th January 2023	Year 8 Careers Day
Thursday 19th January 2023	Options Evening
21 st January 2023	Virtual Options Evening
W/B 22 nd February 2023	Lunchtime Taster Sessions for Year 8
9 th March 2023	Year 8 Parents Evening (Virtual)
10 th March-24 th March 2023	Options forms to be Completed and Returned to Tutors
24 th March 2023	Deadline for options forms to be returned to Tutors
24 th April – 28 th April 2023	Interviews to confirm choices (where necessary)
11 th May 2023	Year 8 Informed of their Final Option Choices
18 th May 2023	Deadline to Request Changes
25 th May 2023	Final Changes Made and Final Choice Relayed to Students & Parents

GCSE ENGLISH LANGUAGE AND LITERATURE

Examination Board: AQA

ABOUT ENGLISH LANGUAGE AND LITERATURE

This is a compulsory examination course aimed at all students. The subjects are taught together by using an integrated approach, but two separate qualifications will be gained (English Language and English Literature). In your English lessons, you will have the opportunity to develop the three main skills: Reading, Writing and Speaking and Listening. You will study Modern texts and Literature from the English Literary Heritage, as well as a range of poems and a Shakespeare play for the Literature Course. The English Language course will also include the study of Fiction from the 19th century and Non-fiction and Literary Non-Fiction texts from the 20th and 21st century. You will also develop your writing skills to write creatively and to express a strong viewpoint. Speaking and Listening is now separately endorsed with activities used to develop your public speaking and communication skills.

WILL I ENJOY THE COURSE?

You will enjoy the course because it will:

- Help you to understand more about the world you live in;
- Provide you with a range of useful skills for post-16 studies and the world of work;
- Involve discussions, thinking and questioning, as well as listening, reading and writing.

HOW DOES IT FOLLOW ON FROM WHAT I HAVE LEARNT BEFORE?

The English Language and Literature course follows on from the reading and writing skills acquired during the Key Stage 3 course; it will give you opportunities to further develop Creative Writing, expose you to a wider variety of Literature texts and allow you to develop discussion and presentation skills.

COURSEWORK/EXAM REQUIREMENTS

GCSE English Language

100% examination:

Paper 1 - Explorations in Creative Reading and Writing

1 hour 45 minutes, 80 marks, 50% of GCSE

- Section A: **Reading (40 marks) (25%)** - one single literature fiction text
 - 1 short form question (1 x 4 marks)
 - 2 longer form questions (2 x 8 marks)
 - 1 extended question (1 x 20 marks)
- Section B: **Writing (40 marks) (25%)** - descriptive or narrative writing
 - 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2 - Writers' Viewpoints and Perspectives

1 hour 45 minutes. 80 marks, 50% of GCSE

- Section A: **Reading (40 marks) (25%)** - two linked texts - one non-fiction text and one literary non-fiction text
 - 1 short form question (1 x 4 marks)
 - 2 longer form questions (1 x 8, 1 x 12 marks)
 - 1 extended question (1 x 16 marks)
- Section B: **Writing (40 marks) (25%)** - writing to present a viewpoint
 - 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination assessment – Spoken Language (Separately endorsed)

GCSE English Literature

100% examination:

Paper 1 - Shakespeare and the 19th Century Novel

1 hour 45 minutes, 64 marks, 40% of GCSE

Section A: Macbeth by Shakespeare

Students will answer one question on this text. 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 – A Christmas Carol by Charles Dickens

Students will answer one question on this text. 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 hour 15 minutes, 96 marks, 60% of GCSE

Section A: Modern texts - An Inspector Calls by JB Priestley

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

Section B: Poetry - Love and Relationships

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

Section C: Unseen poetry

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

WHAT CAN I DO NEXT WITH GCSES IN ENGLISH LANGUAGE AND LITERATURE?

GCSE English Language and GCSE English Literature offer clear progression to A Level study, as students develop the skills of enquiry and investigation that are applicable not only in English, but across a range of subjects at that level.

In addition, English at GCSE is vital for any job/career or academic course you wish to pursue. It gives students the confidence to articulate themselves in an appropriate manner, as well as transferable skills to ensure that they can access other courses, start a new job or continue to study English Language and Literature, Media, Communication, Drama, Theatre Studies or Performing Arts at a higher level.

Furthermore, universities require degree students to have achieved their GCSE in English to be considered for any higher learning course.

GCSE MATHEMATICS

Examination Board: Eduqas

ABOUT GCSE MATHEMATICS

The Mathematics course recently updated follows the new Edexcel 9-1 specification which enables students to:

1. Develop fluent knowledge, skills and understanding of mathematical methods and concepts
2. Acquire, select and apply mathematical techniques to solve problems
3. Reason mathematically, make deductions and inferences and draw conclusions
4. Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

WILL I ENJOY THE COURSE?

We will strive to provide a stimulating environment and a range of teaching and learning styles which will make the work enjoyable and challenging for all the students. Students will experience teaching which involved group work, individual study, problem solving activities and oral and mental work.

HOW DOES IT FOLLOW ON FROM WHAT I HAVE LEARNT BEFORE?

The course will continue to revisit and build on the four attainment targets in Mathematics studied at Key Stage 3. The course emphasises sound understanding of concepts, fluency in procedural skill, competency to apply mathematical skills in a range of concepts and confidence in mathematical problem solving.

COURSEWORK/EXAM REQUIREMENTS

There will be no coursework for Mathematics and assessment will be through external examinations in the form of written papers. The Mathematics course will be a linear course with a Non calculator and a Calculator paper.

GRADE BOUNDARIES

Foundation (grades 1-5)
Higher (grades 3-9)

COURSE CONTENT

The students will be studying the five attainment targets:

- Number
- Algebra
- Ratio, Proportion and Rates of change
- Geometry and Measures
- Statistics and Probability

The marks will be allocated as follows:

- Use and apply standard techniques 40%
- Reason, interpret and communicate mathematically 30%
- Solve problems within mathematics and in other contexts 30%

The syllabus will enable the students to learn a wide variety of mathematical skills, to develop an understanding of mathematical reasoning and to relate different areas of mathematics to each other.

WHAT COULD I DO NEXT WITH GCSE MATHEMATICS?

Students will, if they reach the required standard in the GCSE examination, be able to study for an A Level in Mathematics in Year 12 and 13.

SCIENCE

Examination Board: Edexcel

ABOUT SCIENCE

All students will be expected to achieve at least two GCSE grades in science by the end of Year 11 with some students being entered for three qualifications.

GCSE COMBINED SCIENCE (DOUBLE AWARD): EDEXCEL

The majority of students will take this course. The assessments at the end of the course are available at Foundation and Higher Tier.

GCSE SEPARATE SCIENCE: BIOLOGY, CHEMISTRY, PHYSICS (EDEXCEL)

The decision to enter a pupil for combined science (two GCSEs) or separate science (three GCSEs) will be based upon their target level and attainment in examinations and other key assessments during Year 9.

ABOUT GCSE SCIENCE

The GCSE science content is relevant to students in their everyday life. It aims to:

- Develop students' understanding of the science around them that affects them in their everyday life
- Develop students' questioning, analytical and evaluative approach to scientific problems and issues
- Develop students' practical skills in science and an understanding of investigative approaches

The GCSE Science is examined as follows:

- Combined science - There will be 6 written papers – 2 x Biology, 2 x Chemistry and 2 x Physics papers (1hr 10 mins each)
- Separate sciences – There will be 6 written papers – 2 x Biology, 2 x Chemistry and 2 x Physics papers. These exams have the same content as Combined Science papers, with extra questions on the separate science topics (1hr 45 mins each)

Core GCSE Practical

- Students are required to complete a number of core practicals during the course which are compulsory and outlined in the specification. These will be examined in the final papers (15%)
- Exam papers will require students' knowledge, understanding and application of practical skills.

MATHS CONTENT

There is an increase in the maths content in the examination (10% in biology papers, 20% in chemistry paper and 30% in physics papers)

HOW DOES GCSE SCIENCE FOLLOW ON FROM WHAT I HAVE DONE BEFORE?

The GCSE course builds on work done in science at Key Stage 3 and broadens students' experience of up to date applications of science.

WHAT COULD I DO NEXT WITH GCSE SCIENCE?

It is a requirement that all students study science at Key Stage 4. The combined science GCSE course provides the knowledge and skills needed for citizenship, for science-based careers including those in the healthcare and engineering fields as well as for many non-science-based careers which require analytical and problem- solving skills. Both the combined science and biology, physics and chemistry will lead to the possibility of further study in each or all of the science disciplines at A Level and beyond.

GCSE RELIGIOUS STUDIES

Examination Board: AQA

ABOUT RELIGIOUS STUDIES

The aim of the religious studies department at Brentford School for Girls is to develop the Brentford Girl as a well-balanced and tolerant member of society who is aware of our rich and diverse community. Our aim for each student is to reach her learning potential and attain a final grade at or beyond their target level. Our motto is that 'no barriers', whether academic or pastoral should impede academic success. The department will strive to give the best learning experience to all students that inspires awe, wonder and a thirst for knowledge and understanding. Our department aims to contribute to the spiritual and moral development of our students and the school community. We encourage our students to be critical thinkers in the exploration of religion, faith and the ethical issues they will encounter in life. We will ensure that this can take place in a safe and nurturing environment where every student is confident to share and discuss their own beliefs and values with others.

SPECIFICATION

Years 9 to 11 study the AQA GCSE Religious Studies Specification A. Students study this course exploring contemporary moral and ethical issues from Christian and Islamic perspectives. Non-religious wider perspectives are also encouraged.

THE SPECIFICATION AIMS TO ENABLE STUDENTS TO:

- Adopt an enquiring, critical and reflective approach to the study of religion
- Explore religions and beliefs, reflect on fundamental questions, and engage with them intellectually and respond personally
- Enhance their spiritual and moral development, and contribute to their health and wellbeing
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion
- Develop their interest in, and enthusiasm for, the study of religion, and relate it to the wider world
- Reflect on and develop their own values, opinions and attitudes in light of their learning.

TOPICS STUDIED INCLUDE:

- Christianity- Beliefs, teachings and practices
- Islam- Beliefs, teachings and practices
- Relationships and families
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and social justice

ASSESSMENT:

Students will be formally assessed through two exams at the end of Year 11. The entire course is worth one GCSE.

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION (PSHCEE)

ABOUT PSHCEE

PSHCEE is a compulsory part of the curriculum at Key Stage 4. It promotes students' personal, social and emotional development as well as their health and wellbeing.

Students also learn about the world of work, personal finance and how to budget. PSHCEE provides a framework for our legal responsibility to advise and guide on relationships, sex education, drugs education as well as offering information on careers education and work-related learning.

PSHCEE is taught as a separate lesson, once a week, to all students.

The resources and teaching methods employed aim to support learning experiences which will inspire and challenge all learners to fulfil their potential irrespective of social background, culture, race or ability. Our aim is to produce tolerant, articulate and aspirational young women who can take their place in society with confidence.

TOPICS COVERED IN KEY STAGE 4

- Budgeting for independent living
- Preparation for work experience
- Sex education and relationships
- The work of voluntary groups and charities
- Human Rights
- Mental health, emotional wellbeing and mindfulness
- Global issues
- Crime

CORE PHYSICAL EDUCATION

ABOUT CORE PHYSICAL EDUCATION

Physical Education is one of the Core subjects taken by all Year 9, 10 and 11 students and is therefore a compulsory part of their education. Brentford PE kit will be worn and therefore students will still need their pink Brentford PE t-shirt, black tracksuit bottom or shorts and their Brentford jumper.

*Please note that there is no GCSE award for Core PE. Students who wish to gain a GCSE in Physical Education should look to choose the AQA GCSE PE in the option blocks.

YEAR 9 &10

During Year 9 and 10 students will be offered a wide range of competitive games and individual sports, this will enable the pupils to:

- Develop skills and fitness specific to particular sports
- Share in the planning and administration of sport experiences
- Provide responsible leadership
- Work effectively within a group towards common goals
- Use prior knowledge of sports to modify sports and create new games
- Develop the capacity to make reasoned decisions about sport issues
- Develop and apply knowledge about umpiring, refereeing, and training

The programme may include the following activities:

- | | |
|--------------------|----------------|
| • Basketball | • Netball |
| • Badminton | • Athletics |
| • Ultimate Frisbee | • Tennis |
| • Volleyball | • Tag Rugby |
| • Rounders | • Hockey |
| • Football | • Trampolining |

YEAR 11

Students in Year 11 will continue to have one lesson a week and will participate in a variety of activities, which will take place in school and occasionally offsite. As Year 11 can be quite a stressful time for our girls, the cohort choose the sports they would like to do, at the beginning of each half term. As a department, we would like the girls to use their PE lessons and activities as a means to promote students wellbeing by getting them to unwind and forget about the stresses and strains of Year 11.

INDEX OF OPTIONAL CHOICES

GCSE

- Art and Design
- Business Studies
- Drama
- Film Studies
- Geography
- History
- Modern Foreign Languages - French/German
- PE
- Photography
- Sociology
- Textiles

BTEC/VOCATIONAL

- BTEC First Certificate in Health & Social Care
- Level 2 Vocational Award in Performing Arts (Music)

ART & DESIGN

Examination Board: AQA

ABOUT GCSE ART & DESIGN

Students will follow a combined course of study which will introduce them to a range of art, craft and design from the past and the modern eras.

WILL STUDENTS ENJOY THIS COURSE?

Students will enjoy this course if they want to study a subject that:

- Allows them to develop their own ideas as part of the making and investigating process
- Allows them to focus on practical artwork

HOW DOES IT FOLLOW ON FROM WHAT STUDENTS HAVE LEARNT BEFORE?

The course enables students to develop in greater depth the basic skills they have covered in Key Stage 3. After an introduction to the techniques used in each discipline along with relevant historical study, they will be able to explore their own ideas using the knowledge and skills they have gained.

COURSEWORK/EXAM REQUIREMENTS

Assessment consists of the following elements:

- A selection of the students' coursework and sketchbooks
- The preparatory studies and sketchbook for their exam piece
- Their exam piece or pieces produced within a 10-hour time limit spread over two days.
- The coursework, including sketchbooks and preparatory work counts for 60% of the final grade
- Exam preparatory work, sketchbook and main piece count for 40%

Coursework is 60% of the final grade. A range of topics will be covered such as a culture project, graphics and portraiture	Exam is 40% of the overall grade. The title is selected from a list of options
Students will explore painting and drawing techniques and develop skills in a variety of media. Students will begin with a title that is mentioned above and look at the work of artist, record their observations, develop their ideas, review and refine work and produce a number of outcomes.	Students will produce a sketchbook during the weeks which lead up to the exam. They will use their book as reference and sit a practical exam which takes place over two full school days. Students will create a final piece in 10 hours of supervised time.

Course Timescales

Component 1 – Year 9 until Year 11 (December)

The coursework unit, including sketchbooks and preparatory work – counts for 60% of the final grade.

Component 2 – Year 11 (January to May)

The externally set assignment. Exam preparatory work, sketchbook and main piece – counts for 40% of the final grade.

WHAT COULD STUDENTS DO NEXT WITH ART & DESIGN?

Students could pursue art & design or photography at a higher level following the GCSE course. The two general routes are A-level or an art foundation course or sometimes both A-levels and then an art foundation course. They can progress on to a degree in art, any art-based course or use their A-level points to go towards another degree of their choice.

Alternatively, they may take art to compliment any of their other subject choices; art enhances presentation in all areas, helps students to think creatively and critically and allows others to discuss ideas as part of the developmental process. The creative processes and skills learnt from studying this course will aid students throughout life. Research skills and the ability to manipulate images in Photoshop are also integral to this course. In terms of careers, art & design is integral to most aspects of modern life. The list of careers available to someone in this field is extensive and varies from advertising, animation, architecture, gaming, marketing, fashion, set design, film and television, photography, or students could traditionally become a full-time artist!

BUSINESS STUDIES

Examination Board: Eduqas

ABOUT GCSE BUSINESS STUDIES

GCSE business studies introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.

WILL STUDENTS ENJOY THIS COURSE?

Students need to be good at communicating and explaining their ideas and not afraid of learning new things and working with numbers to solve business problems. Students will learn how to be creative thinkers and how to make decisions. What's more they will also learn about the world of business through research and investigation, as well as through real life case studies.

WHAT WILL I LEARN?

- Know and understand business concepts, business terminology, business objectives, the combined nature of business activity and the impact of business on individuals and wider society.
- Apply knowledge and understanding to current business issues and to different types and sizes of businesses in local, national and global contexts.
- Develop as enterprising individuals with the ability to think from a business point of view and creatively to demonstrate business knowledge and draw on evidence to make informed business decisions and solve business problems.
- Develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- Use an enquiring and critical approach to make informed judgements.
- Investigate and analyse real business opportunities and issues to build well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding business.
- Develop and apply quantitative skills relevant to business, including using and interpreting data

COURSE CONTENT

Topic areas include:

- Business Activity
- Marketing
- Business Operations
- Human Resources
- Influences on Business
- Finance

ASSESSMENT

There are two written examinations at the end of Year 11

- Component 1: Business Dynamics
A mix of short answer questions based on stimulus material covering all of the specification content
- Component 2: Business Considerations
Data response questions covering all the specification content

WHAT COULD I DO NEXT WITH GCSE BUSINESS STUDIES?

No matter which route a student follows, the varied nature of the course and the analytical and evaluative skills gained will equip you well for Sixth form. It will prepare you for all level 3 courses in many different subjects including A levels and BTEC courses. Students will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working within a team.

DRAMA

Examination Board: Edexcel

ABOUT GCSE DRAMA

This course is about building on the skills students have gained at Key Stage 3. The course will focus on developing and exploring ideas using appropriate drama forms and techniques, responding to ideas and issues and presenting their ideas to others. Students will develop presenting skills, team skills and confidence.

WILL STUDENTS ENJOY THIS COURSE?

Students will enjoy this course if they want to study a subject that:

- Reflects their genuine interest in theatre, drama and performance
- Enables them to work closely with other students
- Allows versatility, energy and sense of pride in their work

HOW DOES IT FOLLOW ON FROM WHAT STUDENTS HAVE LEARNED BEFORE?

Students will further develop their skills they acquired at Key Stage 3: responding, developing, presenting and evaluating. Students participate in a wide range of practical and written tasks. Students will be introduced to new explorative strategies, explore the drama medium, develop understanding of the elements of drama and explore new drama texts. Students will also get to experience several live theatre performances - after all, the more they see, the more they will understand!

WHAT ARE THE COURSEWORK/EXAM REQUIREMENTS?

There is one piece of written coursework. During Year 11 there are two practical examinations and one written examination.

THE COURSE IS DIVIDED INTO 3 UNITS
COMPONENT 1: DEVISING (40%)
<ul style="list-style-type: none">• Create and develop a devised piece from stimulus in a group.• Performance of this devised piece or design realisation for this performance.• Written analysis and evaluation of the devising process and performance. Performer or designer routes available.• An internal examiner awards the marks for this component.
COMPONENT 2: PERFORMANCE FROM A TEXT (20%)
<ul style="list-style-type: none">• Students will either perform in and/ or design for two key extracts from a performance text.• We get to choose which text. Performer or designer routes available.• An external examiner awards the marks for this component.
COMPONENT 3: THEATRE MAKERS IN PRACTICE (40%)
<ul style="list-style-type: none">• Practical exploration and study of one complete performance text. Choice of eight performance texts.• Live theatre evaluation –we get to choose which production!

WHAT COULD STUDENTS DO NEXT WITH GCSE DRAMA?

Students could pursue drama/performing arts at post 16 level. Drama is recognised and valued for its contribution to the development of skills necessary for a wide range of future employment, mainly interpersonal skills, group working skills and communication.

FILM STUDIES

Examination Board: Eduqas

ABOUT GCSE FILM STUDIES

Arguably the dominant art form of the 20th Century was film. In the 21st Century it still defines our culture, influences and informs our lives and reflects our society. Film studies GCSE is an opportunity to engage with the watching of film in a way which you may not have done before. Film studies GCSE is an academic and practical choice.

In film studies GCSE we watch extracts as well as whole films and explore how they were made. We focus on aesthetics of film form, narratives, context and representation. We look at the technical skills required, the stories which they tell, the genres and styles of each era of film making. Film studies GCSE also involves exploring the history of film from the earliest days of moving image through to the most current technical advances.

However, film studies GCSE is not all about watching, discussing and writing. It is also about developing practical skills in tandem with this. You will learn how to construct a film using the tools which every film maker must learn to master: camera, sound, mise-en-scene and editing. You will learn how to write screenplays, make storyboards and experiment with lighting and cinematography. You will plan your own productions, work as mini film studios and complete your own short film extracts as part of the GCSE assessment.

WILL I ENJOY THIS COURSE?

You will enjoy this course if you want to study a subject that:

- Allows you to watch, discuss and write analytically about films
- Give you the chance to write creatively and make films
- Develops skills in planning, organisation, collaboration and resilience
- Is a combination of academic and creative/practical
- Stretches you intellectually, emotionally and helps you learn new skills too

HOW DOES IT FOLLOW ON FROM WHAT I HAVE LEARNED BEFORE?

Film Studies is an excellent companion subject to English and English literature GCSE and will support and develop your analytical skills. It will develop and improve your observation skills, your speaking and listening, your analytical and creative skills. Film Studies is a truly engaging way to enhance your literacy through exposure to the entertainment art form of film. You will also develop a wider historical and geographical understanding of the world through studying films from different countries and cultures and in different languages, too. If you are the practical type, then it will develop your skills in turning stories into filmed sequences, you will also learn to direct, film, video edit and even mix sound and music.

WHAT SUBJECTS WOULD FILM STUDIES COMBINE WELL WITH?

Film studies combines well with all other options choices but is particularly good with history, photography and music as the subjects complement each other and there are crossovers both in content and skills between them.

COURSEWORK/EXAM REQUIREMENTS

The new EDUQAS Film Studies Course is broken down into three parts:

Component 1: US FILMS (35%)

The close study and comparison of two Hollywood films (1930-1960 and 1961-1990) + 1 close study of US independent movie (1991-present day). As well as knowledge of film history, technology and film criticism.

Component 2: WORLD CINEMA (35%)

The close study of 1 British Film (in English) + 1 Non-British film (in English) + 1 Non-British film (in another language)

Component 3: NEA (Non-examined Assessment) (30%)

Either the development and writing of an original screenplay and shooting script/storyboard OR the development, writing and production of an original short film or film extract

WHAT COULD STUDENTS DO NEXT WITH GCSE FILM STUDIES?

As a well-recognised and highly respected GCSE qualification, Film Studies is an excellent choice for those with critical and creative skills as one of the minimum five GCSE requirements necessary for further education. It goes without saying that the qualification is especially relevant to us now in our film dominated world. Film studies at GCSE is an excellent starting point for those interested in a career in the media or creative industries including gaming but is also excellent preparation for business, law, politics and society. It is of course wonderful preparation for A level film studies which we run here at Brentford.

GEOGRAPHY

Examination Board: Edexcel – Syllabus A

ABOUT GEOGRAPHY

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The GCSE course at BSfG has a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards – to name but a few. The course will give you the chance to get to grips with some of the big questions, which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

WILL STUDENTS ENJOY THIS COURSE?

There are so many ways of learning in geography. It is very practical, with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role-play and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork, or working outside the classroom, is a really important part of geography, it will be a brilliant opportunity to experience some of the things you have learnt about in class, see things differently and of course have fun.

HOW DOES IT FOLLOW ON FROM WHAT STUDENTS HAVE LEARNED BEFORE?

You have already developed a range of skills and knowledge from your study of Geography at Key Stage 3. GCSE Geography will introduce them to new skills, new places and new ideas. Students will also be able to apply what they have learned during Key Stage 3 and understand more about how people's decisions shape the world in which we live.

WHAT ARE THE COURSEWORK/EXAMINATION/FIELDWORK REQUIREMENTS?

The course follows a linear structure so students will take three exams in the summer term of Year 11. There are three exams:

Component 1 - The Physical Environment – 37.5% of GCSE – 1 hour 30 minutes

Component 2 – The Human Environment – 37.5% of GCSE – 1 hour 30 minutes

Component 3 – Geographical Investigations – 25% of GCSE – 1 hour 30 minutes

A field trip will take place in summer of Year 10. As fieldwork is a requirement of the course, it is fundamental for component 3 that all students attend.

COURSE CONTENT

COMPONENT 1	COMPONENT 2	COMPONENT 3	COMPONENT 4
THE PHYSICAL ENVIRONMENT	THE HUMAN ENVIRONMENT	GEOGRAPHICAL INVESTIGATIONS FIELDWORK	FIELD TRIP
<p>This component brings together physical geography and people-environment processes and interactions.</p> <ul style="list-style-type: none"> • Topic 1: The changing landscapes of the UK – an overview of the distribution and characteristics of the UK's changing landscapes and detailed studies of Coastal landscapes and processes and River landscapes and processes. • Topic 2: Weather hazards and climate change – an overview of the global circulation of atmosphere and climate change over time and two detailed studies of tropical cyclones and drought • Topic 3: Ecosystems, biodiversity and management – an overview of the distribution and characteristics of global and UK ecosystems and two detailed studies of deciduous woodlands and tropical rainforests. 	<p>This component brings together human geography and people-environment issues.</p> <ul style="list-style-type: none"> • Topic 4: Changing cities – this covers an overview of global urban processes and trends and detailed case studies of a major UK city and a major city in a developing or emerging country • Topic 5: Global development – this covers an overview of the causes and consequences of uneven global development and detailed case studies of challenges that affect a developing or emerging country • Topic 6: Resource management – this covers an overview of the global and UK distribution of food, energy and water and one detailed study of water resource management at different scales. 	<p>This component brings together practical geographical enquiry into physical and human processes and environments and the interactions between the two. The component is divided into two sections:</p> <ul style="list-style-type: none"> • Topic 7: Geographical investigations – fieldwork. • Topic 8: Geographical investigations – UK challenges. Students are required to draw across their knowledge and understanding of the UK, from the physical and human geography drawn from Components 1 and 2, in order to investigate a contemporary challenge for the UK. 	<p>The experience of fieldwork helps students to develop new geographical insights into the two contrasting environments required for this qualification and to apply their geographical knowledge, understanding and skills to these environments.</p>

WHAT COULD STUDENTS DO NEXT WITH GCSE GEOGRAPHY?

GCSE geography is a stepping-stone to a whole range of future opportunities. The skills students develop will support them in further studies and employment. A good grade at GCSE will help them move on to any AS, A Level or vocational course. Biology, geology, environmental science, government & politics, economics, travel and tourism all have close links with some of the material they would have studied for their GCSE. Employment opportunities where their geographical skills will be particularly valued include journalism and the media, the law, engineering, accountancy, finance, business management, ICT, planning, teaching, marketing and the leisure and tourism sectors. **As Geography is a facilitating subject, there is no future career option that will not be enhanced by taking Geography!**

HISTORY

Examination Board: AQA

ABOUT GCSE HISTORY

Studying GCSE history will enable you to learn about past events and the people who made them happen. History will allow you to understand the world we live in today and think about how it will continue to develop in the future.

Apart from studying a wide range of exciting historic events, you will gain a range of valuable skills that will help you with A levels, university and future work. These include:

- Excellent communication and academic writing skills.
- How to construct an argument.
- Research.
- Investigation and problem-solving skills.
- Analytical and interpretation skills.
- Organisation.
- Communication.

WILL STUDENTS ENJOY THIS COURSE?

Students will enjoy this course if they want to study a subject that:

- Will help them understand more about the past and the present.
- Will provide them with a range of useful skills.
- Will involve discussion, thinking and questioning as well as listening, reading and writing.
- Will allow them to better understand key events in the world today.

HOW DOES IT FOLLOW ON FROM WHAT STUDENTS HAVE LEARNED BEFORE?

GCSE history will further their knowledge and understanding gained in KS3 and further develop the skills students have been using. Therefore, you will have some context but we will still re-teach the basics.

COURSEWORK/EXAM REQUIREMENTS

There are two examination papers that are each worth 50% and last for two hours. The exams consist of a number of shorter answer questions and longer, essay type questions that test your ability to explain the main events, changes and issues you have studied. Questions also expect students to analyse and evaluate historical sources and interpretations. Both papers are taken at the end of year 11.

WHAT COULD STUDENTS DO NEXT WITH GCSE HISTORY?

Success in GCSE history opens up a range of opportunities for further study. Students can go on to study history at A Level or many of the other A Level courses offered in the Sixth Form. History has close links with subjects like English, sociology and government & politics and provides a useful contrast to any science or art courses. It is a highly regarded GCSE subject which equips students with the knowledge and skills needed to enter a range of careers including the social sciences, media, law, journalism, management and advertising.

COURSE CONTENT

Unit 1	Unit 2	Unit 3	Unit 4
Britain, Health of the People 100AD to the Present	Elizabethan England	Russia 1894-1945	Conflict & tension Between East and West 1945-1972
<p>This topic enables students to gain an understanding of how medicine and public health developed in Britain over time. It considers the causes, scale, nature and consequences of the developments as well as their impact on society. Students will also begin to see how some ideas and events in the wider world affected the development of medicine in Britain</p>	<p>The option allows students to complete a study in depth of the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth's reign and covers the economic, religious and cultural events of the time as well as contemporary and historical controversies.</p>	<p>This option focuses on the development of Russia during the period 1894-1945, a period of transition from autocracy to communism. The topic focuses on the fall of the Tsars and the rise and consolidation of communism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change</p>	<p>This is a wider world depth study which enables students to understand the relationship between countries which made up the two sides in the Cold War, their interest and ideologies. It focuses on the causes and events of the Cold War and helps students understand how and why conflict occurred as well as why it proved so difficult to resolve</p>

MODERN FOREIGN LANGUAGES – FRENCH / GERMAN

Examination Board: Edexcel

WHY SHOULD I STUDY THIS COURSE?

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE French/German is an excellent choice for you.

There are many reasons why you should choose to carry on studying a language at GCSE:

- You will learn more about the countries and the culture where French/German is spoken
- You will widen your vocabulary and knowledge of grammar which will enable you to share your interests, ideas and opinions with other people who speak French/German
- You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for
- You will learn many skills, which are useful in a wide range of future careers, such as the ability to communicate clearly, be confident about speaking in public and how to use problem – solving strategies
- You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links. Many employers look for people who can speak a foreign language

WHAT ARE THE EXAMINATIONS REQUIREMENTS?

Listening – 25% of the total qualification

In the listening exam, you will answer questions on recorded material from different topics, in a range of public and social settings, for example, telephone messages and conversations between friends

Speaking – 25% of the total qualification

In the speaking exam, you will be assessed on your spoken French/German for different purposes and in different settings. There are three tasks which you will undertake:

- Task 1 – a role play based on one topic that is allocated by Edexcel
- Task 2 – questions based on a picture stimulus on one topic that is allocated by Edexcel
- Task 3 – a conversation based on two themes. You will choose the first theme and the second theme is allocated by Edexcel.

Reading – 25% of the total qualification

In the reading exam, you will answer questions about short texts on different topics, for example, text messages, advertisements, emails and literary texts.

Writing – 25% of the total qualification

In the writing exam, you will be asked to communicate through writing in French/German for different purposes and audiences. You will need to produce extended responses of varying lengths and types to express ideas and opinions in French/German.

For all exam papers, you will take either Foundation Tier or Higher Tier.

All themes and topics are studied in the context of both your home country and that of countries and communities where French/ German is spoken.

They are organised into five themes, each broken down into topics and sub-topics.

Theme 1: Identity and culture

Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)

Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel

Holidays: preferences, experiences and destinations

Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping

Town, region and country: weather; places to see; things to do

Theme 3: School

What school is like: school types; school day; subjects; rules and pressures; celebrating success

School activities: school trips, events and exchanges

Theme 4: Future aspirations study and work

Using languages beyond the classroom: forming relationships; travel; employment

Ambitions: further study; volunteering; training

Work: jobs, careers and professions

Theme 5: International and global dimension

Bringing the world together: sports events; music events; campaigns and good causes

Environmental issues: being 'green'; access to natural resources

WHAT COULD I DO NEXT WITH A GCSE IN A MODERN FOREIGN LANGUAGE?

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people with broad and exciting horizons. Taking GCSE French or German means you will:

- Have more fun when travelling to a French or German speaking country
- Be able to study A Level French or German
- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- Be in a stronger position to get a job in companies with international links or to work abroad

Language skills can be used in almost any job. It will give you excellent and varied career opportunities and life-long skills. Interpersonal, communication, speaking in public - all of these skills are developed when you learn a language. Linguists tend to be better communicators and flexible thinkers. These are all skills which employers really want their employees to have.

Careers

Translating/Interpreting

Teaching

Law

Transport, Tourism and Leisure

Publishing

Finance / Sales and Marketing

Public Sector etc...

PHOTOGRAPHY

Examination Board: AQA

ABOUT GCSE PHOTOGRAPHY

Students will follow a course of study, which will introduce them to photography from the modern era as well as placing it into a historical context.

WILL STUDENTS ENJOY THIS COURSE?

Students will enjoy this course if they want to study a subject that allows them to develop skills and confidence when using a camera, allows them to generate work based on their own idea and allows them to focus on workshop sessions and practical work including using Affinity to manipulate images

HOW DOES IT FOLLOW ON FROM WHAT STUDENTS HAVE LEARNT BEFORE?

The course enables students to build on the basic art skills they have covered in Key Stage 3. After an introduction to the techniques they will be using they will be able to explore their own ideas using the knowledge and skills they have gained.

COURSEWORK/EXAM REQUIREMENTS

Assessment is by a final portfolio of work consisting of the following elements:

- A selection of the students' best coursework displayed with other work such as preparatory shoots and sketchbooks
- Their exam piece or pieces produced within a 10-hour time limit spread over two days

WHAT COULD STUDENTS DO NEXT WITH GCSE PHOTOGRAPHY?

Students could pursue photography at a higher level following their GCSE course. The two general routes are A-level or an art foundation course or sometimes both A-levels and then an art foundation course. They can progress on to a degree in photography or an art-based course or use their A-level points to go towards another degree of their choice. Alternatively, they may take photography to compliment any of their other subject choices; the skills learnt within photography help to enhance presentation in all areas. The course also helps students to think creatively and critically and allows others to discuss ideas as part of the developmental process. The creative processes and skills learnt from studying this course will aid students throughout life. Affinity and other software will be beneficial for any students within the digital age. Research skills will also be developed throughout this course. Photography is integral to most aspects of modern life; the list of careers available to someone in this field is extensive and varies from: advertising, animation, architecture, gaming, marketing, fashion, design, film and television, photojournalism or students could traditionally become a full-time photographer

COURSE CONTENT

The course is divided up into coursework and exam. Coursework consists of two projects covering:

Coursework (A variety of the following will be available)			Exam
Introduction to using a camera & sketchbook skills	Digital manipulation techniques	Choice of title for independent study	10 hours (2 school days)
<p>The aim of this unit is to produce images using digital photography. Students will be led through sessions where they will learn about camera settings and be able to use them appropriately for their chosen style of photography.</p> <p>They will look at a range of photographers from the present day as well as the development of photography historically</p>	<p>Students will be led through a number of workshop sessions where they will begin to learn manipulation and editing skills.</p> <p>They will learn how to use Affinity to improve their images or to employ techniques such as double exposure.</p>	<p>Students will choose from the titles provided. They will choose the title which interests them the most. Students will begin to record their thought processes as they develop ideas. They will use their knowledge gained within the previous two units and produce their own photographic responses.</p>	<p>The exam titles become available from 1st January when preparation will begin.</p> <p>Students choose a theme from the exam paper.</p> <p>The exam takes the form of one sketchbook and a number of outcomes manipulated over two full school days</p>

Course Timescales

Component 1 – Year 9 until Year 11 (December)

The coursework unit, including sketchbooks and preparatory work – counts for 60% of the final grade.

Component 2 – Year 11 (January to May)

The externally set assignment. Exam preparatory work, sketchbook and main piece – counts for 40% of the final grade.

PHYSICAL EDUCATION

Examination Board: AQA

ABOUT GCSE PE

GCSE Physical Education will consist of three units, two of which will be examined through written assessments. The units are:

- The human body and movement in physical activity and sport
- Socio-cultural influences and well-being in physical activity and sport
- Practical performance in physical activity and sport

HOW IS THE COURSE ASSESSED?

All examinations and controlled assessments are taken during Year 11.

Paper 1: The human body and movement in physical education	Paper 2: Socio-cultural influences and wellbeing in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
What is assessed? <ul style="list-style-type: none">• Applied anatomy and physiology• Movement analysis• Physical training• Use of data	What is assessed? <ul style="list-style-type: none">• Sports psychology• Socio-cultural influences• Health, fitness and well-being• Use of data	What is assessed? <ul style="list-style-type: none">• Practical performance in three different physical activities e.g. basketball, netball, athletics• Analysis and evaluation of performance to bring about improvement in one activity
How is it assessed? <ul style="list-style-type: none">• 1hr 15 min written exam• 78 marks• 30% of final grade	How is it assessed? <ul style="list-style-type: none">• 1hr 15 min written exam• 78 marks• 30% of final grade	How is it assessed? <ul style="list-style-type: none">• Assessed by teachers• Moderated by AQA• 100 marks• 30% of final assessment is practical assessment and 10% of final grade is coursework
Questions <ul style="list-style-type: none">• Answer all questions• A mixture of multiple choice/objective test questions, short answer questions and extended answer questions	Questions <ul style="list-style-type: none">• Answer all questions• A mixture of multiple choice/objective test questions, short answer questions and extended answer questions	Questions <ul style="list-style-type: none">• For each of their three activities, students are assessed in skills by progressive drills (10 marks per activity) and in the full match/game context (15 marks per activity)

WHAT WILL WE BE DOING IN YEAR 9, 10 AND 11?

You will be learning the exam content and exam technique for your two exams. You will be developing your physical skills in a variety of sports for your practical assessment. Your lessons will be a mixture of practical and theory (classroom based). However, it is important that students attend an extra-curricular club and/or attend a sports club outside of school.

WHAT COULD I DO NEXT WITH GCSE PE?

Progression to A Levels in PE, Biology and/or Psychology. Progression to BTEC National in Sport. Other suitable careers/courses include Sports Science, Physiotherapy, Nursing, Teaching and leadership positions

SOCIOLOGY

Examination Board: AQA

ABOUT GCSE SOCIOLOGY

Sociology is the study of people and society. It offers an insight into social and cultural issues. It helps you develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, crime, media, childhood and social power.

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Skills learnt on the course include: -

- Develop written and oral communication skills
- Investigate facts and draw appropriate conclusions
- Develop analytical skills by comparing and contrasting sociological perspectives on a variety of issues
- Develop opinions and new ideas on social issues
- Explore and debate contemporary social issues
- Have a better understanding of the social world and be able to challenge everyday understandings of social events from a sociological perspective.
- Learn how to apply various research methods to different sociological contexts
- Constructing balanced arguments using sociological evidence
- Learn how to critically evaluate and compare and contrast theories or explanations

COURSE STRUCTURE

Paper 1	Paper 2
The Sociology of Families and Education	The Sociology of Crime and Deviance and Social Stratification
Written exam: 1 hour 45 minutes 100 marks 50% of GCSE Two multiple choice questions followed by a range of short and extended responses	Written exam: 1 hour 45 minutes 100 marks 50% of GCSE Two multiple choice questions followed by a range of short and extended responses
Topics: The sociology of families The sociology of education Relevant areas of social theory and methodology	Topics: The sociology of crime and deviance The sociology of social stratification Relevant areas of social theory and methodology

WHAT COULD I DO NEXT WITH GCSE SOCIOLOGY?

Sociology GCSE is a good stepping-stone for most social science courses and careers including:

- Law
- Criminology
- History
- Anthropology
- Politics
- Childcare
- Geography
- Psychology

ART & DESIGN - TEXTILES

Examination Board: AQA

WILL STUDENTS ENJOY THIS SUBJECT?

You will enjoy this course if you want to study a subject that:

- Enhances imagination and creativity
- Encourages knowledge and understanding of textiles in both historical and contemporary society, and other diverse cultures
- Allows you to work in a variety of different art and textile media

Students will learn to:

- apply a creative approach to problem solving
- consider and develop original ideas from initiation to realisation
- analyse critically their own work and the work of others
- express individual thoughts and choices confidently
- take risks, experiment and learn from mistakes.

CORE STRUCTURE

Component 1 Personal Portfolio (60%)	Component 2 Externally Set Assignment (40%)
<p>From centre-based starting points.</p> <p>You will create a personal portfolio of work comprising:</p> <ul style="list-style-type: none">• supporting studies• personal response(s). <p>This unit is Internally assessed and externally moderated</p>	<p>Externally set broad-based thematic starting point released in January of year 11.</p> <p>A preparatory study period followed by a 10-hour exam in which you will create personal response(s).</p> <p>Your work must comprise:</p> <ul style="list-style-type: none">• preparatory studies• personal response(s). <p>This unit is Internally assessed and externally moderated.</p>

Students could develop work in at least one of the following areas of study:

- Constructed textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Soft furnishings
- Stitched and/or embellished textiles

PROGRESSION ROUTES

There are many different careers students could pursue. They could also go on to study:

- AS or A Level Art and Design – Textiles
- BTEC Level 3 Fashion & Clothing

Further Information: www.aqa.org.uk/subjects/art-and-design/gcse

BTEC HEALTH & SOCIAL CARE

Examination Board: Edexcel

ABOUT BTEC TECH AWARD IN HEALTH AND SOCIAL CARE

This is a vocationally related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The BTEC Tech Award in Health and Social Care will equip you with a sound, specialist knowledge along with skills for everyday use.

In Health and Social Care we look at the ways in which communication is used in both Health and Social Care contexts, we learn about the different health care services in the UK, we look at how humans develop through the life stages and finally we are able to learn about the values which underpin working in Health and Social Care.

WILL STUDENTS ENJOY THIS COURSE?

You will enjoy this course if you want to study a subject that:

- Allows you to learn more about the Health and Social care setting
- Let's you complete coursework rather than just exams
- Allows you to complete coursework in various ways: combine art, drama, DT and ICT skills, storyboards, posters, reports and leaflets

HOW DOES IT FOLLOW ON FROM WHAT STUDENTS HAVE LEARNED BEFORE?

Health and Social is an excellent companion subject to English GCSE and will support and develop your analytical skills, as well as your writing and presentation skills. It will develop and improve your observation skills, your speaking and listening skills, your analytical and creative skills. Health and Social Care will also make clear links to PSHCEE as well as Science, in the form of Biology.

WHAT SUBJECTS WOULD HEALTH AND SOCIAL CARE COMBINE WELL WITH?

Health and Social Care combines well with all other options choices but is particularly good with P.E., Science and ICT as the subjects complement each other and there are cross overs both in content and skills between them.

COURSEWORK/EXAM REQUIREMENTS

The BTEC Tech Award in Health and Social Care Course is broken down into three parts: Component 1, 2 and 3.

Coursework (worth 66% of entire course):

- Component 1: Human Lifespan and Development
- Component 2: Health and Social Care Services

Controlled Assessment (worth 33% of the entire course):

- Component 3: Health and Wellbeing

WHAT COULD STUDENTS DO NEXT WITH HEALTH AND SOCIAL CARE?

There is a natural progression to Level 3 Health and Social Care or Childcare, or A-Level Sociology, Psychology and Biology, which are all widely offered. As a well-recognised and highly respected vocational qualification Health and Social Care is an excellent choice for those with critical and creative skills as one of the minimum 5 GCSE requirements necessary for further education and it goes without saying especially relevant to us now in our society which will always require health and social care. Health and Social Care is an excellent starting point for those interested in a career in the Health and or Social Care setting, whether that be with children, the elderly or in a wider context.

Level 2 Vocational Award in Performing Arts

Examination Board: Eduqas

ABOUT LEVEL 2 VOCATIONAL AWARD IN PERFORMING ARTS

This is a practical course, equivalent to one GCSE, which will give you lots of opportunities to perform and compose both inside and outside the classroom. This is an amazing opportunity to not only explore a subject you enjoy, but to collaborate with other musicians in the school who you may never have worked with before.

You will get 1:1 and small group support in developing your existing musicianship skills, as well as encouragement to pursue new ideas and interests to support your growth as a musician. There will be multiple opportunities to be courageous and hone your skills and confidence by performing to others at events such as the Christmas Extravaganza, assemblies, and the Summer Arts Festival.

You do not have to want to pursue a career in Music, or have had instrument lessons to join us; anyone with commitment, enthusiasm, and a love of Music will be perfect for the course.

You will spend Year 9 preparing for the course, Year 10 working on coursework performance and compositions, and Year 11 external assessment coursework, including researching life in the music industry.

WHAT WILL STUDENTS ENJOY ABOUT THIS COURSE?

- Practical music-making (alone and in groups), being flexible and being creative!
- Developing performing and composing skills, with a particular focus on the areas that interests you the most!
- Being ambitious and learning skills on new (and old!) instruments, like the drum kit, guitar and bass.
- Learning how to use digital audio workstations and recording equipment
- Developing your creativity, performance and instrumental skills.

COURSE/ EXAMINATIONS REQUIREMENTS

The Eduqas Vocational Award is assessed entirely through coursework. The final section of coursework takes place under controlled conditions and is externally moderated by Eduqas examiners

The other two units are divided into performance and composition. There is plenty of time for preparation, and you are free to choose the genres you like the most and are most comfortable playing. Evidence for coursework can be recorded in a variety of ways, including audio recordings, videos and verbal presentations.

HOW DOES IT FOLLOW ON FROM WHAT YOU HAVE LEARNED BEFORE?

All of the practical work we do at Key Stage 3, from learning ukulele and keyboard skills independently, to developing your ensemble skills through Band skills, Samba and Song Writing, has been done to prepare you fully for the course. Music complements any subject that involves creativity and/or performance, from Drama, to Art and even English.

WHAT COULD YOU DO NEXT WITH A LEVEL 2 MUSIC PRACTITIONER QUALIFICATION?

You can do anything! Of course, taking Music is perfect for anyone who would like to study or participate in Music further. However, Music lessons also actively help you develop skills that are essential in any job or college/university course: communication, leadership, negotiation, teamwork, confidence, public speaking and performance, improvisation, and creativity are just the start! Obtaining a music qualification is always a positive addition to a CV or application - and it's fun too!

Please feel free to talk to Miss Martin (A6) if you have any questions or concerns. Alternatively, current KS4 students are always willing to discuss their own experiences of the course.

WHAT HAPPENS NEXT?

- Students should read through this booklet, paying careful attention to the sections describing the different courses.
- Talk through your first thoughts with your parents/carer and tutor.
- Talk to your Head of Year or Mr May about your possible choices if needed
- Email Ms Brown to organise a careers interview if needed ebrown@brentford.hounslow.sch.uk
- Ask questions during the Subject assemblies, in lessons and at the Y8 Parents Evening.
- Attend taster sessions in the subjects available that interest you
- Complete the Options Selection Sheet carefully and within the deadline to express your choices

Whilst we do everything we can to accommodate students' choices and most students are able to study all the subjects they want, this may not always be possible if: -

- Your choices do not match your ability level
- There are too many students who want to do that subject
- There are not enough students who want to do that subject so the subject is withdrawn

Q. What happens if I do not get the subjects I opt for?

A. We make every effort to accommodate the students being able to study their subjects of choice at Key Stage 4. However, we may have limitations in regards class sizes, teaching capacity and rooms available. In the event of a student not receiving the option subject/s she chooses, a meeting will be arranged with the Head of Year and/or the Assistant Head teacher overseeing Curriculum to discuss alternate options available and a suitable compromise for all will be agreed. Parents will be notified of any changes made in writing.

