

**St Dunstan’s School**

GLASTONBURY

Year 9

Options Booklet

2019 - 2021

*Part of the Midsomer Norton Schools Partnership*



**Investing in the Future of**

**Secondary Education in Glastonbury**

Key Stage 4 is a two year programme leading to public examinations in May and June of Year 11. This booklet has been produced to give you and your child as much information as possible about the courses we offer at St Dunstan’s. We hope you will find it helpful in deciding upon the course preferences which will best meet their needs. It is very important to bear in mind that decisions made now will have a significant impact on choices later in life. As students are encouraged to stay in education and/or training through to 18, it is helpful to see the next stage of your child’s education in the coming years as 14 – 19, not just 14 – 16. Therefore, try to think about progression routes into post 16 learning as well as the course preference at 14.  
  
Whilst discussing choices, please bear in mind such things as recent reports, performance and standards achieved so far, as well as individual interests, career plans and the various opportunities that will be available at the end of Year 11. These opportunities include entry to the Sixth Form, a course at a College of Further Education, a Modern Apprenticeship or finding employment with training.

The options process will include two pathways designed to tailor a curriculum which will give students the greatest breadth of study and secure foundations for academic studies taken post 16.

Students following **Pathway 1** will study all of the core subjects whilst making a choice of a language (French), **and** either Geography or History with a further **two** additional options from the list of available courses.

Students following **Pathway 2** will choose **either** a language (French), Geography or History with a further three options from the available courses.

Below is a list of important events during the option process:

15th Jan Options evening. Distribution of forms and information booklets.

16th Jan – 8th Feb Consultation with Mr Parfitt and/or subject teachers upon request.

Mon 11th Feb Deadline for the return of completed option forms.

Those who are not able to access their preferred options or those who may need further guidance on their option choices will be interviewed during Term 4 to ensure that all students get appropriate advice and guidance.

Following this process, groups are formed and viable teaching groups established to enable the timetable to be constructed for 2019/20. We hope to finalise the offer for your child during Term 4.

If you have any queries, please do not hesitate to contact me. Further advice can be sought from subject teachers and Heads of Department and Mrs Rowlinson-Baker (Special Needs Co-ordinator).

**Mr L Parfitt**

**Assistant Headteacher**

Welcome to Key Stage 4

As you move from Key Stage 3 to Key Stage 4, you will experience new ways of working and new subjects alongside familiar ones. It is exciting but also challenging: exciting because you have some choice in what you study; challenging because we give you more responsibility over organising yourself and your time.

This handbook tells you what is on offer in Key Stage 4. As well as reading it, it is important you talk to people – parents and advisors, teachers and, of course, older students actually following the courses who really know what it’s like. They can all help you reach the best decision.

**What’s the background?**

We believe in a curriculum that matches the subjects to your needs and interests as far as possible, because if you are interested in something, you are more likely to do well and achieve good results.

**The Core Curriculum**

The National Curriculum sets out a compulsory core of subjects that must be studied by all students in England. This includes **English, Mathematics, Science, Philosophy and Belief, Humanities, PSHE and Core PE**.

**Choice**

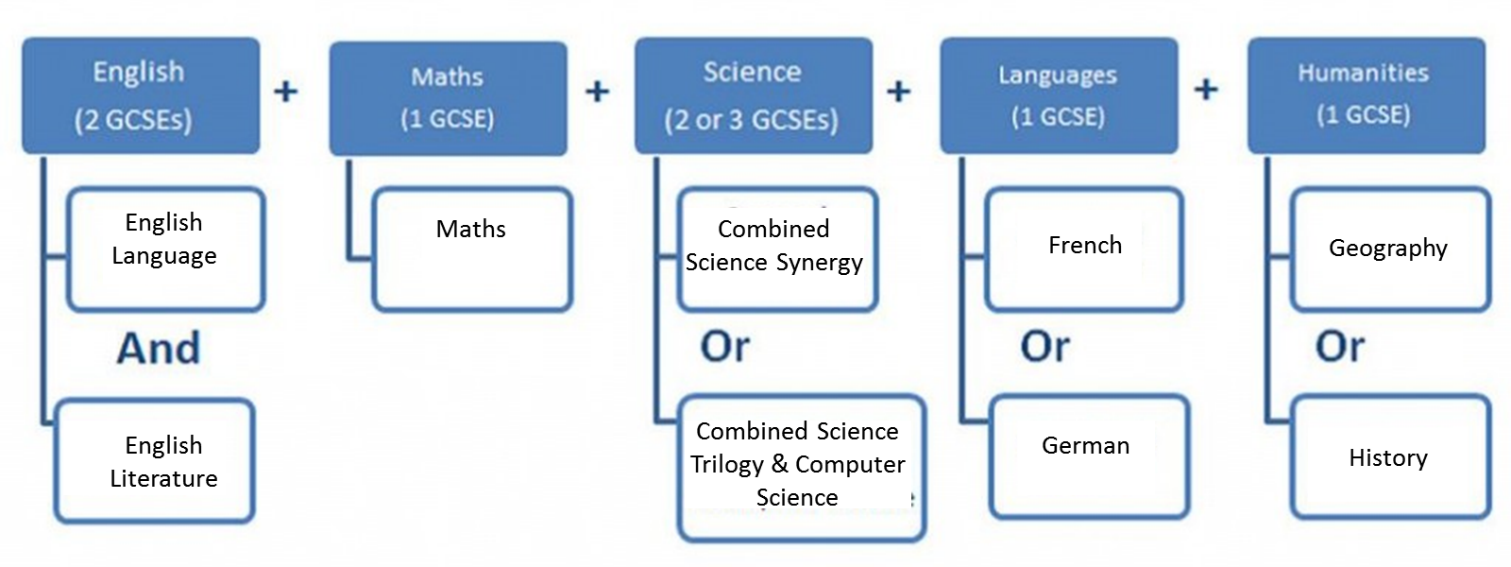
As in previous years there will be an element of choice for you. Students at St Dunstan’s can pursue a range of further subjects in the areas of Modern Foreign Languages, Technology, the Humanities, PE and the Arts.

**Vocational subjects**

Alongside GCSE courses, we are offering a BTEC course in Business Studies and possibly PE and a Technical Award in Graphics. All of these are equivalent to one GCSE and can lead on to further courses at 16+.

**English Baccalaureate Subjects**

The English Baccalaureate, or EBacc, is not a new qualification, but a way for the government to recognise students who have taken ***a certain combination of subjects.***These include: **English Language and Literature, Mathematics, Double Science, a Modern Foreign Language,** and either **History *or* Geography.** French, History and Geography are part of the options process – all the other subjects are compulsory. This range of subjects is seen to be rigorous, academic, and highly valued by employers and universities.



**FAQs for students**

**Who chooses?**

Basically, YOU choose your subjects. You should talk things through with your parents and you will also be helped by your teachers.

**Why is my choice important?**

* You are making a two-year commitment and it is vital that you enjoy what you are doing.
* You are preparing yourself for both working and leisure time in the future; you should consider both aspects.
* Your choice now may well make a big difference to which courses you can take in Years 12 and 13 as well as later at University, College or at work.

**How do I make my choice?**

**DON’T** choose a subject because**:**

* Your friends are doing the course
* You like/dislike the teacher
* You think it will be easy

**DO:**

* Find out exactly what each course involves by reading the details in this booklet. Consider how well you can cope with the demands of the subject. (Ask your teachers for help.)
* Consider the entrance requirements of any area of employment you are interested in but remember, these are minimum requirements and in today’s employment situation the standard of entry may be pitched higher.
* Be careful not to close any doors at this stage because you may well change your mind about jobs later on.

**Which courses must I take?**

70% of your curriculum is compulsory. You will continue to take English, Mathematics, Science, Core PE, and Philosophy and Belief.

**In addition you may:**

* Continue with French\*
* Continue with History and/or Geography\*
* Continue with a Technology option
* Continue with Art, Music or PE
* Choose a new GCSE subject such as Drama or Media
* Choose one vocational qualification in Resistant Materials or Business

In total you will usually choose **four** courses.

\*Pathway 1 students opt for a Language (French) and either History or Geography.

**How many examination subjects will I take?**

Students can take a maximum of 10 separate GCSE subjects.

**Who can help me choose?**

* Your Tutor and Pastoral leader– who will be able to help you consider your all-round abilities
* Subject Teachers – who can give you some idea about your ability in the subject, plus more detailed information about the subject
* Your parents – who know you best of all
* The Careers Liaison Officer–, can show you details about entrance requirements to different areas of work.

**When do I choose?**

The Course Choice Sheet should be returned with your choices clearly marked, by **Monday 11th February** to **the main school office.**

Your choices will then be examined by staff and you may be interviewed to sort out any immediate issues.

You will be informed later in the year of the options you are able to take.

Controlled Assessments and Coursework

Controlled Assessments are done throughout the two year courses in some subjects. Each assessment counts towards the final exam mark. These are extended pieces of work done in class under teacher supervision and have replaced coursework in many subjects. Coursework also still forms an important part of some Key Stage 4 courses e.g. Art & Design and Technology.

Students are advised of the demands of each subject and will have to organise their study programmes accordingly. Coursework requirements will vary between oral work, practical work, and the more extended project work. Some subjects have coursework and controlled assessments in Year 10. Further details of significant coursework will be found in the subject details of this booklet.

Demands are greatest in the Autumn and Spring Terms of Year 11 and parents are asked to be conscious of workloads and to support their daughter/son as best they can. With a carefully planned work programme no student should feel unnecessary stress.

**Homework**

Homework builds up as a student progresses towards external examinations. The precise loading and nature of the work will depend on the subject, the ability of the student and, increasingly, on the attitude of each student.

The Homework Policy requires that homework will be relevant to the work being done in school and will frequently follow on from current classwork. The tasks will still vary and may include learning, research and written activities, some of which might be for coursework.

Students’ self-discipline and careful time-management become more and more important and parents are asked to support and encourage their daughter/son to develop these skills. The use of the school diary is no less important than in earlier years.

**Core Subjects**

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| **English Language & English Literature** | | | |
| **AQA GCSE English Language (AQA 8700) and English Literature (AQA 8702)** | | | |
| *For further information please contact* | Mrs K Gregory | | |
| **Content** | Students will follow a course that leads to two qualifications - one in English Language and one in English Literature.    *What will you be doing?*  You will be given the chance to say what you think and write what you mean, as well as expressing what you feel about a variety of texts. There will be two exam papers: Paper 1 will incorporate analysis of a 19th or early 20th century literary fiction text extract and a descriptive or narrative writing task. Paper 2 will include analysis of non fiction texts from the 19th, 20th and/or 21st centuries and writing to present a point of view.  In English Literature you will study a range of texts including a play by Shakespeare, studied in conjunction with a text from the English Literary Heritage specifically 19th century fiction such as Jekyll and Hyde, A Christmas Carol and Sherlock Holmes; modern fiction such as Animal Farm and An Inspector Calls and a range of poetry from the exam board’s anthology. The exam will also feature a section on analysing and comparing unseen poetry. | | |
| **Assessment** | **Examination** | For English Language, each paper will be worth 50% of the final exam grade. All students will sit the same exam.  For English Literature, Paper 1 (Shakespeare and the 19th century novel) will be worth 40% of the final Literature grade and Paper 2 (Modern text and Poetry) will be worth 60% of the final grade. | |
| **Controlled Assessment** | There are **no more controlled assessment** so grades will be awarded solely on performance in the exam. The grading system will change to 1 – 9 with 9 being the highest grade; 5 being a good pass and 4 being a satisfactory pass. | |
| **Oral Assessment** | Following changes to the GCSE English Language qualification, teachers will report students’ achievement in Speaking and Listening. However, it will not count towards the final grade. The assessment will be based on a presentation to a group. All presentations are required to be recorded for moderation purposes. | |
| **Keys to Success** | **Attributes** | Competence in reading, writing and speaking and listening are essential skills for this course  Reading a wide range of quality fiction will be good preparation for the course. | |
| **Progression** | Academic | Applied | Employment |
| A Level Literature    A Level Language | Extended Project Qualification | Publishing, Law Journalist, Editor, Proof-reader, Copy Writer, Speech Therapy, Researcher, Teacher , Advertising, Marketing, PR, Human Resources, Media. |

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| **Mathematics** | | |
| **Pearson Edexcel GCSE Mathematics GCSE (9-1). (1MA1)** | | |
| *For further information please contact* | Mr T Armstrong | |
| **Content** | Knowledge and Understanding  The aims and objectives of the Pearson Edexcel GCSE (9 - 1) in Mathematics are to enable students 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.  The list below outlines the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.  **Foundation**  Number 25%  Algebra 20%  Ratio, Proportion and Rates of change 25%  Geometry and Measures 15%  Statistics & Probability 15%  **Higher**  Number 15%  Algebra 30%  Ratio, Proportion and Rates of change 20%  Geometry and Measures 20%  Statistics & Probability 15% | |
| **Assessment** | **Examination** | ●Two tiers are available: Foundation and Higher  ● Each student is permitted to take assessments in either the Foundation tier or Higher tier. All three papers must be at the same tier of entry.  ● The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.  ● Paper 1 is a non-calculator assessment.  Paper 2 and Paper 3 are calculator allowed.  ● Each paper is 1 hour and 30 minutes long.  ● Each paper has 80 marks (33.3% weighting)  ● The content outlined for each tier will be assessed across all three papers.  ● Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts. New knowledge, skills and understanding will be tested at both tiers.  ● A formulae sheet is given at the front of each examination paper however there will be fewer formulae provided to students.  ● The qualification will be graded and certificated on a nine-grade scale from 9 to  1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.  ● Foundation tier: grades 1 to 5.  ● Higher tier: grades 4 to 9 (grade 3 allowed). |
| **Keys to Success** | **Attributes** | Thinking for oneself and not just learning the facts. Enjoy debating and challenging your own ideas. |
| **Interests** | An enquiring and analytical mind. Ability to question and evaluate. A desire to put maths into context. |
| **Progression** | This qualification prepares students for progression to further study of mathematics at AS and A level, and also to the study of Core Mathematics. GCSE Mathematics is a requirement for progression to a wide range of courses at Level 3. Students are expected to continue with their study of GCSE Mathematics after the age of 16 if they have not achieved the qualification at Key Stage 4. | |

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| **Double Science - Trilogy** | | | |
| **AQA GCSE Specifications** | | | |
| *For further information please contact* | Mr L Parfitt | | |
| **Content** | Double science is a qualification that will be studied by all students during key stage 4. Being a double award it will generate 2 GCSE grades. The GCSE grades will be an average from all the examinations taken at the end of year 11.    The course covers all three disciplines of science; Biology, Chemistry and Physics. Each of these subject areas is split into a number of topic areas which will be taught in a specified order to allow students to harness the new skills and knowledge and develop their knowledge throughout Key Stage 4.    There will be no controlled assessment; instead there will be a number of assessed practicals completed during the course with question relating to them included in the final examinations.    Students will sit 6 terminal exams at the end of year 11. All exams will be 75 minutes in duration and contribute 16.7% to the final grades.  The exams are tiered. Students will be entered into either foundation or higher tiers. Students who complete the foundation tier can achieve a maximum grade of a 5. Grades for the higher tiers range from 4-9. | | |
| **Assessment** | **Examination**  100% | * 6 terminal exams at the end of year 11. * Each exam is 1h 15 mins and worth 70 marks * Each exam contributes 16.7% to the final grade * Consists of 2 Biology, 2 Chemistry and 2 Physics exams | |
| **Keys to Success** | **Attributes** | Wanting to know why things are like they are and why things happen. A readiness to research and to carry out investigations to gain Scientific evidence to support ideas. | |
| **Interests** | An interest in the world around us and how things work. Gathering and analysing information and applying this to new situations. | |
| **Progression** | **Academic** | **Applied** | **Employment** |
| A/AS Level:  Biology, Chemistry, Physics | BTEC Applied Sciences | Applicable to many types of employment including: Science, Medicine, Teaching, Horticulture, Engineering & Nursing |

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| **Philosophy and Belief** | | | |
| **Edexcel GCSE Religious Studies** | | | |
| *For further information please contact* | Mr P Jones | | |
| **Content** | The course will cover the following topics:  **1. Religion and Ethics**  A study of Christian beliefs and attitudes to Relationships  **2. Religion, Peace and Conflict**  A study of Muslim beliefs and attitudes to Crime and Punishment  **This course will encourage students to:**   * Adopt an enquiring, critical and reflective approach to real world issues. * Reflect on and develop their own values, opinions and attitudes in light of their learning, in preparation for life in a global community. * Express their personal responses and informed insights on key questions and issues about identity, belonging, meaning, purpose, truth, values and commitments. * Enhance their personal, social and cultural development, their understanding of different cultures nationally and in the wider world. * Develop their interest in and their enthusiasm for the study of religion, and relate it to the wider world. * Develop students’ knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism. * Explore the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. * Evaluate the influence of media, religious and secular beliefs on individuals and society in today’s world. * Construct well-informed and balanced arguments on matters concerned with religious beliefs and values. | | |
| **Assessment** | **Exam** | 100% | |
| **Keys to Success** | **Attributes** | Thinking for yourself and not just learning the facts. Enjoy debating and challenging your own ideas. | |
| **Interests** | Current affairs, travel, sociology, culture, history, psychology, philosophy, media or politics. | |
| **Progression** | Application | | Employment |
| A/AS Level - Religious Studies, Philosophy, Sociology, Law, History | | Media, Medicine, Police, Law, Politics, Education, Personnel, Social work, Youth work, Armed forces, Tourism, Social care. |

**OPTION SUBJECTS**

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| **Art & Design** | | | | | |
| **AQA GCSE Art & Design** | | | | | |
| *For further information please contact* | Mrs W Lewis | | | | |
| **Content** | In this course you will explore a wide variety of mixed media techniques, including both traditional and new technologies. You will explore the work of other artists, crafts people and designers from the past and more recent times. You will explore a range of artists from different cultures, backgrounds and ideologies.  You will have the opportunity to develop your own ideas within a sequence of planned activities and project themes. The use of a sketch book is central to the course and will be used to present research on the work of other artists, crafts people and designers, experiment with materials and techniques and record ideas through drawing and photography. You will also write about your ideas and annotate your work as it progresses. Your sketchbook will support a personal response for each project theme.  Typically, three course work projects will be completed before preparing for the timed test. | | | | |
| **Assessment** | **Examination** | | 40% | 10 hour timed piece plus supporting preparation work  Year 11: term 2 | |
| **Coursework** | | 60% | Includes classwork, extended learning and sketchbook activity | |
| **Contribution** | | An Art kit which includes a Folio and sketch book is essential and costs £15 in Year 10. Costs may be incurred for extra-ordinary materials | | |
| **Keys to Success** | **Attributes** | | You need to be creative, well organised and be capable of good time management. It is a portfolio based qualification and steady consistent work over two years is important. You will need to dedicate at least 2 hours of home study each week | | |
| **Interests** | | The arts, graphic design, visual culture, photography, textiles, 3D, clay and sculpture. | | |
| **Progression** | Academic | Applied | | | Employment |
| A Level, Art & Design, A Level -Applied Art | BTEC, Creative & Media Diploma | | | Graphic Designer, Interior Designer, Illustrator, Fine Artist  Teacher  Artist  Photographer | |

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|  | | **Business** | | | | | | | |
|  | | **Pearson BTEC Level 1/Level 2 Tech Award in Enterprise** | | | | | | | |
|  | | *For further information please contact* | | Mrs Rowlinson-Baker / Mr Pavli | | | | | |
|  | | **Content** | | BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context.  Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.  These skills include: team working, working from a prescribed brief, working to deadlines, presenting information effectively and accurately completing administrative tasks and processes.  Students will complete three units of study throughout the two year course:  1 **Exploring Enterprises** - Internal  2 **Planning for and Pitching an Enterprise Activity** - Internal  3 **Promotion and Finance for Enterprise** - External | | | | | |
|  | | **Assessment** | | 75% Coursework 25% Exam | | | | | |
|  | | **Keys to Success** | | **Attributes** | Analytical thinking skills; developing an evaluative approach to decision making; analysis of current data and trends to inform decision making; modelling and forecasting; teamwork and collaboration; researching; questioning. | | | | |
|  | | **Interests** | Almost every profession will rely on the valuable skills that you will learn in the business studies course including:  Entrepreneurship, Management, Tradesperson, Finance, Retail, Business Ownership, Hospitality. | | | | |
|  | | **Progression** | | Academic | Applied | | | Employment | |
|  | | A Level | BTEC Extended Diploma | | | Retail, Production, Self Employment | |
| **Child Development** | | | | | | | |
| **Cambridge National Certificate in Child Development Level 2 (equivalent to one GCSE)** | | | | | | | |
| *For further information please contact* | | Mrs Lewis/Miss Tourle | | | | | |
| **Content** | | This course is designed to give students an opportunity to extend and apply their skills, knowledge and understanding of the development and care of children from conception to the age of five years within a variety of contexts. It is aimed at promoting an understanding of the physical, intellectual, emotional and social needs of the child through the study of the family, community and responsibilities of parenthood.  Students will gain a knowledge and understanding of a wide range of issues including family and child, conception and contraception, pregnancy and birth, food and health, play and education, cultural and social development, technology, the environment and first aid.  Students will be encouraged to participate in a variety of experiences including studying and working with a young child. An essential element of the course is being able to study a child (under 5 years old) out of school hours.  The subject is designed to encourage you to be inspired by following a wide, coherent, satisfying and worthwhile course and to gain an insight into all aspects of Child Development. | | | | | |
| **Assessment** | | **Controlled Tasks** | | | **Unit 1:** Health and well-being for child development -1 hour 15 minutes written exam -40%  **Unit 2:** Understand the equipment and nutritional needs of children from birth to five years -Non-examination task -30%  **Unit 3:** Understand the development of a child from birth to five years -Non-examination task -30% | | |
| **Keys to Success** | | **Attributes** | | | Open minded, interested in other people’s opinions and lifestyles. Likes to discuss and debate relevant issues. Caring, supportive and understanding nature. Independent thinking and able to make decisions. Reflective, enjoys analytical thinking. Good organisational skills and time keeping. | | |
| **Interests** | | | An interest in people, children, families, current affairs, sociology, psychology and different cultures would be an advantage. Enjoys working with children | | |
| **Progression** | | Academic | | | Applied | Employment | |
| A Level – Sociology, Psychology  Biology | | | Health & Social Care, Child Development, Early Years, Caring | Caring Industries  Medicine and Nursing  Teaching  Early Years | |

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| **Drama** | | | | |
| **GCSE Drama** | | | | |
| *For further information please contact* | Mrs J Pulford | | | |
| **Content** | Devising Theatre – 40%   * Internally assessed and externally moderated * Performance – A realisation of a piece of devised theatre * Portfolio – A portfolio of supporting evidence * Evaluation – An evaluation of the final performance or design   Performing from a text – 20%   * Practical exam – An externally assessed performance of two extracts from the same text – technical project or performance   Interpreting Theatre – 40%   * Written exam – Set text questions and a live theatre review **(Students are expected to see at least two pieces of live theatre as a course requirement)** | | | |
| **Assessment** | **Examination** | 40% | | Written exam |
| **Practical Work** | 60% | | Practical Performances  Written Portfolio |
| **Keys to Success** | **Attributes** | Hard work and determination, willingness to get involved (especially with out of lesson time rehearsals) and take responsibility. It is a demanding and challenging course and you must understand that you will get out of it what you put in. | | |
| **Interests** | An overall interest in other creative subjects such as Music and Art and Design can be useful and it links well to subjects such as History, Design Technology and English. | | |
| **Progression** | Academic | Applied | Employment | |
| A/AS Level -  Drama & Theatre Studies | BTEC Performing Arts | Entertainment & Media Industries  Training, human resources  Marketing  Law | |

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| **Food Preparation and Nutrition** | | |
| **Eduqas GCSE Food Preparation and Nutrition** | | |
| *For further information please contact* | Miss Tourle | |
| **Content** | The Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.  The course allows for the full range of food preparation skills to be demonstrated and to gain an understanding of the properties and working characteristics of food and the food and catering industry.  You will also be involved in practical investigative research as well as developing and sustaining your own innovative and creative design in food.  You will be encouraged to handle food every week in order to develop your own skills and knowledge. | |
| **Assessment** | **Examination** | 1 x Written exam = **50%**  2 x Practical based assignments (Controlled Assessment):  - **15%** Food investigation assessment  - **35%** Food preparation assessment  Online test for accreditation of Food Hygiene certificate |
| **Keys to Success** | **Attributes** | * Enjoys practical work and handling food as a material. * Enjoys looking at the scientific properties and functions of ingredients * Having an interest in diet, health and nutrition * Independent thinking and ability to make decisions. * Being creative with food and able to communicate design ideas and knowledge. * Having a problem solving approach to tasks and being an imaginative, innovative thinker. |
| **Interests** | An interest in food, food science, diet, nutrition, design, creativity, environmental issues and the food industry would be useful. |

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| **French** | | | |
| **Edexcel GCSE French** | | | |
| *For further information please contact* | Mrs S Milne/ Miss K Jones | | |
| **Content** | The aim of French GCSE is to develop your ability to communicate efficiently in the language. Much of the specification develops and extends the areas of experience covered in lower school, thus giving you a sound base upon which to work whilst also providing a firm foundation for students to make a smooth transition to A level should they wish to.  Grammar and vocabulary are built up gradually alongside the skills giving you confidence and preparing you thoroughly for the assessments.  There are 5 themes which are assessed in each skill:   * Identity and culture * Local area, holiday, travel * School * Future aspirations, study and work * International and global dimension. | | |
| **Assessment** | **Listening** | 25% Examination | |
| **Reading** | 25% Examination | |
| **Speaking** | 25 % Examination of three tasks:  1) Role play  2) Picture based task  3) Conversation | |
| **Writing** | 25% Examination | |
| **Keys to Success** | **Attributes** | Organised with notes and equipment, good at regular homework, focused in class, and prepared to ‘have a go.’ | |
| **Progression** | Academic | Applied | Employment |
| A/AS Level,French, Additional Languages | BTEC Courses | Tourism, media, personnel, communications, teaching, business, foreign office, charities |

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| **iMedia** | | | | |
| *For further information please contact* | Mr Norris | | | |
| **Content** | The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products. | | | |
| **Assessment** | **Examination** | 50% | Pre-production skills | |
| **Controlled Task** | 50% | Media design | |
| **Keys to Success** | **Attributes** | Effective research, computer aided design skills, working independently, organisation, planning ahead | | |
| **Interests** | Digital Graphics, Hardware and Software, Designing and Developing Media Products | | |
| **Progression** | **Academic** | **Applied** | | **Employment** |
| Film Studies  Media Studies  Computing | BTEC ICT  Creative Media Production | | Graphic Designer  Web Designer  Media Creator |

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| **Geography** | | | | |
| **AQA GCSE Geography** | | | | |
| *For further information please contact* | Mrs J Manning | | | |
| **Content** | Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.  **Unit 1**: **Living with the physical environment**   * The challenge of natural hazards (earthquakes, volcanoes and weather hazards) * The living world (ecosystems, tropical rainforests, hot deserts) * Physical landscapes in the UK (rivers, coasts, glaciation)   **Unit 2**: **Challenges in the human environment**   * Urban issues and challenges (cities, shanty towns) * The changing economic world (economic development, differences between countries) * The challenge of resource management (resource management and food/water supplies)   **Unit 3**: **Geographical applications**   * Issue evaluation - a resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. * Fieldwork - students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise. | | | |
| **Assessment** | **Exam** | 100% | 2 x 1 ½ hour examinations for units 1 & 2  1 x 1 ¼ hour exam for unit 3. | |
| **Keys to Success** | **Attributes** | Enthusiasm for the subject. An ability to express ideas and concepts. A very good level of literacy. | | |
| **Interests** | Learning about people, their societies, economies, cultures & the environment. An interest in current affairs. | | |
| **Progression** | Academic | Applied | | Employment |
| A/AS Level Geography, Geology or Environmental Sciences | Countryside and Wildlife Management, Travel and Tourism | | Marketing, Architecture, Finance, Education, Law, Environmental Awareness, Civil Service, Travel, Journalism |

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| **Graphics** | | | |
| **NCFE Level 2 Technical Award in Graphic Design** | | | |
| *For further information please contact* | Miss Tourle | | |
| **Content** | **Unit 01 Introduction to graphic design**  Learners will develop an understanding of the components of graphic design. They will do this by working with physical and/or digital materials and techniques. The learner will be introduced to graphic design components through personal experimental work.  **Unit 02 Graphic design practice**  Learners will explore design disciplines, examine the work of recognised designers and use their understanding of design components to identify successful design practice. They will choose one discipline, select some work by a recognised designer in that discipline and create their own piece of graphic design, taking inspiration from their research and using components found in the work of their chosen designer  **Unit 03 Responding to a graphic design brief**  Learners will analyse the requirement of a graphic design brief. They will understand the requirements and develop some possible ideas to meet the brief. The learner will further develop an idea and present their final graphic design. Finally, the learner will analyse their work and review how they have met the brief  **Unit 04 Graphic design portfolio**  Learners will explore working in the graphic design industry, by looking at different ways to present work to understand different types of portfolio. They will then design and create their own portfolio and review how the portfolio presents their skills as a graphic designer. | | |
| **Assessment** | **Examination** | There is no written exam in this subject | |
| **Controlled Task** | Unit 1, 2 and 3 internally and externally assessed tasks  Unit 4 is an externally assessed task  Each Unit will consist of 30 hours guided learning hours | |
| **Keys to Success** | **Attributes** | * Be creative * Able to think outside the box | |
| **Interests** | * Digital media * Multimedia * Art and design * Product design | |
| **Progression** | **Academic** | | **Employment** |
| Level 3 Applied General Certificate in Art and Design  A Level Design and Technology  A Level (3D) Product Design  Apprenticeships in creative and digital media | | Cartoonist  Illustrator  Graphic Designer  Digital Artist  Jewellery Designer  Art Gallery Curator  Product Designer  3D Designer |

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| **History** | | | | |
| **Edexcel GCSE History** | | | | |
| *For further information please contact* | Mr R Maple | | | |
| **Content** | This course provides you with the opportunity to study the dilemmas, choices and beliefs of people in the past. You will be encouraged to critically examine past events, and make sense of our ancestors’ decisions. You will also be given the opportunity to see how the past continues to affect our future, and make links between our history and the World around us.  We look at five topics that include: Weimar and Nazi Germany 1919-39; Crime and Punishment in England, 1000 to the present; Whitechapel 1870-1900 (Jack the Ripper murders); Elizabeth I and The Cold War.  An in-depth study is undertaken of each topic, with each unit being approached in a slightly different way. For example, the social impact of the Nazis is examined - how everyday life in Germany was affected by extremism. International relations and worldwide politics are examined in the Cold War unit. Tudor England looks at British history by examining the rule of Elizabeth, and the threats she faced. The Crime and Punishment unit takes a thematic approach - the nature of crime and the response of the state are studied over a wide period of time, with questions of change and continuity being raised. Finally, the environment of Whitechapel is studied to analyse its impact on the Jack the Ripper murders, and the failure of the police to catch the killer. | | | |
| **Assessment** | **Exam** | 100% | | 1x 1hr 15 minute  1x 1hr 20minutes  1x 1hr 45 minute |
| **Keys to Success** | **Attributes** | Able to research and think for yourself, not just find out the facts. Think about the causes and consequences of events. Able to use and interpret different sources of information. Enjoy debating and challenging your own, and other people’s ideas. A reasonable level of literacy. | | |
| **Interests** | Current affairs, politics, the social background and culture of different people, finding out about why things happened and the results of what happened, human nature. | | |
| **Progression** | Academic | Applied | Employment | |
| A/AS Level History, Archaeology, Politics, Sociology, Law | Extended Project | Accountancy, law, banking, advertising, marketing, teaching, IT, business and finance, civil service, journalism | |

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| **Media Studies** | | | | |
| **Eduqas GCSE Media Studies 9 - 1** | | | | |
| *For further information please contact* | Mrs K Gregory | | | |
| **Content** | The Media – television, newspapers, radio, and the internet – are a central element in our modern technology driven world. GCSE Media Studies offers you a framework in which to develop your knowledge of the media, to understand the opinions of other people and to engage in debate about all forms of media. Most of our information about the world comes from the media and they are a central feature in the way we entertain ourselves.  Media Studies will develop opportunities for you to find out about and analyse different media and explore through practical and production work the different ways in which they make meanings available to a variety of audiences. All of this depends on your own attitudes and beliefs. It is a demanding course and involves plenty of individual study as well as teamwork.  Current set texts include:   * Pokemon Go * GQ Magazine * Quality Street advert * This Girl Can advert * Spectre / The Man with the Golden Gun film poster * The Archers * Music video (Katy Perry, Pharrell Williams, Michael Jackson) * Crime Drama – Luther | | | |
| **Assessment** | **Examination** | 70% exam topic specified by exam board | | 2 x 1hr 30min exams |
| **Non Examined Assessment** | **30% - example tasks below:**  **Television**   * Create an opening sequence for a new television programme or a website to promote a new television programme for a teen audience**.**   **Advertising and Marketing:**   * Create a music video or a website to promote a new artist/band**.** * Print-based marketing material for a new film (DVD cover and film poster)   **Magazines**   * Create the front cover and a double page spread for a new print or online magazine. | | |
| **Keys to Success** | **Attributes** | An inquisitive mind and a desire to ask questions about the world and especially about how the modern media influences them. Practical skills such as photography, filming, Computer editing and journalism. | | |
| **Interests** | Interest in current affairs, and the media in general. | | |
| **Progression** | Academic | Applied | Employment | |
| A/AS Level - Media Studies, Communication Studies, Film Studies, Photography | First BTEC & National Diplomas in Media & Multi Media Production | The media, including television, radio and print industries. | |

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| **Music** | | | | |
| **OCR GCSE Music** | | | | |
| *For further information please contact* | Mrs A Hawthorne | | | |
| **Content** | The 3 areas of study and assessment are  Performance  A solo or group performance on instrument or voice. They demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation.  Composition  You will produce two compositions using logic or sibelius software.  One is free choice and the other based on a set of criteria from the exam board. In the composition element of this component, they demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.  Areas of study  There are five areas of study:   * Area of study 1: My music * Area of study 2: The concerto through time * Area of study 3: Rhythms of the world * Area of study 4: Film music * Area of study 5: Conventions of pop | | | |
| **Assessment** | **Examination** | Grades 1-9 GCSE **Assessment overview**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Component | Marks | Duration | Weighting |  | | **Integrated portfolio (01 or 02)** | 60 | - | 30% | Non-exam assessment | | **Practical component (03 or 04)** | 60 | - | 30% | Non-exam assessment | | **Listening and appraising (05)** | 80 | 1 hour 30 mins | 40% |  | | | |
| **Keys to Success** | **Attributes** | Team work, Independent enquirers, effective participators, reflective learners, self-managers, creative thinkers. | | |
| **Interests** | This is a creative and expressive course. The practical work is pupil led. It will give you a sound knowledge of the music curriculum and is a good course for independant working. | | |
| **Progression** | Academic | | Applied | Employment |
| A/AS Level -  Music | | BTEC Extended Diploma Level 3 | Performer, musician, composer, sound engineer, teacher, music journalist |

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| **Sport** | | | | |
| **Edexcel GCSE Physical Education** | | | | |
| *For further details please contact* | Miss T Whittaker/ Mr T Pavli | | | |
| **Content** | We aim to:  · Encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others’ cultures in relation to physical education  · Encourage creativity and decision-making skills to enable students to plan effectively for performances and to respond to changing situations  · Prepare students to make informed decisions about further learning opportunities and career choices  · Enable students to become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official  · Enable students to develop their ability to engage independently and successfully in different types of physical activity, and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.  This exciting but challenging course enables you to extend your work in Sport and covers the key knowledge and practical skills required in an appropriate employment. | | | |
| **Assessment** | **Overview** | 40% Practical Performance 60% Theory Examination | | 1 GCSE  Grade 1 - 9 |
| **Keys to Success** | **Attributes** | Proven track record of full participation in PE throughout Key Stage 3 in both curriculum and extra curricular activity . Resilience, organisation and a willingness to take responsibility for learning. Developing responsibility for deadlines and determination for completing tasks | | |
| **Interests** | Sport and Physical Activity  Knowledge about keeping active and living a healthy lifestyle | | |
| **Progression** | Academic | Applied | Employment | |
| A/AS Level PE | BTEC National Diploma in Sport or Public Services | Teacher/Coach,Physiotherapist , Sports Development , Media/Advertising, Leisure Industry | |

**N.B Investigations are taking place into the possibility of the school offering BTec Sport. Students who chose to take Sport will be informed if it is felt necessary to make this change to the course offered.**

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| **Textiles** | | | | |
| **WJEC Eduquas GCSE Design and Technology: Textiles** | | | | |
| *For further information please contact* | Mrs Lewis | | | |
| **Content** | This course offers a unique opportunity for you to identify and solve real problems by designing and making textile products. We encourage you to develop your understanding of textiles and the textile industry by having the opportunity to analyse and evaluate situations, study designers, research fashion and theatrical design, make creative products and then appraise your performance.  GCSE Design Technology: Textiles allows you to learn a wide variety of skills during Year 10.  It has a core element which includes D and T in our world, smart materials, electronic systems and programmable components, mechanical components and materials. You will gain in-depth knowledge of fibres and textiles through investigation and experimentation. You will investigate into a wide range of products and designers.  In Year 11 the Design and Make task is completed during the first two terms, this accounts for 50% of your GCSE grade (this involves completing a portfolio of evidence and a practical item within 35 hours.  These are controlled assessed tasks set by the examination board, undertaken in lessons, but offer you the opportunity to follow your own personal interest in textiles. | | | |
| **Assessment** | **Examination** | 50% | 2 hours examination  Core and specialism (Textiles) | |
| **Controlled Task** | 50% | Manufacture Project Portfolio of evidence (35 hours) | |
| **Contribution** | Costs may be incurred for purchasing materials | | |
| **Keys to Success** | **Attributes** | Enjoy practical work, independent, decision maker, creative, innovative and able to communicate design ideas and knowledge, organised, problem solving, good time management skills and problem solving | | |
| **Interests** | An interest in making practical products, art and design, components, systems, smart materials creativity and ICT would be beneficial. | | |
| **Progression** | **Academic** | **Applied** | | **Employment** |
| A Level -  Design Technology Textiles, Creative Textiles, Product Design, Art and Design  Product Design | BTEC Textile Design, Industrial Design, Fashion Industry, Manufacturing | | Textile Industry, Interior Designer, Buyer, Teaching, Manufacturing, Fashion |

**Student Support available during Key Stage 4**

Some students in KS4 may need additional support at times during this phase. The support that we can offer to students includes:

* Additional adult support in lessons (as part of an EHCP provision)
* Personalised Social Skills Interventions (small groups or 1:1)
* Speech and Language Interventions
* Literacy and Numeracy support

KS4 support packages are mainly delivered outside of lesson time to minimise the impact on GCSE lessons.

During the Autumn Term in Year 10 students may be assessed for exam concessions. Once a need is identified then these concessions will apply to all assessed work throughout the Key Stage.  These concessions, which can include access to a reader/scribe and/or extra time, will then be applied to all formal assessments throughout the key stage.

**Sample option choices**

Here is a sample of how to fill in the form. This student chose Geography, German, Art and Design and Music in that order with History and Textiles as reserves:

**STUDENT NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TUTOR GROUP:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**YEAR 9 PREFERENCE FORM 2019**

**PATHWAY 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Please circle your choice* | *Please circle your choice* | Please write your 2 preferences and 2 reserves from the list below **in order of preference** | | | |
|  | | **First Preference** | **Second Preference** | **First**  **Reserve** | **Second Reserve** |
| *One from:*  History  or  Geography | *Language:*  French | Art & Design | Music | History | Media |

**Subjects:**

Art and Design Geography

Business BTEC French

Child Development History

I Media Media

Drama Music

Food Prep and Nutrition Graphics

Sport Textiles

**Sample option choices**

Here is a sample of how to fill in the form. This student chose Geography, Art and Design, Food Prep and Nutrition and Music in that order with History and Textiles as reserves:

**STUDENT NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TUTOR GROUP:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**YEAR 9 PREFERENCE FORM 2019**

**PATHWAY 2**

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| *Please circle your choice* | Please write your 2 preferences and 2 reserves from the list below **in order of preference** | | | | |
|  | **First Preference** | **Second Preference** | **Third**  **Preference** | **First**  **Reserve** | **Second Reserve** |
| *One from:*  History  Or  Geography  Or  French | Art & Design | Food Prep and Nutrition | Music | History | Media |

**Subjects:**

Art and Design Geography

Business BTEC French

Child Development History

I Media Media

Drama Music

Food Prep and Nutrition Graphics

Sport Textiles

**Jargon Buster**

**AS/A Level**

The level of academic courses that follows on from GCSE. Usually you will sit AS exams in the first year of your course and top it up to a full A Level in the second year.

**EBacc (English Baccalaureate)**

A governmental term used to describe students that have achieved good GCSE passes in English, Maths, Science, a language and a humanities subject.

**Module**

A self-contained unit of work. Modules often end with a test or other assessment. They link together to form a whole course of study. They are marked in school and then moderated (see below).

**Controlled Assessment**

Controlled Assessment has replaced coursework. Although the principle is the same, i.e. an extended assignment, the outcome has to be produced under supervised conditions in school, usually within a time limit set by the Exam Board. They are marked in school and then moderated (see below).

**Examinations Board/Awarding Body**

The organisation that sets exams and awards qualifications. The exam boards we use at St Dunstan’s School are AQA, Edexcel, OCR and WJEC.

**Moderation**

The process at the end of a course where Controlled Assessments and portfolios are inspected by a representative of the Exam Board to ensure the school’s marking is in line with national standards.

**F.E.**

Stands for Further Education. Courses are usually for two years and lead to AS/A Levels of an advanced vocational qualification. Higher Education follows on from Further Education: study is usually at a University and results in a Degree in your chosen subject.

**BTEC / VCERT**

These are styles of qualification focused on vocational learning. An excellent choice for progression into further vocational studies or apprenticeship.

**Vocational**

A curriculum that is aimed at promoting work related learning. Vocation qualifications will have a greater focus on applied knowledge that is directly aimed at entering the world of work or apprenticeships.