



St Dunstan's School  
GLASTONBURY

# Year 9 Options Booklet

2022 - 2024

Options



Investing in the Future of  
Secondary Education in Glastonbury

# Contents Page

## **Introduction**

Page 2: Letter to Parents

Page 3: Important Dates for the Options Process

Page 4-5: FAQs for Students

Page 6: Link to Options Form

Page 7: Controlled Assessment and Coursework

## **Introduction**

Page 2: Letter to Parents

Page 3: Important Dates for the Options Process

Page 4-5: FAQs for Students

Page 6: Link to Options Form

Page 7: Controlled Assessment and Coursework

## **Option Subjects**

Page 8: Art & Design

Page 9: Business Studies

Page 10: Drama

Page 11: Food and Nutrition

Page 12 - 13: French

Page 14: iMedia

Page 15: Computer Science

Page 16: Geography

Page 17 - 18: Graphic Design

Page 19: History

Page 20: Media Studies

Page 21: Music

Page 22: Sport

## **Core Subjects**

Page 23: English

Page 24: Maths

Page 25: Science

Page 26: Philosophy and Beliefs

## **Summary**

Page 27: Additional Support Available

Page 28: Jargon Buster

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.

As you will see in Mrs Bevan's video presentation, we offer a broad and balanced curriculum that is designed to be accessible to all. Students follow a range of subjects; all study the core subjects of English, Maths and Science as GCSE qualifications as well as a programme of PSHE(Personal Health and Social Education) and PB (Philosophy and Belief) - whilst there are no exams in these subjects, they are vital in allowing students to develop their understanding of themselves and others. Students then make choices for their option subjects based on our pathways programme - each student has received an options booklet detailing the correct pathway for them.

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:

<b>Thursday 3rd February</b>	Virtual Options Evening.
<b>Thursday 10th February</b>	Virtual Parents' Evening.
<b>3rd February - 17th February</b>	Consultation with teachers as required by email.
<b>Thursday 17th February</b>	Deadline for the completion of option forms.

Students 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 built for 2022/23. 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 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 take in Years 12 and 13 as well as later at College, University or at work.

#### 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, 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, Drama, Music or Sport
- Choose a new GCSE subject such as Business Studies, Media Studies or Computer Science.

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

\*You **must** select either History or Geography.

**Who can help me choose?**

- 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 choice form should be completed online by **Thursday the 17<sup>th</sup> of February**. The options form will be emailed to student email addresses.

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

**Google Form Link**

This year the options form is online. Please follow the link below for the EBacc Options Form.

**[Options Pathway Google Form](#)**

You will need to be signed into a google account to respond to the form. All students already have a Google account with the school and a link has been emailed to them directly.

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

<b>First Choice</b>	<b>Second Choice</b>	<b>Third Choice</b>	<b>Fourth Choice</b>	<b>First Reserve</b>	<b>Second Reserve</b>
<b>History</b>  or  <b>Geography</b>					

**Subjects**

Art and Design

Business Studies

Computer Science

Drama

Food Prep and Nutrition

French

Geography

Graphic Design

History

iMedia

Media Studies

Music

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/Self Study**

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.

# Art & Design

## AQA GCSE Art & Design

*For further information please contact: Ms S Howell*

### Content

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.

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.

### Assessment

**Examination:** 40% - 10 hour timed piece plus supporting preparation work - Year 11: term 3

**Coursework:** 60% - Includes classwork, extended learning and sketchbook activity.

**Contribution:** An Art kit which includes a Folio and sketchbook is essential and costs £18 in Year 10. Costs may be incurred for extra-ordinary materials.

### Key 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:** A Level, Art & Design, A Level -Applied Art

**Applied:** BTEC, Creative & Media Diploma

**Employment:** Graphic Designer, Interior Designer, Illustrator, Fine Artist, Teacher, Artist, Photographer

# Business Studies

## Pearson GCSE Business

*For further information please contact: Mr Pavli*

### Content

This course is engaging and inspiring and reflects the demands of a truly modern and evolving business environment. This course enables you as a student to develop as commercially minded and enterprising individuals.

#### Year 10: Theme 1 – Introduction to Small Business

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

#### Year 11: Theme 2 – Building a Business

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

**Assessment:** 100% 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; and Hospitality.

### Progression

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

# 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:** A/AS Level - Drama & Theatre Studies

**Applied:** BTEC Performing Arts

**Employment:** Entertainment & Media Industries, Training, Human Resources, Marketing, Law

## Food Preparation and Nutrition

### Eduqas GCSE Food Preparation and Nutrition

*For further information please contact: Mrs Potter*

#### 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)

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.

### 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

### Edexcel GCSE French

*For further information please contact: Mrs Easterbrook or Ms Tilesi*

### 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 (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.

## 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:** 25% - Pre-production skills

**Controlled Task:**

25% Creating a Website

25% Designing a Digital Graphic

25% Digital Platform

### 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

# Computer Science

*For further information please contact: Mr Norris*

## 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

## 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

# 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, 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, 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:** 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

# Graphic Design

## OCR GCSE in Graphic Communication (Graphic Design)

*For further information please contact: Mrs Potter*

### 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

## Edexcel GCSE History

*For further information please contact: Mr G Brown*

### 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

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

**Applied:** Extended Project

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

# 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:

Fortnite - GQ Magazine - Quality Street advert - This Girl Can advert - Spectre / The Man with the Golden Gun film poster - The Archers - Music video (Katy Perry, Justin Bieber, Duran Duran) - Crime Drama – Luther and The Sweeney

### 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:** 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

## OCR GCSE Music

*For further information please contact: Mrs N Hopton*

### 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

## OCR Level 1/Level 2 Cambridge National in Sport Studies

*For further details please contact: Miss T Whittaker or 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

1 x Mandatory externally assessed unit (exam). The exam is 1 hour and 15 minutes long.

1 x Mandatory NEA (Non-examined assessment) unit. A portfolio of work broken down into separate tasks. Tasks might include, making a power point; filling in a table; writing a short analysis; or obtaining a digital recording of sporting skills and leadership on display.

1 x Optional NEA Unit – from a choice of two.

### 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

**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 19<sup>th</sup> or early 20<sup>th</sup> century literary fiction text extract and a descriptive or narrative writing task. Paper 2 will include analysis of nonfiction texts from the 19<sup>th</sup>, 20<sup>th</sup> and/or 21<sup>st</sup> 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 19<sup>th</sup> 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

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

# Combined Science

## AQA Combined Science (Trilogy) GCSE

*For further information please contact: Mrs C Thomason*

### Content

Combined science 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 and Belief

## Philosophy & Belief, and Personal, Social & Health Education

*For further information please contact: Mr C Oakwood*

### Content

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

1. **Religion and worldviews**
2. **Ethics**
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 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.
- 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 the facts. Enjoy debating and challenging your own 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 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 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.