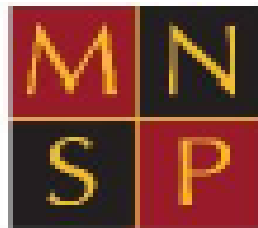




St Dunstan's School
GLASTONBURY

Year 9
Options Booklet
2023 - 2025



Investing in the Future of
Secondary Education in Glastonbury

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Dear Parents and Carers

At St Dunstan's School, our aim is to support students in accessing opportunities and achieving their goals. Our curriculum is designed to allow students to study a full suite of subjects to ensure that they leave us as young people who seek truth rather than believing everything they hear, who are resilient in the face of setbacks, who are aware of their rights and responsibilities and who are kind to themselves, to others and to the planet. As we often say in assemblies, education is not just about exams - it is about having choices in life, about pursuing the career you love rather than the job you are stuck with. A crucial element in developing the whole person and in having choices in life is the subjects that our students study during Years 10 and 11.

Year 9 is an exciting time for students as this is the point in their academic career where they are given the opportunity to reflect on their learning to date, to consider their aspirations for life after school and to decide on the options they will choose to form their academic and vocational journey. Year 9 is the first time when students genuinely have choices about which subjects they study - it is also possibly the first time that students start to consider their choices post 16 - whether they choose sixth form, college or an apprenticeship leading to further or higher education, the choices made in Year 9 are significant and should be given serious consideration. Year 9 options are a crucial point in your child's education; we see collaboration between students, school and parents/carers as crucial to the process.

Students follow a range of subjects; all study the core subjects of English, Maths, Science as GCSE qualifications as well as a Humanity (History or Geography) alongside their own choices. Most of our students will also study French so they follow the English Baccalaureate pathway. PSHE (Personal Health and Social Education) and PB (Philosophy and Belief) continue to form the backbone of the curriculum provision in Key Stage 4 as, whilst there are no exams in these subjects, they are vital in allowing students to develop their understanding of themselves and others.

The combination of core and option subjects allows students to follow a curriculum that suits their ambitions, aspirations and needs. The range of courses offered in our Key Stage 4 Curriculum allows all students to achieve success and furnish themselves with choices post 16.

We look forward to receiving completed options forms as the first step in the next stage of your child's educational journey.

Mr Armstrong
Assistant Headteacher

Important Dates

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

Thursday 2nd February	Options Evening Event.
Thursday 9th February	Year 9 Parents' Evening.
Friday 10th of February	Options Form shared with students
Thursday 23rd February	Deadline for the completion of option forms.

Following guidance from the Department for Education, we expect the vast majority of our students to study the English Baccalaureate suite of qualifications, which includes French and a Humanity (History or Geography). This suite of qualifications are recommended for students who wish to keep their career options open and/or continue in Further Education.

Parents of students who we feel will not benefit from further studying French will be contacted by letter prior to the scheduled Year 9 Parents Evening. These students will then be interviewed during Term 4 to ensure they receive appropriate advice and guidance for alternative high quality courses.

We hope to finalise the curriculum offer for your child during Term 4 (before the Easter holidays). Whilst we endeavour to ensure all of our students are able to study the courses that they choose, we are not always able to make the timetable match everybody's needs. Those who are not able to access their preferred options and may need further guidance on their option choices will be contacted individually.

If you have any queries, please do not hesitate to contact me. Further advice can be sought from subject teachers or Heads of Department.

Frequently Asked Questions (for students)

Why is my choice important?

- You are making a two-year commitment and it is vital that you enjoy what you are doing.
- Your choice now may well make a big difference to which courses you can study at College or University. It may impact on the type of apprenticeship you can undertake.

How do I make my choice?

DO NOT 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 their advice).
- 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 much 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?

60% of your curriculum is compulsory. You will continue to take English, Mathematics, Science, History or Geography, Core PE, and Philosophy and Belief. Most of you will also take French.

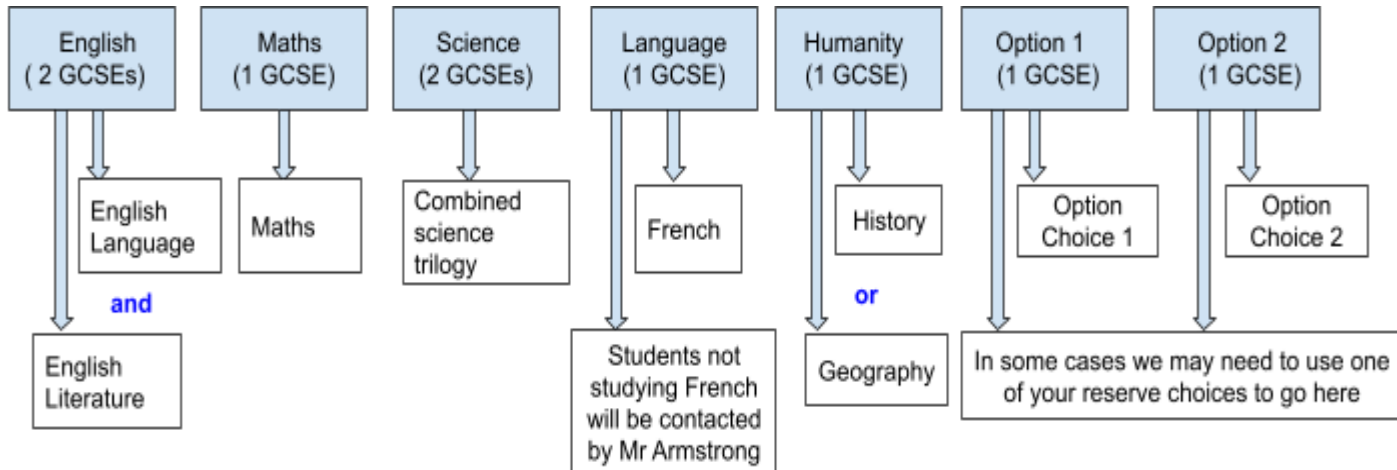
You can choose to study either History or Geography. However if you like both, you may choose both.

Why is French a core subject for most of us?

In order to achieve the English Baccalaureate (**EBacc**) you must take a modern foreign language. The government is keen for as many students as possible to achieve this. Top universities (Russell Group Universities) also look favourably upon students who have studied a language. You would be surprised how many jobs require a language at GCSE. For example, many primary schools look for teachers who have a language at GCSE.

What combination of subjects do I take?

You must study a combination of subjects listed on the diagram below:



Who can help me choose?

- Mr Armstrong
- Your Tutor or Mrs Easterbrook (Head of Key Stage 3).
- Subject Teachers – who can give you some idea about your ability in the subject, and more detailed information about the subject.
- Your parents/carers – who know you best of all.
- The Careers Advisor - can show you details about entrance requirements to different areas of work.

When do I choose?

The option form will be sent to you from Mr Armstrong on **Friday the 10th of February**. The form may be completed at home, however you will need to be signed in to your school email address to complete the form.

The deadline for the choices form is **Thursday the 23rd of February**. Tutors will be taking their students to a computer room on Thursday the 23rd, in case students do not have access to IT facilities at home. The online form will be available to students via their school email addresses.

Your choices will then be examined by staff and we will contact you to sort out any immediate issues that arise.

(The table below is for you to record your preferences for your own records)

Humanity Choice	1st Option Choice	2nd Option Choice	1st Reserve	2nd Reserve	3rd Reserve
History or Geography					

Subjects

GCSE Art and Design

NCFE Business Studies

GCSE Computer Science

GCSE Design and Technology

GCSE Drama

Eduqas Food Prep and Nutrition

GCSE French

GCSE Geography

GCSE Graphic Design

GCSE History

Cambridge National iMedia

GCSE Media Studies

NCFE Music

Cambridge National Sport

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 child 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 how much work is completed at school for 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. In Key Stage 4, students will often have more homework than they can do in their self-study sessions in school. The work they have not been able to complete in self-study time should be completed at home.

GCSE Art and Design (Fine Art)

Awarding body: AQA	Subject Exam Code: 8202
<i>For further information please contact:</i> Miss A Hart	Use the email address: ahart@stdunstansschool.com
Content	
<p>In this course, you will explore a wide variety of media and 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.</p> <p>You will have the opportunity to develop your own ideas within a sequence of planned activities and project themes. The use of a sketchbook 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, 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.</p>	
Assessment	
<p>Examination: 40% - 10 hour timed piece plus supporting preparation work - Year 11: term 3</p> <p>Coursework: 60% - Includes classwork, extended learning and sketchbook activity.</p> <p>Contribution: A list of equipment will be given out that will benefit the students progression. A contribution of £4.50 is required for the sketchbook provided.</p>	
Key to Success	
<p>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</p> <p>Interests: The arts, graphic design, visual culture, photography, textiles, 3D, clay and sculpture.</p>	
Progression	
<p>Academic: A Level, Art & Design, A Level -Applied Art</p> <p>Applied: BTEC, Creative & Media Diploma</p> <p>Employment: Graphic Designer, Interior Designer, Illustrator, Fine Artist, Teacher, Artist, Photographer</p>	

NCFE Level 1/2 Technical Award in Business and Enterprise

Awarding body: NCFE

Subject Exam Code: 603/7004/X

For further information please contact:
Mr J Waugh

Use the email address:
jwaugh@stdunstansschool.com

Content

This course is engaging and inspiring and reflects the demands of a truly modern and evolving business environment. It is designed for learners who want an introduction to business and enterprise that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the business and enterprise sector or progress onto further study.

This qualification will promote the learner's understanding of:

- Entrepreneurial characteristics and business aims and objectives
- Business organisation, legal structures and stakeholder engagement
- Market research, market types, marketing mix and market orientation
- Human resource requirements for business and enterprise
- Operations management
- Business growth
- Sources of enterprise funding and business finance
- The impact of the external environment on business and enterprise

Assessment:

40% Exam - The written examined assessment will assess the learner's knowledge and understanding of all content areas and target assessment objectives. It comprises a mixture of multiple-choice, short-answer and extended response questions. The exam is worth a maximum of 80 marks and lasts for 1 hour 30 minutes. This assessment takes place during the summer exam period of Year 11.

60% Internally Assessed Synoptic Assessment - This assessment takes place once the key content has been delivered and will assess the learner's ability to effectively draw their knowledge, understanding and skills from across the whole specification as they apply it to a business case study. This assessment is worth 120 marks and will be completed during lessons. This takes place in the first 2 terms of Year 11.

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; Marketing; Business Ownership; and Hospitality.

Progression

Academic: A Level. **Applied:** Business Studies. **Employment:** Retail, Production, Self-Employment

Computer Science

Awarding body: OCR

Subject Exam Code: J277

For further information please contact:
Mr T Norris

Use the email address:
tnorris@stdunstansschool.com

Content

OCR Computer Science focuses on the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Students will learn how to analyse and solve problems and the various stages of computational design.

J277/01: Computer systems

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

J277/02: Computational thinking, algorithms and programming This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

Please note: This is an academic course and it requires a high level of mathematical fluency. Students on an emerging flightpath for either computing or mathematics will not be considered for the course.

Assessment

Examination: 50% Computer systems. 50% Computational thinking, algorithms and programming

Keys to Success

Attributes: Problem solving, logical thinking, programming, mathematical skills

Interests: Hardware and Software, Programming, Debugging, Computational thinking

Progression

Academic: Computing, Computer Science, ICT

Applied: BTEC ICT

Employment: Programmer, Network Manager, Cyber Security Analyst, Software Developer

GCSE Design and Technology

Awarding body: AQA

Subject Exam Code: 8552

For further information please contact:
Mrs H Potter

Use the email address:
htourle@stdunstansschool.com

Content : GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world.

Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Assessment

Paper 1 - Content studied throughout year 10

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

NEA - Classroom based assessment, starting term 6 of year 10

- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks
- 50% of GCSE
- Task(s)
 - Substantial design and make task
 - Assessment criteria:
 - Identifying and investigating design possibilities
 - Producing a design brief and specification
 - Generating design ideas
 - Developing design ideas
 - Realising design ideas
 - Analysing & evaluating

Keys to Success

Attributes: Be creative. able to think outside the box, practically minded.

Interests: Product design, architecture, making 3D products.

Progression

Academic: 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, T Level in Digital Production and Design Development.

Employment: Product designer, Architect, 3D designer, CAD/CAM, Graphic Designer, Product Developer.

Drama

Awarding body: Eduqas

Subject Exam Code: C690QS

For further information please contact:
Mrs J Pulford

Use the email address:
jpulford@stdunstansschool.com

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: A Level, Drama and Theatre Studies

Applied: BTEC, Performing Arts Extended Diploma

Employment: Actor, Director, Theatre Designer, Community Arts Worker, Drama Therapist, Broadcaster

GCSE Food Preparation and Nutrition

Awarding body: Eduqas

Subject Exam Code: C560P1

For further information please contact:
Mrs H Potter

Use the email address:
htourle@stdunstansschool.com

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 (Food science task)
- **35%** Food preparation assessment (Three-course meal)

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.

Progression

Academic: A-Level Food Science and Nutrition

Applied: Food Production and Cooking (Apprenticeship), Hospitality (Level 2 & 3)

Employment: Chef, Food photographer, Business owner in the restaurant industry, Product developer, Food production and manufacturing, Managerial work in the restaurant industry, Dietician, Nutritionist, Sports therapist

French

Awarding body: Edexcel Pearson

Subject Exam Code: 1FR0

For further information please contact:
Mrs L Tilesi or Mrs S Easterbrook

Email address: ltilesi@stdunstansschool.com
seasterbrook@stdunstansschool.com

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.

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 (including translation into English)

Speaking: 25 % Examination of three tasks:

- 1) Role play 2) Picture based task 3) Conversation

Writing: 25% Examination (including translation into French)

Keys to Success

Attributes: Organised with notes and equipment, good at regular homework, focused in class, and prepared to 'have a go'.

Progression

Academic: Part of EBacc, showing that students who do well at French or other language GCSE should go to university. A/AS Level, French, Additional Languages

Applied: BTEC Courses

Employment: Anything! Tourism, media, engineering, personnel, communications, teaching, business, foreign office, charities and more. Also, working abroad.

Geography

Awarding body: AQA

Subject Exam Code: 8035

For further information please contact:
Mrs Manning

Use the email address:
jmanning@stdunstansschool.com

Content: Students will travel the world from the classroom, exploring case studies in the United Kingdom, 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.

Unit 1: Living with the physical environment

- The challenge of natural hazards (earthquakes, volcanoes, weather hazards and climate change)
- The living world (ecosystems, tropical rainforests and cold environments)
- Physical landscapes in the UK (rivers and coasts)

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 energy 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.
- 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.

Progression

Academic: A/AS Level Geography, Geology or Environmental Sciences

Applied: Countryside and Wildlife Management, Travel and Tourism, Science

Employment: Marketing, Architecture, Finance, Education, Law, Environmental Awareness, Civil Service, Travel, Journalism

GCSE Graphic Communication

Awarding body: OCR

Subject Exam Code: J172

For further information please contact:
Mrs H Potter

Use the email address:
htourle@stdunstansschool.com

Content

This specification builds the knowledge, skills and understanding for all areas of the design industry and is designed to focus on 2D, 3D, CAD and product design.

Our curriculum is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli.

This specification provides an opportunity for learners to take a personal interest in why Art and Design matters and to be inspired and changed by studying an exciting and stimulating course of study.

Learners have the opportunity to gain insight into the practices of individuals, organisations and creative and cultural industries.

This specification offers an opportunity for centres to develop a variety of approaches to support the teaching, learning and assessment of learners. It provides an opportunity for learners to experiment and take risks with their work whilst developing their own style.

The areas of study will be:

- Advertising
- Communication graphics
- Design for print
- Illustration
- Interactive design (including web, app and game design)
- Multimedia
- Package design
- Signage
- Typography

Assessment

Portfolio - component 1 (60%) Internally and externally marked and moderated: a portfolio of practical work showing their personal response to either a centre/learner-set starting point, brief, scenario or stimulus.

Externally Set Task - component 2 (40%) 10 hour externally assessed task: The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli. A response should be based on one of these options

Keys to Success

Attributes: Be creative. Able to think outside the box.

Interests: Digital media, Multimedia, Art and design, Product design, CAD

Progression

Academic: 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

Employment: Cartoonist, Illustrator, Graphic Designer, Digital Artist, Jewellery Designer, Art Gallery Curator, Product Designer, 3D Designer

History

Awarding body: Edexcel Pearson

Subject Exam Code: H10 BR

For further information please contact:
Mr Brown

Use the email address:
gbrown@stdunstansschool.com

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 under-taken 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

The course is 100% exam based with 3 exams in total 1x1hr15 minutes, 1x1hr20 minutes, 1x1hr 45 minutes

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: A/AS Level History, Archaeology, Politics, Sociology, Law

Employment: Accountancy, law, banking, advertising, marketing, teaching, IT, business and finance, civil service, journalism.

iMedia

Awarding body: OCR

Subject Exam Code: J834

For further information please contact:
Mr T Norris

Use the email address:
tnorris@stdunstansschool.com

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: 40% - Unit R093: Creative iMedia in the media industry

Controlled Tasks:

30% - Unit R094: Visual identity and digital graphics

30% - Unit R097: Interactive digital media

Keys to Success

Attributes: Effective research, computer aided design skills, working independently, organisation and planning.

Interests: Digital Graphics, Hardware and Software, Designing and Developing Media Products.

Progression

Academic: Film Studies, Media Studies, Computing

Applied: BTEC ICT, Creative Media Production

Employment: Graphic Designer, Web Designer, Media Creator

Media Studies

Awarding body: Eduqas

Subject Exam Code: C680Q

For further information please contact:
Mrs K Gregory

Use the email address:
kgregory@stdunstansschool.com

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:

Fortnite - GQ Magazine / Pride Magazine - Quality Street advert - This Girl Can advert - No Time to Die / The Man with the Golden Gun film poster - The Archers - Music video (Lizzo, Justin Bieber, Duran Duran) - Crime Drama – Luther and The Sweeney

Sample Assessment Tasks

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: A/AS Level - Media Studies, Communication Studies, Film Studies, Photography

Applied: First BTEC & National Diplomas in Media & Multi Media Production

Employment: The media, including television, radio and print industries.

Music

Awarding body: OCR

Subject Exam Code: J536

For further information please contact:
Mrs N Hopton

Use the email address:
nhopton@stdunstansschool.com

Content

Performance: A solo and 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 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: Teamwork, 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 independent working.

Progression

Academic: A/AS Level - Music

Applied: BTEC Extended Diploma Level 3

Employment: Performer, musician, composer, sound engineer, teacher, music journalist

Sport Studies

Awarding body: OCR Cambridge Nationals

Subject Specification Code: J829

For further information please contact:
Miss Pengelly

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Content

Our Cambridge National in Sport Studies will encourage students to:

- Understand and apply the fundamental principles and concepts of Sport Studies
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely
- Understand topical and contemporary issues in sport, including; why people do and do not

participate in sport, the promotion of ethics and values, the roles of National Governing Bodies and high profile events have in sport, as well as how technology is used within sport

- Develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions
- Create a plan, write and evaluate an activity session, to further develop leadership skills
- Analyse their own performance to help improve themselves and their skills in sport
- Develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical activity of sport
- Take part in outdoor and adventurous activities in natural settings, learning how to do this safely as well as understanding the benefits that these activities offer to people.

Assessment

- 1 x Mandatory externally assessed unit (exam) - **Contemporary Issues in Sport**. The exam is 1 hour and 15 minutes long. **(20% of Grade)**
- 1 x Mandatory NEA (Non-examined assessment) unit - **Performance and Leadership in Sport Activities**. A portfolio of work broken down into separate tasks. Tasks might include: Assessed performance in 2 sports with digital evidence, Log book of Physical Activity evidence, Planning and participating in a training programme with logbook to evidence, Planning and Delivering a Sports session with written and digital evidence, Review of own performance written report **(60% of Grade)**
- 1 x Optional NEA Unit – St Dunstan’s choose the **Outdoor and Adventurous Activities** unit. Tasks might include researching a number of outdoor activities, producing a written report about the equipment, clothing, technology and terrain needed, participating in 2 outdoor activities and assessing performance. **(20% of Grade)**

Keys to Success

Attributes: Proven track record of full participation in PE throughout Key Stage 3 in both curriculum and extracurricular activity. Resilience, organisation and a willingness to take responsibility for learning. Developing responsibility for deadlines and determination for completing tasks. Preferably participating in sport outside of school.

Interests: Sport and Physical Activity. Knowledge about keeping active and living a healthy lifestyle.

Progression

Academic: A/AS Level PE. **Applied:** BTEC National Diploma in Sport or Public Services

Employment: Teacher/Coach, Physiotherapist, Sports Development, Media/Advertising, Leisure Industry, Police, Fireman, Sports Management.

English Language & English Literature

Awarding body: AQA

Subject Exam Code: 8700 and 8702

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Mrs K Gregory

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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 nonfiction 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; a modern text 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 assessments 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: A Level Literature, A Level Language

Applied: Extended Project Qualification

Employment: Publishing, Law Journalist, Editor, Proof-reader, Copywriter, Speech Therapy, Researcher, Teacher, Advertising, Marketing, PR, Human Resources, Media.

Mathematics

Awarding body: Edexcel

Subject Exam Code: 1MA1

For further information please contact:
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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 is solely via examination: The qualification consists of three equally weighted written examination papers at either Foundation tier or Higher tier. Paper 1 is a non-calculator assessment. On Paper 2 and Paper 3, students are permitted to use a calculator. Each paper is 90 minutes long.

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. 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.

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 to the study of Core Mathematics. GCSE Mathematics is a requirement for progression to a wide range of courses at Level 3.

Combined Science

Awarding body: AQA

Subject Exam Code: 8464

For further information please contact:
Mrs C Thomason

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Content

Combined science:trilogy is a qualification that will be studied by all students during key stage 4. It will generate 2 GCSE grades. The GCSE grades will be an average from all 6 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 or coursework; instead, there will be a number of practicals completed during the course with questions 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. It is not possible to have different tier entries for each science. For example, it is not possible to sit the foundation papers for Biology and the higher papers for Chemistry and Physics.

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
- Papers are a mixture of multiple choice, short answer and long answer questions.

Philosophy & Belief / Personal Social Health Economic Education

For further information please contact:
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Content

The course will cover the following topics in Philosophy & Belief:

1. **Worldviews - Philosophical and Religious**
2. **Ethics - the study of Right and Wrong**
3. **Truth, Reality and Free Will**
4. **Prejudice and Discrimination**
5. **Genetic Engineering & Equality**
6. **Artificial Intelligence, Life & Death and Meaning & Purpose**

The course will cover the following topics in Personal, Social, Health & Economic Education:

1. **Health & Wellbeing**
2. **Social Issues and the Justice System**
3. **Relationships & Sex Education**
4. **The Wider World**

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 Spiritual, Moral, 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 worldviews, 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.
- Construct well-informed and balanced arguments on matters concerned with ethics, religious beliefs and values.
- Be well-informed citizens who understand the rights and responsibilities of living in a democracy.
- Develop understanding of fundamental British Values.
- Develop understanding of healthy lifestyles and the impact of the choices we make.
- Explore careers education to enable students to be successful and fulfil their ambitions.
- This course meets the statutory requirements for the teaching of PSHE at KS4.

Assessment: This course is not examined.

Attributes: Thinking for yourself and not just learning facts. Enjoy debating and challenging ideas.

Interests: Current affairs, travel, sociology, culture, history, psychology, philosophy, media or politics.

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.

Jargon Buster

AS/A Level

The level of academic courses that follow on from GCSE.

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 a representative of the Exam Board to ensure the school's marking inspects Controlled Assessments and portfolios 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.