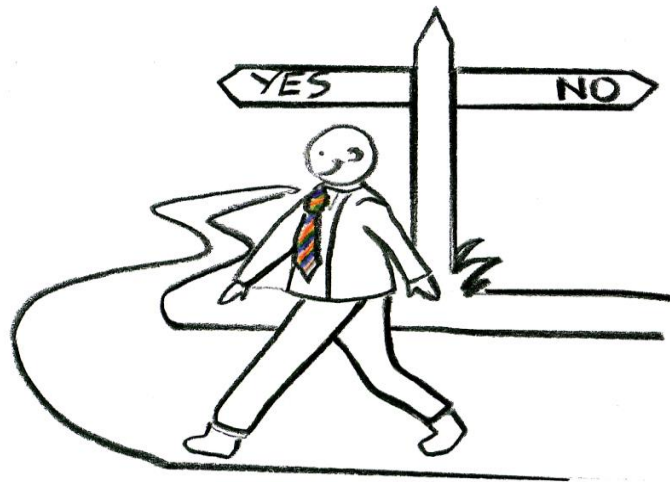


Preston School



A Business & Enterprise Academy

Options Booklet



Make Decisions

2017-2020

Year 8

INTRODUCTION

To Year 8 students and parents

The aim of this booklet is to describe and explain the curriculum and subjects that students will have the choice to study from September 2017 onwards.

This booklet contains details of all of the subjects available at Preston School and gives course details for those subjects which are compulsory. These include Mathematics, English, Science, Life Studies and Physical Education. These subjects are known as the “**compulsory core**.”

When making choices about courses it is essential that decisions are made from an informed point of view. This means that students must find out as much as they are able to about the courses on offer before making up their minds. This booklet provides the essential background information needed and should help students to have meaningful discussions with their parents and teachers.

In addition, over the coming few weeks, subject teachers will be giving Year 8 students presentations about the courses they offer and answering subject specific questions.

On **Thursday 20th April we will be holding our Year 8 Options Evening** where subject leaders will be available to provide further information for parents and students about each subject on offer and answer specific questions. This will take place in the main school hall between 5pm and 7pm. You may arrive at any point during the evening. Members of SLT and Learning Manager Mrs Purton will be available throughout the evening if you have any specific queries.

Year 8 Parent Subject Evening is on Thursday 4th May where you will have the opportunity to discuss your son/daughters progress and suitability for each subject.

We look forward to seeing you there at these events,



Miss C Marsh (Vice Principal)

The Curriculum

Curriculum Outline

“The curriculum is outstanding because it provides rich opportunities for high quality learning” Preston School Ofsted Report April 2012

The Curriculum is designed to provide a broad and balanced education. In addition, through it, we aim to offer individual students a curriculum that allows scope for personalisation according to their, needs and preferences. Our options programme offers choice and flexibility, although of course, we have to work within the constraints of our staffing resources.

The majority of study in Years 9-11 will be directed towards the General Certificate of Secondary Education (GCSE). Some courses lead to other qualifications such as BTEC which are regarded as the equivalent value to GCSE by college and employers. The qualifications offered in each course are shown in the subject information pages of this booklet.

In addition to the compulsory core, most students will study the equivalent of **three** further optional subjects.

Students will receive advice from their academic mentors and subject teachers on the courses and study route which best suit them. Some students, for whom the full number of courses is not appropriate, follow a reduced number of subjects and may take the Foundation Learning course in Option Block A.

The Curriculum

Government Policy

Recently there has been much change to the examination system. Set out below are the key changes to government policy which students and parents should consider as part of the options choice process:

New GCSEs

In Year 8 students will now have three option choices. They will study and be examined in the new GCSEs for all subjects. These exams will be terminally assessed in the Summer of Year 11. These new qualifications will present much more demand both in the amount of knowledge required to pass them and in the difficulty of questioning. In addition to this, the exams will be longer in length for many subjects with more papers for students to sit. This being the case and in addition to the core subjects, three option choices will allow for greater depth and time for study. This will enable your child to have the best possible chance of passing and accessing the higher grades needed for progression into further education, employment and or training.

Key features of the new GCSEs in England will include:

- Greater demand and rigorous questioning
- Students will be expected to learn more
- An increased focus on spelling, punctuation and grammar
- There will be an end to coursework in most subjects
- They will be assessed through examinations at the end of the course. All exams will be sat in the Summer of Year 11
- Exams will be longer and some subjects will have more papers to sit
- Exams will be graded on a 1 – 9 scale with 9 being the top level (see below)

In order to ensure students choose the correct three subjects for them, we have introduced a taster term at the start of Year 9. When students make their initial choices in Year 8 they will choose five subjects. At the end of the first term in Year 9 they will narrow this down to the three subjects they wish to continue with through to GCSE.

The Curriculum

Government Policy

New GCSE grading system

The table below shows how the current A*-C grades will equate to the new 1-9 scale. This new grading system will apply to this year group in all subjects.

Current GCSE Grade	New GCSE Grade
A*	9 8
A	7
B	6
C	5 4
D	3
E	2
F	
G	1
U	

Note:

9 is equivalent to top 20% of current A*

5 is equivalent of top 1/3 of current grade C and bottom 1/3 of current grade B and is the new National benchmark, replacing the Grade C.

Advice to Students

Choosing subjects to study

This is one of the most important moments in your school career. Take the time to find out as much as possible about **all** the courses on offer. Seek the advice of others, including students older than you; their experiences can be extremely useful.

Read through the information on courses and where you need to make a choice consider the following:

Your academic strengths, attainments and interests.

Your career, employment or further education ambitions.

Your friends will still be your friends even if they are not in your class; choosing courses just to be with them is not very wise!

Your parents, your Academic Mentor and your subject teachers can all contribute. Tell them about your ideas and listen to theirs.

A copy of this booklet can also be found under the Year 8 Options tab on our website in the Parents Information section.

We hope that, through partnership with your parents and your teachers, you will arrive at a meaningful programme of study - an important step towards realising your future ambitions.

IMPORTANT

Please note that we will endeavour to offer students their preferred choices of subjects but in some cases this may not be possible. In these cases we will attempt to match students with their second choice. It is therefore important to consider carefully second choice where possible.

Advice to Students

Do's and Don'ts

DO:

- Consider subjects where you are already enjoying success
- Consider subjects that you think you will enjoy studying
- Find out about subjects you have not studied before
- Think about further education

DON'T

- Choose a course just because your friend chooses it
- Choose a subject just because you like the teacher (you may not have the same teacher next year)
- Rule out subjects because you don't know about them - find out about them

Information

Important dates

These dates will be kept to as far as possible. However, if it is felt that students need more time and input to make the correct choices then this will be accommodated and dates altered. Deadlines however, must be kept to as **any student who hands in a late option form may not be given their first choice of subject if this group is full.**

Date	Information
Thursday 20 April	Options Evening
Friday 21 April	Options Forms issued
Thursday 4 May	Year 8 Parent Subject Evening
Monday 8 May	DEADLINE for Options forms to be returned

Option Blocks

Your son/daughter will need to choose one subject from Option block A and two subjects from each of the Option Blocks B and C to study in the Autumn Term of Year 9. At Christmas, they will then decide on the single subject from blocks B and C (along with their choice from block A) that they wish to continue with, through to GCSE Level. **This must be chosen from the two they originally chose in each block.**

Option A	Option B	Option C
Foundation	GCSE Business	Philosophy and Ethics
French	BTEC Business	Art
Spanish	GCSE Food	IT
Italian	Music	GCSE Business
Geography (2 groups)	Drama	History
History (2 groups)	Art	Geography
Computing (College)	PE Studies (2 groups)	GCSE Food
	IT (2 groups)	DT Textiles
		DT Product Design
		DT Electronics
		Child Development

Careers Advice

Advice

CSW Group

CSW Group are providers of impartial, independent all age careers information, advice and guidance. Our aim is to raise aspirations and improve the life chances of our customers. We aim to help young people access the appropriate opportunities and help them fulfil their aspirations. Our advisers work with students in school to identify their individual needs and to steer them towards successful progression. Preston School has commissioned us to provide a comprehensive range of services such as one-to-one interviews and group work to meet the needs of pupils. If you wish to learn more about us or for information on; qualifications, career options, labour market information and local job opportunities, please visit our website at: www.cswgroup.co.uk

Pupils can also access the Careers South West Adviser On Line service, opening hours are Monday – Friday, 12 noon – 6.00pm - www.cswgroup.co.uk/adviser-online Your Careers South West Careers and Personal Adviser is Nina Allen. Nina is in Preston every Thursday and every other Friday.

Useful Careers Advice

Consider subjects you think you will be good at and will enjoy. You may wish to explore possible careers. However, a balanced range of subjects will ensure as many options as possible are open to you. Ask yourself;

- Which subjects interest me?
- Which subjects do I like and why do I like them?
- Which are my best subjects and how do I know?
- What do my teachers say my strengths are?
- Would I prefer a course with examinations or coursework?

Few employers expect specific GCSE passes with the exception of; English, Maths and Science.

Your GCSE subject choices and the grades you achieve can affect your ability to study some subjects at College, 6th Form or an Apprenticeship.

In some subjects like History and Geography, it may be possible to study these at A Level without having first taken them at GCSE. However, this does not apply to all subjects, for example; Sciences or languages. To be sure check college entry requirements.

Career Websites

You can find information on job sectors and specific careers using the 'Career Tools' and then 'Job Profiles' on the National Careers Service website. Go to www.direct.gov.uk/NationalCareersService

To view film and video clips relating to many career areas. Go to www.careersbox.co.uk

Whether you've got a career in mind or you haven't got a clue, Plotr can help you discover your future and guide you to careers you'll love. Go to www.plotr.co.uk

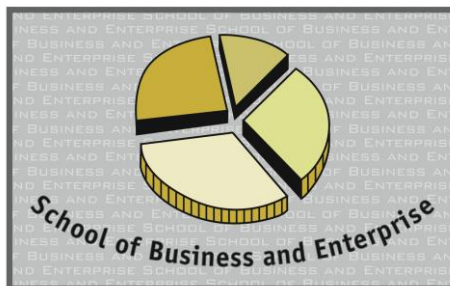
An apprenticeship is where you are learning through hands on experience of a job and you will gain a nationally recognised qualification. To find out more information and to view vacancies, register online at www.apprenticeships.org.uk

If you are considering university or completing a degree course, then research and explore entry requirements. Go to www.ucas.ac.uk

SUBJECT INFORMATION

CURRICULUM CONTENT

School of Business and Enterprise



GCSE Mathematics

CURRICULUM CONTENT

All students take GCSE Mathematics.

We aim to:

- encourage students to be inspired by following a worthwhile course of study
- help students to develop confidence in, and a positive attitude towards, mathematics
- help students to recognise the importance of mathematics in their own lives and in society
- prepare students to make informed decisions about the use of technology, the management of money, their further learning opportunities and career choices.

The course aims to help 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

Students will study the OCR J560 specification – 'Bringing Maths to Life'.

The curriculum is composed of elements of Number, Algebra, Geometry, Measures, Probability and Statistics.

The course mirrors the examination weightings of approximately

- 45% - use and apply standard techniques
- 25% - reason, interpret and communicate mathematically
- 30% - solve problems within mathematics and in other contexts

Throughout the course students are encouraged to adopt practical and problem solving strategies involving Mathematics in a variety of real-life situations.

ASSESSMENT

The assessment is by examination at the end of the course. There are three papers, each worth 33⅓% of the final GCSE. Each paper is 1½ hours long. In two of the papers a calculator is permitted. All three papers will contain questions to assess the functional elements of Mathematics.

There is no Controlled Assessment.

There are two levels of entry:

Higher – grades 9 to 4

Foundation – grades 5 to 1

This level of entry will be decided for each individual student by the results of their tests taken at regular, half-termly intervals and mock exams.

Staff contact: Mrs Owen

GCSE Business Studies

CURRICULUM CONTENT

GCSE Business Studies explores all the main areas of commerce, such as ownership, marketing, finance, human resources and production. Students will learn about the different types of organisation, how to run a company, methods of recruitment, staff training and employment law. They will also learn about basic accounting, the economy and social enterprise. Throughout the course students have the opportunity to learn from and work with real businesses, as well as taking part in national competitions such as 'The Real Business Challenge' and 'Student Investor Challenge'.

During the three year course students have the opportunity to study for a single award qualification and will be able to achieve a GCSE grade 1-9. Students will complete the following units of work:

Business activity, marketing and people

For this unit of work students will produce a plan for a business of their choice. They will conduct market research, collecting and analysing data. They will design an effective marketing campaign to promote their company and will learn about enterprise and the entrepreneur. They will also learn about the different forms of business ownership and explore the different ways that businesses can grow. The importance of human resources in employing and retaining workers and the internal structures of small and large businesses.

Production, finance and the external business environment

This unit focuses on the different types of production methods, managing and controlling production and production costs. Students will also learn about business finance, focusing on sources of finance and financial forecasting. Finally, for this unit, students will explore the environmental influences on business, the government and the UK economy.

ESSENTIAL SKILLS AND ASSESSMENT

There are no essential skills required for this course, however students' thinking of studying GCSE Business Studies should have an interest in the subject.

GCSE Business Studies is assessed through 100% examination:

- Business activity, marketing and people – 90 minute written examination worth 50% of overall grade
- Production, Finance and the External Business World – 90 minute written examination worth 50% of overall grade

For more information see Mrs Gray

BTEC Business

CURRICULUM CONTENT

The aim of this course is to give students an overview of the world of business. Students will learn about the different types of organisation and the various departments which support the business in achieving its aims and objectives. How the economy affects business through interest rates, recession and exchange rates and the importance of keeping accurate financial records. The course also aims to give students the opportunity to start their own business as well as meet and learn from the real business world.

During the three year course students have the opportunity to study for a single award qualification and will be able to achieve a Distinction* - Pass level (equivalent of a 9-4 GCSE grade). Students will complete 4 units of work, this will consist of 2 mandatory units and 2 optional and units of work:

Mandatory Units:

- Enterprise in the Business World
- Finance in Business

Optional Units of Work:

- Recruitment, selection and employment
- Promoting a brand

Some elements of research and coursework will need to be completed at home. Students are also encouraged to read the business section of national newspapers to keep up-to-date with current affairs. Students may also find programs like Dragons Den and The Apprentice useful in developing their business understanding and terminology.

ESSENTIAL SKILLS AND ASSESSMENT

There are no essential skills required for this course, however students' thinking of studying BTEC Business Studies should have an interest in the subject and should be able to work independently to complete research for assignments.

BTEC Business is assessed through both examination (25%) and assignments (75%). The following unit is assessed through examinations:

- Finance in business (1-hour onscreen examination)

All other units are assessed through coursework and can be presented in a number of ways including class presentations, business reports, business plans, podcasts and videos.

For more information, see Mrs Gray

GCSE ICT

CURRICULUM CONTENT

The aim of this course is to provide students with the skills and competencies they will need in an ever changing and challenging technological workplace. The students are expected to apply their skills to real world problems and develop solutions using ICT that are both robust and innovative.

During this course, students will study the following units:

B061: ICT in Today's World

Written Paper – 60 marks

The students will study a range of ICT systems used in the home, at school, and in society and will develop an understanding of current and emerging technologies and the impact that advances in technology may have on themselves and others.

B062: Practical Applications in ICT

Controlled Assessment (Coursework) – 60 marks

Students study a range of everyday software applications to be able to manipulate and process data and other information effectively and efficiently. They will select from a range of set tasks, presenting information in a format suitable for purpose demonstrating their practical ICT ability.

B063: ICT in Context

Written Paper – 60 marks

This unit builds upon the knowledge developed in B061 and B062. The students will be provided with a pre-release scenario relating to specified businesses or organisation(s) and its/their use of ICT. The students will be tested on their understanding of ICT systems within the specified context.

B064: Creative Use of ICT

Controlled Assessment (Coursework) – 60 marks

Students study a range of creative software applications in order to create a multimedia solution to a given problem. This will include the use of sound, video, animation and graphics displaying creative flair and producing a final product which can be displayed on both static and mobile devices.

ASSESSMENT

GCSE ICT is assessed through both examination (40%) and controlled assessment (60%):

- B061 – 1 hour written paper accounting for 20% of the final grade
- B062 – Controlled Assessment; approximately 20 hours accounting for 30%
- B063 – 1 hour written paper accounting for 20% of the final grade
- B064 – Controlled Assessment; approximately 20 hours accounting for 30%

To complete the GCSE in ICT students need to complete all 4 units.

Staff contact: Mrs Stewart

GCSE Computer Science

CURRICULUM CONTENT

This course will be delivered by Yeovil College staff and students will have to attend classes at the college as well as at Preston School. It is the Pearson Edexcel Level 2 GCSE in Computer Science.

In order to be successful in this course students should be on target to achieve at least a grade 4 in Mathematics and Science, have good behaviour and attendance and have parental support to walk to Yeovil college for lessons.

Content:

Topic 1: Problem Solving

Students are expected to develop a set of computational thinking skills that enable them to understand how computer systems work, and design, implement and analyse algorithms for solving problems.

Topic 2: Programming

Learning to program is a core component of a computer science course. Students will become competent at designing, reading, writing and debugging programs. They must then be able to apply their skills to solve real problems and produce robust programs.

Topic 3: Data

Computers are able to store and manipulate large quantities of data. They use binary to represent different types of data. Students are expected to learn how different types of data are represented on a computer.

Topic 4: Computers

Students will become familiar with the hardware and software components that make up a computer system and recognise that computers take many forms from embedded microprocessors to distributed clouds.

Topic 5: Communication and the internet

Students will study the key principles behind a computer network and ideally be able to set up a simple network.

Topic 6: The bigger picture

Students will look at the influence of computing technology and recognise that computing has an impact on nearly every aspect of the world in which they live.

ASSESSMENT

The course is assessed in 3 elements:

Component 1 – Principles of Computer Science. This is a written exam of 1 hour 40 minutes and is worth 40% of the overall grade. It consists of multiple choice, short response and extended response questions.

Component 2 – Application of Computational Thinking. Another exam of 2 hours in length and worth 40% of the final grade. This is based on a given scenario and requires short and extended written answers.

Component 3 – A project based piece of work taking 20 hours to complete. This is worth the final 20%.

Staff contact: Miss Marsh

SUBJECT INFORMATION

CURRICULUM CONTENT

School of Creative Expression



English Language

CURRICULUM CONTENT

The study of English at Preston School results in 2 GCSE qualifications: English Language and English Literature which is taught as one. English Language is the required GCSE for HE and FE entry and job related learning opportunities. English Literature is a separate qualification which involves in-depth study of novels and poetry through time; it is an analysis of how well students can analyse the writers craft in the new GCSE design and it involves a complex skills profile that is taught alongside their language studies.

Students will follow the AQA syllabus which will give students a GCSE in English Language. Study on this course culminates in an exam at the end of Year 11 which is worth 100% of the final grade. Speaking and listening is still assessed formally through the recording of a presentation and discussion afterwards. This will not count towards the final grade but forms an essential part of the preparation for the exam and is assessed internally.

The exam is made of two papers, each worth 50% of the final grade:
Paper 1 Explorations in Creative Reading and Writing – the study of one unseen literature text and the creation of a piece of narrative or descriptive writing.
Paper 2 Writers' Viewpoints and Perspective – the study of one non-fiction text and one literary non-fiction text and a piece of viewpoint writing.
Each exam is one hour and forty five minutes long.

All texts are unseen and extracts will be provided within the exam. This means the course is all about developing students as critical thinkers and giving them the skills to be able to analyse in their own way.

ASSESSMENT

We follow the AQA specification where English is assessed through 100% exam.

Staff contact: Mrs Lawson

English Literature

CURRICULUM CONTENT

English Literature is taught alongside the GCSE in English and counts as a second GCSE. All students will follow this course as it is felt that it is invaluable to the understanding of the English Language and understanding the origins of language. It also teaches students to be critical and thoughtful readers.

There are 2 areas of assessment in English Literature:

Paper 1 Shakespeare and the 19th century novel – Likely texts for study are 'A Christmas Carol', 'Jane Eyre' or 'The Strange Case of Dr Jekyll and Mr Hyde'. Possible Shakespeare texts are 'Romeo and Juliet' or 'Macbeth'. This exam is one hour forty five minutes in length and is worth 40% of the final GCSE.

Paper 2 Modern texts and poetry – possible modern texts are 'An Inspector Calls', 'Blood Brothers', 'Lord of the Flies' or 'Animal Farm'. The poetry will be studied in clusters of 16 poems on the themes of love and relationships or power and conflict. This paper is two hours and fifteen minutes in length and is worth 60% of the final GCSE.

Both exams are closed book assessments. This means that students will not be permitted copies of the texts in the exams. They will be expected to learn quotes by heart. This means the focus of the course will be on developing students as critical thinkers and looking at the skills involved in writing and the appreciation of writing as an art form.

ASSESSMENT

Students will follow the AQA specification where English Literature is assessed through 100% exam.

Staff contact: Mrs Lawson

GCSE Fine Art

CURRICULUM CONTENT

The Art course at Preston leads to a Fine Art GCSE. (Presently we use the AQA exam board). Fine Art is defined as work developed primarily for aesthetic, intellectual or purely conceptual purposes.

A refined marking criteria is made available to students on the course and is posted on moodle; the school's learning platform. However, The Department of Education is changing the GCSE format and a summarized specification is set out below covering:

- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues
- other relevant sources researched by the student in the chosen qualification title and area(s) of study
- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study
- the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work

Encompassing all of the above bullet points, a stronger emphasis will be placed on drawing.

If you find all of the above a bit wordy then we find in practical terms a student in art will have following attributes:

- **have a flair for presentation**
- **have a well-developed drawing style**
- **be able to complete a written element about artists' with work showing understanding of art styles**
- **be able to work away from the class (at home) developing project work for use in class.**

Initially, students are asked to purchase a homework folder for £1.00 and if the Fine Art course is taken further asked to purchase an art pack consisting of an A2 folder, sketchbook, canvases and watercolour paper. This year the cost was around £17.00 and was passed on at cost price.

ESSENTIAL SKILLS AND ASSESSMENT

Essential is a good work ethic and an enjoyment of drawing.

Work is assessed on the handing in of more than one project that show the development of an idea to a final conclusion. In Year 11 an external set task is issued just after the Christmas break followed by a two-day exam around Easter time.

Staff contact: Mr Ayres or Miss Gillies

GCSE Drama

CURRICULUM CONTENT

Grades Available

1-9

Course Description

The course offers creative expression through the performance of scripted plays and devised tasks. Additionally, drama skills developed in Year 7 to 8 will be revisited and explored in more depth in Years 9,10 and 11. Activities range from creating your own Horror film, learning about key horror stage make-up, to performing scripts you have seen performed on stage by professional actors.

Essential requirements of the course:

- To attend theatre trips and organised study events;
- Be prepared to rehearse and perform to peers, external examiner and invited audiences;
- To complete written coursework as expected;
- To challenge yourself to extend your potential and develop your creativity;
- To sit final examination at the end of Year 11.

Course Content

The course is almost completely practical in lesson time. Practical projects comprise of discussion, group and performance work leading to formal controlled assessments. The majority of this work will be improvised with the use of some acting text, so a lot of imagination is required. Written homework will be required in the form of an exploration of the creative process from idea to performance, concentrating on acting skills.

Lighting and stage management are also avenues which can be explored with the schools brand new lighting system, allowing those with a more technical interest in Drama, to fully explore the endless ways that performances can be enhanced through those ever important backstage roles.

Essential skills and Assessment

Assessment 1

Practical & Performance One Term Devised with Actors Log 40% - Internally assessed (by the teacher) externally moderated

Practical & Performance One Term Scripted piece (Two Extracts) 20% Externally assessed

Assessment 2

External Exam 1 hr 45 mins 40% - Externally assessed

Skills:- Strong reading and writing. Great teamwork.

Opportunities for progression: This course provides a strong basis for A' level Drama

Staff contact: Mrs Plomer

GCSE Music

CURRICULUM CONTENT

Students will develop an understanding of the organisation of sounds through studying 4 specific genres. These are:

Area of Study 2: The Concerto Through time:

Baroque Solo Concerto
Baroque Concerto Grosso
Classical Concerto
Romantic Concerto

Area of Study 3: Rhythms of the World

Indian Classical Music
Bhangra
Eastern Mediterranean and Middle East
Africa
Central and South America - Calypso and Samba

Area of Study 4: Film Music

Music composed for film
Music from different genres used in film
Soundtracks to video games

Area of Study 5: Conventions of Pop

Rock N Roll
Rock Anthems
Pop Ballads
Solo Artists from 1990 to present day

Throughout the course there are opportunities for students to develop their skills as musicians. Pupils are encouraged to work on the computer software – Logic Pro 9 and Sibelius to complete coursework. There is a wide variety of performance opportunities such as the Christmas and Spring Concerts.

ASSESSMENT

OCR Exam board Specification

The assessment for GCSE Music is split into 3 areas:

Performing (portfolio) 2 performances totalling 30% of the GCSE Grade

Composing (Portfolio) 2 compositions totalling 30% of the final GCSE Grade

Listening (Exam at the end of year 11) 40%

Staff contact: Mrs Hughes.

GCSE Physical Education

CURRICULUM CONTENT

This course leads to a full GCSE qualification. 40% of the final grade is based on practical ability and 60% theory.

Practical

Students are assessed in three different activities in the role of player/performer. One of these assessments must be in a team sport/activity, one assessment must be in an individual sport/ activity, with the third assessment being from either a team or individual sport/activity.

All activities are assessed in the following areas

1. Acquiring and developing individual and group skills.
2. Selection and application of skills.

In one activity students are assessed on their ability to Analyse and improve their own and others performance.

There is also a requirement that pupils extend and develop their skills and techniques through extra curricular, clubs, practices and matches.

Theory

The theory component is divided into seven sections:

Applied anatomy and physiology, Movement analysis, Physical training

Use of data, Sport psychology, Socio-cultural influences

Health, fitness and well-being

Within these areas there is a large body of knowledge which has to be learnt, understood and applied, across 4 theory and 3 practical lessons per fortnight.

GCSE Physical Education is not like the core PE experienced at Years 7 & 8. Pupils are expected to work very hard at improving their own and other performance. The theory work is heavily academic and requires a big commitment to classwork, homework and coursework.

Pupils are given their own textbooks but will then be expected to purchase a binder folder for organisational purposes. We also make use of a variety of other texts, and revision guides are available to buy.

ESSENTIAL SKILLS AND ASSESSMENT

Final grade:

40% = Internally assessed practical component

60% = Two theoretical based exams

Key Skills:

The essential skills required for this course are a high level of sporting expertise, this could be through representing the school in at least 2 different sports, or playing sport to a high level for a club outside school.

As the theory content is Science based and quite complicated, an ability in Science would be useful.

Staff contact: **Mr Powell or Mrs Withers**

SUBJECT INFORMATION

CURRICULUM CONTENT

School of Innovation and Investigation



Science

CURRICULUM CONTENT

At the end of Key Stage 3 all pupils will be assessed in science and advised of the best course to suit their individual learning styles. Those pupils with sufficient aptitude and progression, demonstrated in the end of key stage assessment, will be entered for the Triple Award Science.

Although Science is a mandatory subject there are two approaches within:

- Double award (Known as 'Trilogy Science' to cover Biology, Chemistry and Physics),
- Triple Award (3 separate Science GCSE's in Biology, Physics and Chemistry).

Most pupils will study for the 'Double Award' science, resulting in 2 full GCSE Science qualifications.

ASSESSMENT

Double award science:

Year 9 – 2 Biology, 2 Chemistry and 2 Physics units of work will be covered.

Year 10 – 3 Biology, 3 Chemistry and 3 Physics units of work will be covered.

Year 11 – Final Biology, Chemistry and Physics Units will be covered, along with exam preparation.

There will be 6 exams to sit (2 Biology, 2 Chemistry and 2 Physics) all of which will be sat at the end of year 11.

Triple Award Science:

Biology 1, 2 and 3 exam papers

Chemistry 1, 2 and 3 exam papers

Physics 1, 2 and 3 exam papers

All 9 of these exams are to be sat at the end of Year 11.

Staff contact: Miss Korzilius

GCSE: FOOD Preparation and Nutrition

CURRICULUM CONTENT

GCSE Food Preparation and Nutrition is a very varied and interesting course which covers a number of areas including:

- The principles of nutrition and menu planning
- Diet and good health
- The science of food
- Where food comes from
- The cooking and preparation of food
- Food commodities

Practical work is an essential part of the course and pupils will cook a wide variety of savoury and sweet dishes.

We will cover yeast cookery, pastry making, cake making, meat and fish cookery, fruit and vegetable cookery, sauce, vegetarian cookery and catering for special diets.

Pupils will carry out practical work related to all of these areas and produce some very impressive results enabling them to develop their culinary skills, but also to make them aware of the importance of preparing, cooking and presenting food to a high standard.

Pupils who take this qualification are those who have a love of food and cooking but who also want to find out how to produce high class dishes to the quality produced in hotels and restaurants. It also gives pupils a real insight into the world of catering and food practice from which many careers can flourish

ASSESSMENT

GCSE Food Preparation and Nutrition assessment consists of 2 components:

Component 1: a written exam lasting 1 hour 45 minutes which constitutes 50% of the GCSE

Component 2: 2 pieces of controlled assessment. Jointly constituting 50% of the GCSE

Task 1 is set in September of Year 11 and is a food investigation

Task 2 is set in November of Year 11 and involves pupils preparing and cooking a 2 course meal with the brief set by the board

Both of these pieces of work have accompanying written work

This award is graded 9-1

Staff Contact: Mrs P. Novak and Mrs. C. Edmondson

CHILD DEVELOPMENT

CURRICULUM CONTENT

Cambridge National Level 2 Award in Child Development and Care

Child Development is an exciting and varied course which teaches pupils all about children from conception to the age of 5 years. We study the stages of pregnancy with all that this involves for the mother and baby. We look at types of birth and how to care for a new born baby from breast or bottle feeding through the stages of weaning to the eating of solids. We study child safety both around the home as well as health-wise with vaccinations.

Then pupils also study the four areas of development that a child goes through including their physical, intellectual, emotional and social development including the value of play and provide pupils with the knowledge and understanding they need for working with children in a variety of settings.

This is an excellent course for pupils who are considering a career in nursing, midwifery, psychology, paediatric nursing, teaching, nursery nursing or if they just love children.

ASSESSMENT

This involves 2 internally assessed tasks and one externally assessed exam completed at the end of Year 11

This award is graded A*-D

Staff Contact: Mrs P. Novak and Mrs. C. Edmondson

Fashion and Textiles

CURRICULUM CONTENT

Textiles is an exciting and interesting course which offers students the opportunity to study a variety of topics, including fashion, costume design, interior design, surface decoration of textiles, printing, embroidery, dying, felt making, use of fabrics and fibres as well as looking at specific designers and their work.

The textiles industry is one of the largest industries in the world. This course provides a good foundation for those interested in careers within fashion (hair and beauty, media), interior design: the look and feel of rooms, along with the products that are used to dress rooms, theatrical design, and costume, designing for film, television and stage. Those who are interested in working retail, fashion / interior buyers, trend prediction, as well as those interested in science and fabrics.

Textile candidates embark upon a course where they will learn a wide variety of new skills, developing their understanding of all aspects of textiles and design. Students will become confident in using the sewing machine, over lockers and a wide variety of hand tools. They will develop their drawing and creative skills, considering use of colour, textures and different media within their design work.

Students will gain a good knowledge of different designers, be able to analyse and evaluate products, and consider the environmental implications of textiles and how to recycle and up-cycle textiles. Have an understanding of how textiles are made, manufactured and sold.

ASSESSMENT

Examination:

All candidates sit the same exam paper.

Controlled Assessment Task (CAT)

Candidates are required to complete design and make and evaluate task. This is completed in school. The brief is set by the exam board.

Staff contact: Mrs Purton

Materials Technology

CURRICULUM CONTENT

Materials Technology is very similar to Product Design and it enables students to design and make products with creativity and originality, using a range of materials and techniques. In the course, Students will study core designing and making principles and core technical principles. They will also have the opportunity to study specialist technical principles in greater depth through a chosen material area.

In the first year of the course, the pupils will investigate into different products and produce their own prototype of these products whilst understanding materials, different manufacturing techniques and graphical skills.

They will use a range of different processes including developing hand skills, machine skills and CAD and CAM work. The laser cutter is a valuable piece of equipment during the GCSE course.

These all build up skills to allow the pupils to flourish in the major piece of coursework. This major piece of coursework starts in Year 10 and will progress throughout most of the year.

This course is very practical and will help develop a variety of skills including presentation, graphical and hands on and will help develop practical skills and graphical techniques.

ASSESSMENT

Examination:

All candidates sit the same exam paper.

Controlled Assessment Task (CAT)

Candidates are required to complete design and make and evaluate task. This is completed in school. The brief is set by the exam board.

Staff contact: Mrs. Novak

GCSE Electronics

CURRICULUM CONTENT

The scope and nature of the GCSE Electronics course is based on practical work. The practical work enables learners to develop the understanding of the knowledge in a practical context.

Studying this GCSE in Electronics enables learners to:

Develop scientific knowledge and conceptual understanding of the behaviour of analogue and digital electrical/electronic circuits including a wide range of electronic components

Develop an understanding of the nature, processes and methods of electronics as an engineering discipline to help them answer questions about practical circuits

Be aware of new and emerging technologies

Develop and learn how to apply observational, practical, problem solving and evaluative skills in the identification of needs in the world around them and to propose and test electronic solutions

ASSESSMENT

Component 1: Discovering Electronics

Written examination: 1 hour 30 minutes

40% of qualification

A mix of short answer questions, structured questions and extended writing questions, with some set in a practical context.

Component 2: Application of Electronics

Written examination: 1 hour 30 minutes

40% of qualification

A mix of short answer questions, structured questions and extended writing questions, with some set in a practical context.

Component 3: Extended system design and realisation task

Non-exam assessment

20% of qualification

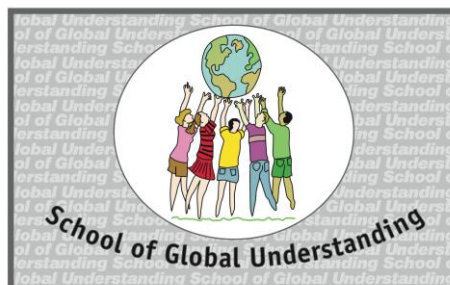
An extended system design and make task to assess electronics skills

Staff contact: Mrs Novak

SUBJECT INFORMATION

CURRICULUM CONTENT

School of Global Understanding



Modern Foreign Languages

Why study languages at GCSE?

At first glance it may seem that everyone in the world speaks English, but in fact 75% of the world's population does not.

If you enjoy being with people and chatting with them, you will enjoy doing this in a foreign language too. Languages at GCSE are fun to learn. You listen to songs, watch videos and read texts of all types, all in a different language.

So, why should I learn languages at GCSE?

Being able to speak to get by when you go on holiday is just one of the many reasons; better job opportunities, improved communication skills which will benefit all your studies and new experiences and friends are a few others. You can even use your foreign language skills here in the UK. Many industries, including tourism and hospitality, engineering and even the technology industry are always looking out for employees with language skills to help make their companies more successful.

What are lessons like?

GCSE MFL classes at Preston are interactive, fun and full of surprises. One lesson you may be learning a song to help remember some grammar, whereas the next you could be watching a video or writing an imaginative poem.

Your progress is really noticeable. Soon you will start talking more, picking up more information in the listening exercises and understanding what you read and all this in a foreign language! You will feel so much personal satisfaction learning a language at GCSE and the interactive classes will really boost your confidence. It is a lot of fun!



GCSE French, Spanish & Italian

CURRICULUM CONTENT

A wide range of topics is covered in your language classes, so as well as learning a language you also learn all about the culture and lifestyle of foreign countries; school life, food, travel, sports, traditions and customs, the environment and much more!

More detailed information is available simply by speaking to your language teacher and in the examination specification document which is also available from your teacher.

The four key areas of language learning are: speaking, listening, reading and writing, so your classes will include activities that improve these skills.

You might make posters about your favourite foreign celebrities, sport or pop stars and have discussions about why you like them just as a young person living in a foreign country would do. By learning transactional language you will be able to shop, travel eat, experience new things and meet new friends too. Foreign languages open up a whole new world of opportunities for work, adventure and fun so be sure to ask your teacher about GCSE languages.

ASSESSMENT

For languages you are marked on four key areas - reading, writing, listening and speaking (all worth 25% each). These will be important skills to have when you apply for college, university and even a job.

- The reading and listening exams are short and some answers are only one word long or multiple choice.
- There will be translation exercises to show that you understand what you read.
- The speaking assessment is not that daunting; you just have to make sure that you are prepared to talk!
- The written assessment is just like any other GCSE subject. You write down what you have learnt over the last few years.
- There will be no controlled assessment for writing and speaking (as previously), simply a final examination in each.
- There will be a new grading system – 1-9 with 9 being the highest available grade.

Staff contact: Ms Sampson

GCSE Geography

CURRICULUM CONTENT

"You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about Geography. I can't imagine a subject more relevant in schools. We'd all be lost without it." (Michael Palin - Actor, Writer, Comedian, TV Presenter)

Geography is a subject where you learn about the world around you. It is a very interesting and relevant subject where you will learn about the most important issues and challenges facing the world in the 21st Century, from climate change, natural hazards and species extinction to population growth, globalisation and the refugee crisis.

Geography is a subject which is highly respected by employers, as well as colleges and universities. Geography is also one of the subjects needed for The English Baccalaureate (Ebacc), a government initiative to recognise academic achievement. Geography qualifications allow students to use and develop a wide range of skills including; literacy and numeracy skills; analysis of data, individual research and fieldwork, group discussion and debate; as well as decision making and IT skills.

Examples of careers: journalism, law, architect, town planner, environmental protection, geologist, tourism, airline pilot, armed services, scientist and education.

Students taking Geography will follow the new AQA GCSE course which covers three key areas:

- **Living with the physical environment** – which includes the Challenge of Natural Hazards, the Living World and Ecosystems, and Physical Environments in the UK
- **Challenges in the human environment** – which includes Urban Issues and Challenges, the Changing Economic World and the Challenge of Resource Management
- **Geographical applications and skills** – which includes decision making and problem solving, and two fieldwork investigations

Students should be encouraged to study Geography at GCSE if they enjoy it, if they are good at it and if they are prepared to work hard.

ESSENTIAL SKILLS AND ASSESSMENT

There will be three exams, all at the end of Year 11, which will cover:

- Living with the physical environment – 35% of the overall mark
- Challenges in the human environment – 35% of the overall mark
- Geographical applications and skills – 30% of the overall mark

The course also involves students participating in fieldwork, outside of the classroom, on two separate occasions in two contrasting environments. There will also be other field trips to visit geographical locations in the local area.

Staff contact: Mr Milverton

History

CURRICULUM CONTENT

Bringing history to life and life to history

Do you like to try and work out who did the murder in all those TV detective shows? Do you like solving problems and asking questions? Do you want to use those 'little grey cells'?

Then History is for you.

History GCSE follows on from the kind of work that you have done in Key Stage 3.

Three eras of History will be studied in the latest AQA History Course:

- **Medieval 500AD-1500AD;**
 - **Early Modern 1500-1750;**
 - **Modern 1700-Present Day.**
- 1) A thematic study over time – requiring students to understand change and continuity over a long period of time.
 - 2) A period study of at least 50 years – USA 1919-73.
 - 3) One British depth study – Norman England 1066-1100
 - 4) One European/wider world depth study – The First World War
 - 5) A study of the historical environment – Cathedrals, Castles, Great Houses which looks at the relationship between a place and historical events or developments

What's in it for me? How could it help with my future?

History is about real people whose lives were sometimes exciting, sometimes frightening. You'll discover some of these stories.

History is a subject that is highly regarded by colleges, universities and employers, because of the development of a wide range of skills and its academic rigour. You will be able to gather and interpret different kinds of information and evaluate it. As well as learning about History you will develop your skills in communication, ICT, working with others, critical thinking and problem solving. You are encouraged in the course to put forward well reasoned arguments based on the evidence.

Examples of careers: journalism, the law, writing, computer science, tourism, customer care, marketing, research scientist, medicine, social work, designer, TV researcher, travel agent, architecture, armed services and many more.

ASSESSMENT

- No controlled assessment/coursework.
- All exams are linear, sat at the end of the course.

Further details on the content of the course will follow once the Department for Education releases them.

Staff contact: Mr A Sweet

Philosophy and Ethics

CURRICULUM CONTENT

Do you like debating and discussing the big questions? Like how do we know what we know, can you prove that reality exists? Can you believe in God and evolution? Is there such a thing as Evil?

Do you like the freedom to make up your own mind?

Do you question why people think, feel, believe and act in the way they do? Are you curious about the place and power of religion in the modern world?

We study 4 Religious philosophical and ethical themes;
The existence of God and revelation
Life, the value of Human life
Peace and conflict
Human rights and social justice

These issues are viewed from a secular and religious viewpoint.

The focus is on two religions Buddhism and Christianity

Students who have studied Philosophy and Ethics have learned to be:

- Independent, critical thinkers
- Open-minded, balanced, informed and objective
- Focused yet aware of a variety of perspectives
- Excellent at research and analysis
- Skilled communicators
- Able to analyse issues, trends and problems
- Unbiased and grounded in inquiry skills

These qualities are valued in a vast number of jobs and professions. They have particular relevance for those interested in a career in the fields of education, teaching, law, journalism, human resources, administration and many other occupations.

ASSESSMENT

The Philosophy and Ethics course leads to a GCSE in Religious Studies. This is examined through two 1 hour 45 minute exams in Year 11.

Staff contact: Mr Apps