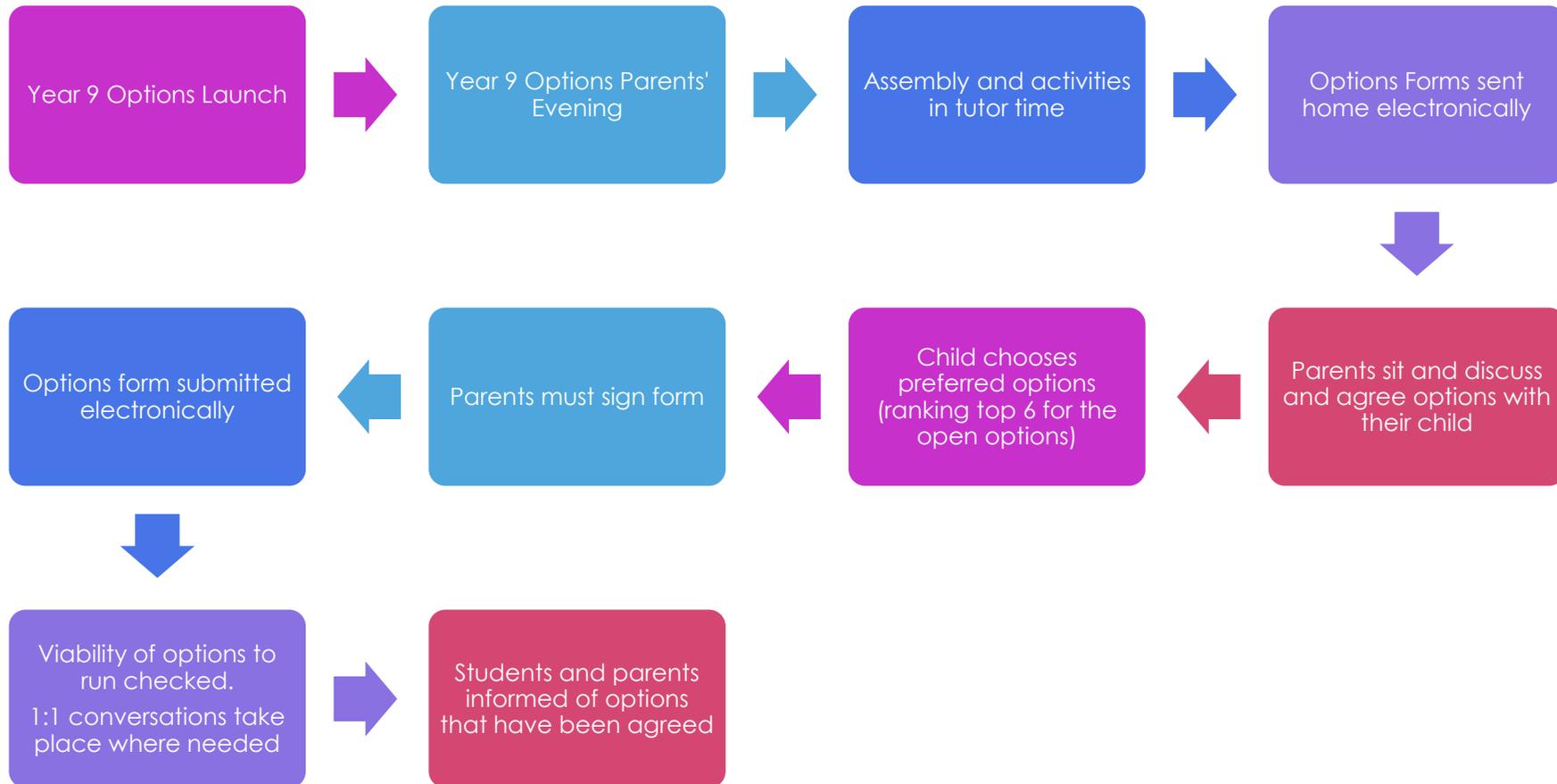




GCSE INFORMATION BOOKLET

NORTHAMPTON INTERNATIONAL ACADEMY

The Options Process



GCSE Options explained

<p>English Language AND English Literature All learners will study these 2 GCSE courses.</p>	<p>Maths All learners will study GCSE Maths.</p>	<p>Science All learners will study Combined Science (2 GCSEs).</p>	<p>Humanities All learners will choose either History or Geography. A small group of learners may pursue a different option here, if we feel they will find the nature of these courses too overwhelming and a more vocational course would better suit their next steps.</p>	<p>Modern Foreign Languages All learners will be asked to indicate their preferred language: Spanish or German. This is a facilitating option, and is in keeping with the school's global vision. We want as many learners as possible to pursue a Language GCSE as it is seen very favourably by employers and universities, and we have high aspirations for all our learners.</p>
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<u>Options- learners will be asked to give their top 6 choices, in order of preference</u>					
Business Studies	Computer Science	BTEC Dance	Drama	Fine Art	Food and Nutrition
Geography (select History as your Humanities option, if you would like to study both)	German (select Spanish as your preferred MFL option, if you would like to study both)	Graphics	BTEC Health and Social Care	<u>iMedia</u>	BTEC Music
Product Design	Psychology	Sociology	BTEC Sport	Triple Science	

**Courses are subject to change based on uptake and staffing.*

Maths GCSE

Exam board

Edexcel

Information about the number of papers / overview of papers (content)

Each paper is equally weighted (33.33%) and there are three to sit, one where calculators are not permitted and two with calculators permitted. Each paper is 1 hour and 30 minutes long and can cover the entirety of the maths content: number, algebra, geometry and measures, statistics, ratio and probability.

Questions are a mixture of types of questions ranging from skills based questions, generally worth one to two marks, to interpretation based questions, often worth between 2 to 4 marks, and problem solving questions which carry a large amount of marks built up from the use of skills and reasoning. There are also marks available with some topics to explain mathematical justification, deeming it necessary to fully comprehend a skill as well as applying it.

The tier for students (higher or foundation) will not be decided until nearer the time for when they will sit the exams as we will need to ensure students are entered on the most appropriate paper for them based on their ability to access the different tiers.

Assessment objectives:

The objectives cover whole of content and can come up in any of the three papers, the questions will cover a variety of concepts from the following strands:

Number

Algebra

Geometry and Measure

Statistics

Ratio and Proportion

Probability

Some Problem solving questions will require skills from multiple strands

Key skills

Questions are a mixture of types of questions ranging from skills based questions, generally worth one to two marks, to interpretation based questions, often worth between 2 to 4 marks, and problem solving questions which carry a large amount of marks built up from the use of skills and reasoning. There are also marks available with some topics to explain mathematical justification, deeming it necessary to fully comprehend a skill as well as applying it.

BTEC Music

Exam Board

PEARSON BTEC Level 1/2: First Award in Music.

Overview of units:

All students will do unit 1 and 2

Unit 1 music industry: External exam.

Guided learning hours = 30.

In this unit you will:

1. Understand different types of organisations that make up the music industry
2. Understand job roles in the music industry.

This unit aims to help you gain awareness and the underpinning knowledge of the structure of the music industry, its working practices and opportunities. Students will research different types of organisations in the music industry and explore in depth the industry roles. Students will look at case studies and produce a portfolio of written work. Resources There are no special resources needed for this unit.

Unit 2: Managing a music product:

In this unit you will:

1. Plan, develop and deliver a music product
2. Promote a music product
3. Review the management of a music product.

Students will develop and deliver one of following music products: A live performance, produce a CD or an online product such as a podcast. During their work as part of planning and development teams, students consider and

employ appropriate team-working and personal management skills. Students will also learn about promotion and marketing. Towards the end of the unit students will perform to a live audience and record their work onto a CD or will have produced an online music product.

Students will do two of the following:

UNIT 4: Introducing Music Composition

In this unit you will:

1. Explore creative stimuli to meet a brief
2. Develop, extend and shape music for performances
3. Present compositions appropriately.

Students will explore a variety of music software and develop compositional skills. Students will need to compose to set briefs and free compositions. Briefs could include composing music for film, adverts, media, radio and game music. Students will present their compositions digitally using the software provided.

UNIT 5: Performance.

In this unit you will:

1. Develop your music performance skills and review your own practice
2. Use your music performance skills within rehearsal and performance.

Students will be required to perform to a live audience and to record digitally. Students will rehearse in ensembles and learn to work with other musicians as well as rehearse and build techniques as a solo performer. Students will be required to

critique other performers and themselves and complete a self-evaluation.

Unit 7: Introducing Music Sequencing.

In this unit you will:

1. Explore music sequencing techniques
2. Use music sequencing software to create music

Students will learn how to create music using a variety of sources, including loops and software instruments. You will edit your music by the application of different processes such as quantisation, looping and note editing, and enhance the sound by the addition of appropriate plug-in effects such as reverb, delay and distortion. You will then learn how to create a final mix that will become a completed audio file. As you learn through experiencing and using the software, you will gain an understanding of the roles of different software tools, leading to the production of music that uses the full functionality of the software available. You will use your knowledge to create either original music or a creative arrangement of music already written by others.

Key Skills – Communication, Collaboration, Confidence, Independence, working with others, decision making, portfolio building, personal learning and thinking skills. English and Maths embedded throughout the course.

BTEC Dance (Performing Arts – Tech Award)

Exam Board

Pearson

What does this course cover?

The BTEC Tech Award in Dance is a great course for any student interested in Dance. It has a good balance of practical and theory. None of your assessed tasks take place under exam conditions. You will be assessed through your participation in lessons, your dance performances and through your written coursework and controlled assessment. We study a range of dance styles such as Jazz, Street, Contemporary, and we are changing this all the time to suit the needs of the students. You will love the variety this course offers and will enjoy the balance of theory and practical work. Accomplished dancers and beginners are all welcome, you will be challenged to improve your dance skills in all lessons.

Overview of papers/units:

Component 01: Explore – Exploring the performing arts

Students explore a range of dance styles both practically and theoretically. They analyse the creative intentions and purpose of choreography. Students will investigate how choreographers create their work and discover the various performance roles, skills, techniques and processes that go into getting a dance piece to the stage. This unit is assessed through a written coursework submission.

Component 02: Develop – Developing skills and techniques in the performing arts

Students take part in workshops, classes and rehearsals in at least two different dance styles. They develop physical, interpretative, and rehearsal skills and apply these in performance. The emphasis in this unit is to focus on the development of specific dance skills in order to create high quality dance work to perform to an audience. Students then reflect on their progress, the quality of their performance and how they could improve. Re-enforcing the cycle of continual improvement that is necessary in the dance industry. This unit is assessed through participation in rehearsals, the final performance and a progress log.

Component 03: Apply – Performing to a brief

In this unit, students will be required to create their own choreography in response to a brief, this can be in any dance style. Students consider how choreographers they have studied adapt their skills for different concepts and put this into practice in a performance. They are given a brief that they must respond to, they must use this brief, and apply their previous learning on the course to formulate ideas, choreograph and then perform their dance piece to an audience. They reflect on their performance in an evaluation report. This unit is assessed on the final performance and the evaluation.

Key Skills – Communication, Collaboration, Confidence, Independence.

Key performance skills (physical, interpretative and rehearsal skills). Written guided coursework, reflecting on progress and learning. Working in groups and independently within the course. Looking at, analysing and evaluating professional works.

BTEC First Award Level 2 Sport

Exam Board: Edexcel

What does the course cover?

Students will complete assignments to meet the grading criteria that are based on real life situations which will develop learners all round knowledge of sport. The course contains 4 Units. Three of the units are coursework based and one unit is assessed through a 1 hour online exam.

Mandatory units include;

➤ Fitness For Sport and Exercise (Online Exam)

You will cover the components of physical and skill-related fitness and the principles of training, explores different fitness training methods for developing components of fitness, and gain knowledge and skills in undertaking and administering fitness tests. This unit is externally assessed with an online exam that lasts for 1 hour. Questions range from multiple choice to a series of short answers.

➤ Applying the Principles of Personal Training (Coursework)

This unit looks at improving personal training goals of a sport. This is carried out by selecting an appropriate component of fitness and training method to improve it. This completed by creating and following a training program designed by you.

➤ Practical Sports Performance (Coursework)

This unit focuses on developing and improving your own practical sports performance. This is achieved through your active participation in

practical activities and reflection on your own performance and that of other sports performers. You will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics.

Additional units may include;

➤ The Sports Performer in Action (Coursework)

You will look at a variety of physiological functions and how they can function as a result of taking part in exercising over a length of time. A focus upon the energy systems for different sporting activities. Understanding how your body works and how it can be trained, as a sports performer or as a coach, you can help to make the necessary adaptations.

➤ Leading Sports Activities (Coursework)

You will be introduced to the attributes required to be a successful sports leaders, giving you the knowledge of the skills, qualities and responsibilities associated to being a leader. You will plan and deliver different components of sessions and whole session activities.

GCSE Drama

Exam Board
OCR

Overview of papers/units:

Component 01/02: Devising drama

Students research and explore a stimulus, work collaboratively and create their own devised drama. They complete a portfolio of evidence during the devising process, give a final performance of their drama, and write an evaluation of their own work.

Component 03: Presenting and performing texts

Students develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. The chosen extracts must allow sufficient exploration of dialogue, plot and/or subplot, and characterisation for students to work in depth on their acting or design skills.

Component 04: Drama: Performance and response

Students explore practically a whole performance text, and demonstrate their knowledge and understanding of how drama is developed, performed and responded to. They also analyse and evaluate a live theatre performance.

No recommended revision guides, students will be given a copy of the play studied for Component 04 to keep. OCR revision guides will be provided also.

Key Skills – Communication, Collaboration, Confidence, Independence.

Revision Techniques – line learning tips/help sheets available from Drama staff, supporting help sheets provided for each unit.

Spanish / German GCSE

Exam board: AQA

You can select to choose to study one of these languages or you can choose both!

Learning a language gives students capability and confidence for a wide range of challenging opportunities. By having a GCSE qualification in a language, students will have a valuable talent that's applicable to everything they do.

Learning a language develops key skills that employers value and there are unlimited areas of interest in the working world where languages are an asset: tourism, business, retail, law, teaching, international banking and Civil Service.

With a language, the prospects are endless!

Themes and topics:

Theme 1: Identity and culture

- Me, my family and my friends
- Technology in everyday life
- Free-time activities
- Customs and festivals

Theme 2: Local, national, international and global areas of interest

- Home, town, neighbourhood and region

- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

Key Skills:

Listening, Reading, Writing, Speaking, Translation.

A GCSE in a language will equip you with essential communication skills (for use with any language!) for life! Which is a key asset that employers seek.

Overview of papers:

Paper 1: Listening – Understanding and responding to different types of spoken language (25%)	Paper 2: Speaking – Communicating and interacting effectively in speech (25%)	Paper 3: Reading – Understanding and responding to different types of written language (25%)	Paper 4: Writing – Communicating effectively in writing for a variety of purposes (25%)
Questions in a mix of English and Spanish/German	Role play, photo card and general conversation	Questions in a mix of English and Spanish/German plus a translation	40/90/150 word writing tasks and a translation

English Language and English Literature

Exam board: AQA

Information about the number of papers / overview of papers (content):

English Language: Paper 1

This paper is 1h45 and it includes a reading section (based on an unseen 20th or 21st century literary text) and a writing section where students must write a description based on an image.

English Language: Paper 2

This paper is 1h45 and it includes a reading section where students must compare two non-fiction texts (texts will be from different centuries, either 19th, 20th or 21st) and a writing section where students will be asked to produce a non-fiction style text (e.g. Speech, letter, leaflet, essay, article).

English Literature: Paper 1

This paper is 1h45 and includes questions on *Much Ado About Nothing* and *Jekyll and Hyde*. They are both extract-based questions but this exam is closed book, meaning students have to memorise quotations. The questions are often phrased as: 'Starting with this extract, how does the author present.....'. It may be a character or theme question.

English Literature: Paper 2

This paper is 2h15 and includes questions on *An Inspector Calls*, *Power & Conflict* poetry anthology and unseen poetry. This exam is closed book, meaning students will have to memorise quotations.

Non-exam assessment: speaking and listening. This is not credited with a GCSE, however students will be given a 'pass', 'merit' or 'distinction' which will show on their exam certificates. They will be required to give an individual presentation on a topic of their choice.

Assessment objectives for each subject

English Language

AO1- Identify and interpret explicit and implicit information and ideas

Synthesise evidence from different texts

AO2- analysis of language and structure, using relevant subject terminology.

AO3- Compare writers' ideas and perspectives in two or more texts

AO4- evaluate texts critically

AO5- communicate clearly, effectively and imaginatively, creating coherence.

AO6- Accuracy of spelling, punctuation and grammar.

English Literature

AO1- Critical writing style, including using quotations effectively.

AO2- Analysis of language, structure and form, using relevant subject terminology.

AO3- Understanding the importance of context (social/historical info about the text)

AO4- Accuracy of spelling, punctuation and grammar.

Key skills

Technical accuracy (punctuation and grammar)

Writing analytically (using what? How? Why? Paragraphs)

Writing appropriately for purpose and audience

Knowledge of the set texts

GCSE Design Technology / 3D Design

EXAM BOARD: AQA (8552)

How is the course assessed?

Written exams: 2 hours exam

Core technical principles and core designing and making principles. Specialist knowledge, technical and designing and making principles

50% of GCSE NEA – the non-exam assessment

Substantial design and make task - Practical application of technical principles, designing and making principles and specialist knowledge.

35 hours

100 marks

50% of GCSE

What does the course cover?

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries.

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice. Students will gain a real understanding of what it means to be a

designer, alongside the knowledge and skills sought by higher education and employers. The subject content is;

- 1. Core technical principles
- 2. Specialist technical principles
- 3. Designing and making principles
-

What skills will the course help you develop?

GCSE Design and Technology is a two year course that will prepare students to participate confidently and successfully in an increasingly technological world. The students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. The students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Design Technology allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. During Year 10 the students will work with a variety of materials, building upon their knowledge from KS3. The short focused practical tasks will provide the necessary platform for the students to eventually embark upon the major project (NEA) in Year 11 which will require a 20 page A3 folder and a quality practical outcome.

What do students who study this course go on to do?

There are so many opportunities in the creative world of design.

Cambridge National Certificate in iMedia

Exam Board:

OCR (J817)

Overview of papers / unit:

The Cambridge National Certificate in iMedia is a Level 1 / Level 2 course, consisting of 4 units: one exam and three “coursework” style internal assessments. One of the internal assessments is compulsory, the other are selected from a range of options in consultation with the class.

R081 – 90 minute exam (25% of grade) – Preproduction Skills:

- Students will answer questions around an unseen brief, producing planning and creative documents to support an imagined outcome.

Internal Assessment Units – (75% of grade) – Production Skills:

The remaining 75% of the marks come from the students best 3 grades from a range of optional and compulsory internal assessment units. We try to complete at **least 3** of the optional units to provide students with a range of different topic areas to suit the diverse nature of the classes. Selection of units is made in consultation with the class.

Each unit follows the same structure as R082 (see below) but with the topic, brief and media platform and areas of production changed.

R082 – Compulsory Internal Assessment (25% of grade) – Creating Digital Graphics:

- ALL STUDENTS MUST COMPLETE THIS UNIT TO PASS LEVEL OR ABOVE

- A brief relating to a new digital graphic
- Students research, plan, create and then review a creative outcome to meet the brief.
- Learn Photoshop and Illustrator for creating a range of different graphics and graphic styles

R085 – Optional Internal Assessment (25% of grade) – Multipage Websites:

- A brief relating to a new multipage website
- Learning web design and page layout.
- Some CSS and HTML coding.

R086 – Optional Internal Assessment (25% of grade) – Digital Animation:

- A brief relating to a new digital animation
- Learning animation techniques such as stop motion, cell animation, rendered graphic animation
- Uses Adobe Animate (formerly Adobe Flash)

R087 – Optional Internal Assessment (25% of grade) – Interactive Multimedia:

- A brief relating to a new interactive multimedia product
- Learning app design for a range of circumstances, page layout, navigation and “flow”.
- GUI design to create an intuitive product for new users.

R091 – Optional Internal Assessment (25% of grade) – Designing a Game Concept:

- A brief relating to a new game concept
- Learning about design process, parts of game development, appealing to audiences, character

design, game concept design, primary game loops and 'stickiness'.

Key Skills:

Through the completion of these units, students will learn:

- How to carry out and present primary and secondary research;
- How to use a range of techniques and methods to generate and develop ideas;
- How to use industry standard software and practices to create engaging media texts;
- How to evaluate creative work against the stated requirements of a brief.

History GCSE

Exam Board
Edexcel

Overview of papers/units:

Paper 1 - British Thematic Study with Historic Environment [52 marks, 30% weighting, 1 hour 15 minutes]

Thematic study (20%)

-Medicine in Britain, c1250 to present

Historic Environment (10%)

-The British sector of the Western Front: injuries, treatment and the trenches

Paper 2 - Period Study and British Depth Study [64 marks, 40% weighting, 1 hour 45 minutes]

Period study (20%)

- The American West, c1835–c1895

British Depth Study (20%)

- Early Elizabethan England, 1558–88

Paper 3 - Modern Depth Study [52 marks, 30% weighting, 1 hour 20 minutes]

The USA, 1954–75: conflict at home and abroad

Key Skills

Paper 1 – British Thematic Study with Historic Environment [52 marks, 30% weighting, 1 hour 15 minutes]

Section A: Historic environment 10%

AO1 Describe two features of... 4 marks

AO3 How useful are Sources A and B for an enquiry into...? 8 marks

AO3 How could you follow up Source [A/B] to find out more about...? 4 marks

Section B: Thematic study 20%

AO1/ AO2 Explain one way in which X was [similar/different] to Y. 4 marks

AO1/ AO2 Explain why... 12 marks

AO1/ AO2 '[Statement.]' How far do you agree? Explain your answer. 16 marks + 4 marks for SPaG

Paper 2 – Period Study and British Depth Study [64 marks, 40% weighting, 1 hour 45 minutes]

Booklet P: Period Study 20%

AO1/ AO2 Explain two consequences of... 8 marks

AO1/ AO2 Write a narrative account analysing... 8 marks

AO1/ AO2 Explain two of the following: The importance of X for Y. 16 marks

Booklet B: British Depth Study 20%

AO1 Describe two features of... 4 marks

AO1/ AO2 Explain why... 12 marks

AO1/ AO2 '[Statement.]' How far do you agree? Explain your answer. 16 marks

Paper 3 – Modern Depth Study [52 marks, 30% weighting, 1 hour 20 minutes]

Section A

AO3 Give two things you can infer from Source A about... 4 marks

AO1/ AO2 Explain why.... 12 marks

Section B

AO3 How useful are Sources B and C for an enquiry into...? 8 marks

AO4 What is the main difference between the views? 4 marks

AO4 Suggest one reason why Interpretations 1 and 2 give different views about... 4 marks

AO4 How far do you agree with Interpretation [1/2] about...? 16 marks + 4 marks for SPaG

GCSE Combined Science

Exam Board:

AQA

Overview of assessment and assessment topics

Biology		Chemistry		Physics	
Paper 1	Paper 2	Paper 1	Paper 2	Paper 1	Paper 2
Cell Biology Organisation Infection and response Bioenergetics	Homeostasis and response Inheritance, variation and evolution Ecology	Atomic structure and the periodic table Bonding, structure and properties of matter Quantitative chemistry Chemical and energetic changes	The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Energy Electricity Particle model of matter Atomic structure	Forces Waves Magnetism
6 x 1hr 15min exam Foundation and Higher tier 75 Marks per assessment Each exam is worth 16.7% of GCSE					

Our assessment objectives

AO1 40%	Are students able to recall the key information covered within the Science GCSE? Can students suggest why some things happen in Science?
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AO2 40%	Are students able to accurately describe the scientific process behind why things happen? Can students describe how to investigate the science behind a big idea?
AO3 20%	Can students apply their knowledge to new and unusual situations?

Key Skills

Students will develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
Students will develop understanding of the nature, processes and methods of Science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
Students will develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments.
Students will develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

GCSE Science: Biology (As part of Triple Science)

Exam Board:

AQA

Overview of Assessments and Topics:

Paper 1	Paper 2
Cell Biology Organisation Infection and response Bioenergetics	Homeostasis and response Inheritance, variation and evolution Ecology
2 x 1hr 45 min exam Foundation and higher tier 100 Marks per assessment Each exam is 50% of the GCSE	

*Although the topics listed are similar to the topics in GCSE Combined Science, there is additional content that students are required to learn.

Our assessment objectives

AO1 40%	Are students able to recall the key information covered within the Science GCSE? Can students suggest why some things happen in Science?
AO2 40%	Are students able to accurately describe the scientific process behind why things happen? Can students describe how to investigate the science behind a big idea?
AO3 20%	Can students apply their knowledge to new and unusual situations?

Key Skills

Students will develop scientific knowledge and conceptual understanding through the specific discipline of Biology.

Students will develop understanding of the nature, processes and methods of Science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.

Students will develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments.

Students will develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

GCSE Science: Chemistry (As part of Triple Science)

Exam Board:
AQA

Overview of Assessments and Topics:

Paper 1	Paper 2
Atomic structure and the periodic table Bonding, structure and properties of matter Quantitative chemistry Chemical and energetic changes	The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources
2 x 1hr 45 min exam Foundation and higher tier 100 Marks per assessment Each exam is 50% of the GCSE	

*Although the topics listed are similar to the topics in GCSE Combined Science, there is additional content that students are required to learn.

Our assessment objectives

AO1 40%	Are students able to recall the key information covered within the Science GCSE? Can students suggest why some things happen in Science?
AO2 40%	Are students able to accurately describe the scientific process behind why things happen? Can students describe how to investigate the science behind a big idea?
AO3 20%	Can students apply their knowledge to new and unusual situations?

Key Skills

Students will develop scientific knowledge and conceptual understanding through the specific discipline of Chemistry.
Students will develop understanding of the nature, processes and methods of Science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
Students will develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments.
Students will develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

GCSE Science: Physics (As part of Triple Science)

Exam Board:

AQA

Overview of Assessments and Topics:

Paper 1	Paper 2
Energy Electricity Particle model of matter Atomic structure	Forces Waves Magnetism Space
2 x 1hr 45 min exam Foundation and higher tier 100 Marks per assessment Each exam is 50% of the GCSE	

*Although the topics listed are similar to the topics in GCSE Combined Science, there is additional content that students are required to learn.

Our assessment objectives

AO1 40%	Are students able to recall the key information covered within the Science GCSE? Can students suggest why some things happen in Science?
AO2 40%	Are students able to accurately describe the scientific process behind why things happen? Can students describe how to investigate the science behind a big idea?
AO3 20%	Can students apply their knowledge to new and unusual situations?

Key Skills

Students will develop scientific knowledge and conceptual understanding through the specific discipline of Physics.

Students will develop understanding of the nature, processes and methods of Science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.

Students will develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments.

Students will develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

GCSE Fine Art

EXAM BOARD:

AQA

How is the course assessed?

60% is course work completed in class, This is project based and all the work in their sketchbooks that they do in class through yrs 10 and 11 counts towards their final grade.

40% exam project – The exam questions are issued by the exam board. The students then choose one of these to develop into a project. They will complete this element in class time and produce a completed sketchbook. This is worth $\frac{3}{4}$ of the exam mark. There is a final 10hr exam in which they produce the final piece they have developed. This is worth $\frac{1}{4}$ of the exam mark. The exam is sat over several sessions.

Students are able to take sketchbooks home to complete and improve classwork. An Art club is run each week which students are encouraged to attend in order to develop and complete their work to a high standard with teacher support.

What does the course cover?

Art is an interesting and creative course where students are encouraged to express their personalities and develop a wide

range of new skills. Student need to be creative thinkers and problem solving and decision making are key skills. The course gives students practical art skills and an understanding of the creative process that they can then choose to develop further through A Level or college courses.

Students will study a range of artists throughout the course and will also research artist of their own choosing to support their ideas and developments. Students will create a portfolio of work, which will consist of one main course work project and one smaller project. Students will understand the creative process and be able to apply this to their own ideas.

Assessment objectives for coursework and exam

There are four assessment objectives the students must cover.

- AO1 - (Looking at artists) Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 – (experimenting with media and ideas) Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3 – (drawing, ideas and photography) Record ideas, observations and insights relevant to intentions as work progresses.
- AO4 – (Final piece or pieces) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Key Skills

- Willingness to have a go and try new media and techniques

- To practise their skills and spend time refining and developing these
- Good presentation
- Drawing
- Creative thinking

What skills will the course help you develop?

GCSE Fine Art is a two year course. It will prepare them for further study in Art and Design and equip them with a wide range of media and techniques that students will be competent in.

GCSE will develop the students confidence to make artistic and personal choices and develop skills in decision making.

Equipment

Students are provided with almost all equipment and resources. However students would benefit by having a small range of their own drawing pencils including 2B and 4B and a putty rubber. These are available from WHSmith, Colemans and Hobbycraft.

What do students who study this course go on to do?

There are many courses and jobs in the creative world ranging from a traditional artist through to fashion designer, Graphic designer, film and tv make up, costume and sets , fashion design, jewellery design and silversmithing, game concept designers, animator, interior design and architecture to name a few.

GCSE Psychology

EXAM BOARD:

OCR

How is the course assessed?

100% of this course is exam based. At the end of Year 11 students will sit 2 exams, each 50% of the final grade.

What does the course cover?

There are 6 topics within GCSE Psychology and some key themes running through these. Students will learn about Research Methods and Psychological Theory and apply this to the 6 main topics; Criminal Psychology, Developmental Psychology, Psychological Problems, Social Influence, Memory, Sleep and Dreaming.

Assessment objectives for exam

There are three assessment objectives the students must cover;

AO1 – Demonstrate knowledge and understanding of psychological ideas, processes and procedures

- Multiple choice questions
- Identify questions
- Give one example questions
- State questions

AO2 – Apply knowledge and understanding of psychological ideas, processes and procedures

- Outline questions
- Using the source questions
- Explain questions
- Give one example questions
- Describe questions
- Explain how far questions

AO3 – Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions

- Explain how far questions

Key Skills

- Understanding of psychological theory
- Research Methods
- Evaluative skills
- Analytical skills

GCSE Sociology

EXAM BOARD:

AQA

How is the course assessed?

100% of this course is exam based. At the end of Year 11 students will sit 2 exams, each 50% of the final grade.

What does the course cover?

There are 4 topics within GCSE Sociology and some key themes running through these. Students will learn about Research Methods and Sociological Theory and apply this to the 4 main topics; Family, Education, Crime and Deviance, Social Stratification.

Assessment objectives for exam

There are three assessment objectives the students must cover;

AO1 – Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods

- Multiple choice questions
- Describe questions
- Identify questions
- Examine questions

AO2 – Apply knowledge and understanding of sociological theories, concepts, evidence and methods

- Examine questions
- Identify and explain questions
- Identify and describe questions
- Discuss how far questions

AO3 – Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions

- Identify and explain questions
- Examine questions
- Discuss how far questions

Key Skills

- Theoretical understanding of the social world
- Analysis skills of social institutions
- Research skills
- Critical evaluation of topics and view of the world

BTEC Health and Social Care

EXAM BOARD:

Pearson

Students will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

What does the course cover?

There are three components the students must cover;

1. Human Lifespan Development: 30% of the total qualification. Students are assessed through written assignments throughout the component.

Students will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

2. Health and Social Care Services and Values: 30% of the total qualification. Students are assessed through written assignment and one practical assessment.

Students study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

3. Health and Wellbeing: 40% of the total qualification. Students are assessed through one external examination based on a key task that requires students to demonstrate they can identify and effectively use an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

Computer Science GCSE

Exam Board:

OCR (J277)

Overview of papers / unit:

There are 3 units to the GCSE Computer Science; two non-calculator exams, and a practical programming portfolio.

J277/01 – 90 minute exam (80 marks) – Computer Systems:

- Systems architecture
- Memory and storage
- Networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of computing

J277/02 – 90 minute exam (80 marks) – Computational Thinking, Algorithms and Programming:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

b4q2 [4 Practical Programming]:

All students must have undertaken programming in a textual language (python 3), drawing on their wider computational skills and understanding of programming to solve a series of

set problem tasks. There is no discrete mark awarded for the programming unit, but rather the skills are assessed as part of J277/02.

Key Skills:

The course encourages students to develop a 'computational thinking model' to engage with problems presented in the world around them. They will gain an understanding of how:

- computers can represent, store and manipulate data;
- instructions are carried out inside a computer processor;
- hardware and software combine to provide working systems;
- how problems can be decomposed into computer-solvable algorithms, using abstraction to clear away unhelpful detail;
- computers have impacted the world, in terms of security, privacy and communications;
- to solve problems using a design / write / test / refine model, using the python3 programming language.

GCSE Food Preparation and Nutrition

[Exam board AQA]

What does the course cover?

The new Food Preparation and Nutrition GCSE will help you develop a greater understanding of: nutrition, food provenance and the working characteristics of food materials. You will also learn about food from around the world, through the study of British and international culinary traditions, as well as developing an understanding of where food comes from (food provenance) and the challenges surrounding food security. You will master culinary skills and appreciate the science behind food and cooking.

This is an exciting and creative course which will allow you to demonstrate your practical skills and make connections between theory and practice.

Subject_content

1. Food, nutrition and health

2. Food science
3. Food safety
4. Food choice
5. Food provenance

What skills will the course help you develop?

This is a GCSE course with a strong practical focus. You will master a variety of technical skills and become proficient in the kitchen. In addition, you'll develop an in-depth knowledge of: food science, food safety, food choice, nutrition and health. You will also develop transferable skills such as: analysis, evaluation, communication skills, working independently, time management as well as being able to interpret information and data.

Assessments –

How will I be assessed?

There will be one exam for this qualification, which will assess your knowledge of the theory behind food preparation and nutrition. The exam will be 1 hour 45 minutes long. The second part of the assessment will be a non-examination

assessment and will consist of two practical tasks.

Task 1: Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food. This task will provide you with an opportunity to demonstrate your knowledge and practically apply your understanding of the science behind cooking. You will practically investigate ingredients and explain how they work and why?

Task 2: Students will plan, prepare, cook and present a three course menu. This task will provide you with an opportunity to “cook-up a storm” and showcase your creativity and cooking skills. You might make a street food menu: create delicious tapas dishes, or cook-up a menu for a student on a budget.

Where will GCSE Food Preparation and Nutrition take you?

GCSE Food Preparation and Nutrition will equip you to go on to study further. After taking this course, you could embark on AS or A-level

study, begin an apprenticeship, study at catering college, or perhaps begin employment in the catering or food industries. You will also have the knowledge and skills to feed yourself (and others) affordably and nutritiously for life.

GCSE Graphic Communication

EXAM BOARD:

AQA

How is the course assessed?

60% is course work completed in class. This is project based and all the work they do in class through yrs 10 and 11 counts towards their final grade.

40% exam project – The exam project themes are issued by the exam board. Students then choose one of these to develop into a project. They will complete this element in class time and produce a resolved project which is worth $\frac{3}{4}$ of the exam mark. There is a final 10hr exam in which they produce the final design they have developed. This is worth $\frac{1}{4}$ of the exam mark with the exam sat over several sessions.

Students are able to take folders home to complete and improve classwork. An after school club is run each week which students are encouraged to attend in order to develop and complete their work to a high standard with teacher support.

What does the course cover?

Graphic Communication is an interesting and creative course where students are encouraged to express their personalities and develop a wide range of new skills. Student need to be creative thinkers and problem solving and decision making

are key skills. The course gives students practical design skills and an understanding of the creative process that they can then choose to develop further through A Level or college courses.

Students will study a range of design styles and designers throughout the course and will also select some of their own choosing to support their ideas and developments. Students will create a portfolio of work, which will consist of one main course work project and one smaller project. Students will understand the creative process and be able to apply this to their own ideas.

Assessment objectives for coursework and exam

There are four assessment objectives the students must cover.

AO1 - (Looking at artists and designers) Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 – (experimenting with media and ideas) Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 – (drawing, ideas and photography) Record ideas, observations and insights relevant to intentions as work progresses.

AO4 – (Final piece or pieces) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Key Skills

- CAD/CAM
- Creative thinking
- To practise their skills and spend time refining and developing these
- Good presentation
- Drawing & Designing
- Practical modelling/making skills
- Creative thinking

What skills will the course help you develop?

GCSE Graphic Communication is a two year course. It will prepare them for further study in Art and Design/Graphics and equip them with a wide range of media and techniques that students will be competent in.

This GCSE will develop the students' confidence to make design and personal choices whilst developing skills in decision making.

Equipment

Students are provided with almost all equipment and resources, however students would benefit by having a small range of their own drawing equipment - decent quality blendable, colour pencils, fineliners, etc. An A3 plastic wallet, revision guide and A3 sketchbook are also handy.

Equipment available for use

The workshops at NIA are fully equipped with a wide variety of powered machinery and hand tools for extensive modelling. A laser cutter and several 3d printers are also able to be used

with compliant materials and a range of wood, metals and plastics. Electronics, plastics shaping and many specific materials can also be incorporated.

What do students who study this course go on to do?

There are many courses and jobs in the creative design world ranging from Graphics and digital designer through to fashion designer, Typography, Architect, Computer/CAD design, costume and sets , Product design, jewellery and silversmithing, game concept designers, animator, interior design and engineering to name a few.

Geography GCSE

Exam board

OCR

Overview of papers/ units:

Content overview	Assessment Overview	
<ul style="list-style-type: none"> Landscapes of the UK People of the UK UK Environmental Challenges 	Living in the UK Today (01) 60 marks 1 hour Written paper	30% of total GCSE
<ul style="list-style-type: none"> Ecosystems of the Planet People of the Planet Environmental threats to our Planet 	The World Around Us (02) 60 marks 1 hour Written paper	30% of total GCSE
<ul style="list-style-type: none"> Geographical Skills Fieldwork Assessment 	Geographical Skills (03) 80 marks 1 hour 30 minutes Written paper	40% of total GCSE

Our assessment objective:

	Assessment Objective
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A01	Demonstrate knowledge of locations, places, processes, environments and different scales.
A02	Demonstrate geographical understanding of: <ul style="list-style-type: none"> Concepts and how they are used in relation to places, environments and processes The inter-relationship between places, environments and processes.
A03	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
A04	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Key skills: Students are expected to be able to use the following skills throughout all three papers.

Cartographic skills
Select, adapt and construct maps
Interpret cross-sections and transects
Understand grid references, scale and distance
Extract, interpret, analyse and evaluate information
Gradient, contour, spot heights
Describe, interpret and analyse GIS

Maps to be studied	Scattergraphs (including line of best fit)
OS maps (1:50 000 and 1:25 000 scales)	Dispersion graphs
Base maps	Pie charts
Choropleth maps	Climate graphs
Isoline maps	Proportional symbols
Flow line maps	Pictograms
Desire-line maps	Cross-sections
Sphere of influence maps	Population pyramids
Thematic maps	Radial graphs
Route maps	Rose charts
Sketch maps	
Graphical skills	
Select, adapt and construct graphs and charts	
Presentation and communication of data	
Extract, interpret, analyse and evaluate information	
Graphs and charts to be studied	
Bar graphs (horizontal, vertical and divided)	
Histograms (with equal class intervals)	
Line graphs	