



SOUTHBOROUGH
HIGH SCHOOL



Year 9 KS4 Options Booklet 2016

*Options*9

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INTRODUCTION

Dear Parent/Carer,

This booklet aims to describe the elements of the curriculum which students who are currently in Year 9 will study during Years 10 and 11 (September 2016 to June 2018).

A large part of the curriculum is compulsory for all students but there is also an element of choice which means that students can shape their own learning programme in KS4 according to their interests, their future education and career aspirations. The procedure for selecting option subjects is explained in these pages. Please spend some time reading this information to help your son make the best choices.

The "option procedure" begins in the Spring Term and during the Summer Term the school works very hard to make pupil choices possible. At Southborough we are keen to make the decision making process as easy as possible and to ensure that the right decisions are made.

The Government introduced the "English Baccalaureate" (EBacc for short) four years ago - this groups together 5 subjects. The students deemed to have achieved the "English Baccalaureate" will be those pupils passing at GCSE grade C or above in English, Mathematics, Science (x2), a Language, Geography or History. Employers and further education establishments place a great emphasis on students gaining qualifications in Humanities and a Modern Foreign Language at Key Stage 4. This reinforces our recommendation that Southborough students have a broad and balanced curriculum. Most GCSE subjects are now examined at the end of Year 11 following the removal of the modular exam system. Subjects such as ICT now contain a certain amount of external assessment, and are no longer wholly coursework based, whilst most subjects also carry a number of marks for answers containing the correct spelling, punctuation and grammar. This means that syllabuses and assessment specifications will be different to those experienced by former Key Stage 4 cohorts.

Relevant questions you should ask yourself are:

- Which subjects do I enjoy?
- Which subjects am I good at?
- In which subjects have I made most progress since Year 7?
- Which subjects have I been advised to take?
- Which subjects do I need to consider for a career and my Sixth Form studies?

Whatever courses students eventually follow, the staff, with the help of parents, will encourage each individual to achieve his best with academic excellence and suitable progression rates into the Sixth Form or further education being the ultimate aim. Southborough High School has a very good examination record which we will strive to maintain. I hope you find this booklet informative and helpful in assisting you to make the right choices for your son.

Yours sincerely,

Mr C Wicking
Deputy Headteacher

COMMITMENT TO STUDY AND CONTROLLED CONDITIONS

A commitment to study is essential to success. This means hard work in school and at home. Pupils can expect an increased homework load during these two important years. All courses have substantial elements of preparation work to be done at home too.

Employers and institutions of further and higher education will be impressed by achieving good grades. They are keen to recruit people who have demonstrated the ability to work hard, who are reliable and trustworthy and who can contribute to the society in which they live and work. We therefore regard it as important that pupils continue to participate in extra-curricular activities (although it may be necessary to curtail these at times approaching examinations).

Good attendance at school is also vital to this success. It is also something that employers and colleges ask about in a reference.

WHERE CAN I GET INFORMATION ABOUT OPTIONS?

In order to make sound choices, pupils must be well informed.

INFORMATION can be obtained from a variety of sources:

1. The Library has a section dedicated to vocational and higher education information plus information available on CD ROM.
2. The Careers Library has many resources regarding a whole range of Careers and post-16 opportunities. Employers and employees will often willingly discuss subject choices with young people.
3. Subject staff are happy to tell pupils as much as they need to know about GCSE courses in their departments. Heads of Department will be able to advise at the Year 9 Option Evening.
4. Form Tutors, Heads of Year and members of the Senior Leadership Team are always willing to discuss plans and any problems an individual may be experiencing.
5. Jobs4u – available online will give advice on option choices and career paths.
6. U-explore is a website for careers information which is introduced to pupils during tutor time.
7. Through tutor periods and assemblies.

THE CURRICULUM FRAMEWORK: KEY STAGE 4

The Southborough curriculum at Key Stage 4 fulfils the statutory minimum requirements of the National Curriculum and provides a great deal more in addition. The curriculum is designed to meet the individual needs of every student and to provide motivation by offering a range of subjects, which will lead to a rounded education for every student. It is also planned to provide seamless continuity into post-16 education in the Sixth Form.

The curriculum is based upon a core of subjects as follows:

- English Language
- Science
- Mathematics
- Physical Education
- Personal, Social, Health and Careers Education (PSHCE)

The remainder of the curriculum is the optional part, which consists of a number of subject choices. These are a variety of GCSE subjects and other appropriate courses. Access to work-based learning is also provided. The range of options will depend upon demand. Students' choices will be restricted to those courses, which are felt to be appropriate in terms of depth of study and demand.

The final choice of a student's curriculum in Key Stage 4 should involve student, parents and teachers. There may be subjects that are inappropriate for some students, while others may wish to pursue all subjects. There must be some choice made at this stage due to the demands of examination courses.

The curriculum is more than just exams. Some important issues are indeed covered within examination courses but it is vital to ensure that each student receives a rounded personal and social education.

The essential issues taught through cross-curricular studies and the general life of the school are:

- environmental education
- health education
- economic and industrial understanding
- citizenship
- work-related learning
- careers education and guidance
- community education, religious education
- equal opportunities.

The whole curriculum is designed to provide a broad, balanced, coherent and relevant education. It is important that each student ensures we understand his needs and that he understands the courses and choices available. This prospectus is intended to help that process.

NOTE: Raising of the Participation Age

Recent changes in government legislation means that your son must now remain in full time education or employment with training (such as apprenticeship or employment with day release to college) until their 18th birthday.

CURRICULUM ASSESSMENT, RECORDING AND REPORTING

Students will take externally accredited exams in most of the courses they pursue. Some courses will, however, be internally accredited.

In external exams, grades will be awarded on what a student knows, understands and can do, and consequently the examinations demand far more than a good memory and the ability to churn out facts on the examination day. There is an emphasis on practical and relevant work combined with assessment of the course throughout the two years.

In most of the courses described in this prospectus, coursework marks become part of the final result; hence students have a chance to amass "marks under their belt" before the final examination. In some subjects regular external tests form part of the continual assessment.

Find out from this booklet or by asking your teacher what you will be expected to do.

In some cases assessment will be a project, while in others it may be continuous evaluation of regular classroom activities. This should help boys who have difficulties with written examinations since it values their on-going work.

Look carefully at each subject to see what percentage of the mark is awarded on coursework and what percentage on the final examination.

It is likely that coursework will involve each student in the completion of a considerable amount of work outside lesson time. In this respect, boys will be expected to take a large degree of responsibility for their own work by taking deadlines seriously and planning their work carefully. Homework and private study in the Library take on even greater importance in the context of external exams.

To help parents check on coursework progress there will be regular feedback about the various deadlines. There will be a Progress Report in each of the first two terms and a Main Report at the end of Year 10. Another Main Report will be published after the Mock Examinations in the December of Year 11. There will also be pre-arranged Parent Consultation Evenings in Year 11 and a consultation evening in Year 10 so that parents can keep in touch with their son's progress.

At any other time parents can contact the tutor at school about concerns and queries, or use the student's Honeycomb ePlanner to contact any member of staff.

What will I learn?

In Key Stage 4 all students study GCSE English Language and GCSE English Literatures (AQA) for examination in Year 11.

How will I learn?

You will be taught various skills throughout the course; teaching and learning is sufficiently flexible to allow for a range of approaches and engagement. Literary and non-literary texts, from across time periods, will be studied.

How will I be assessed?

The **GCSE English Language** course is 100% examination (2 exams) that focus on reading and writing. There are 2 papers, worth 50% each. Reading looks at literary and non-literary fiction and non-fiction and writing is descriptive/narrative and to present a viewpoint. There is also a non-examined speaking and listening element studied and awarded (spoken language).

The **GCSE English Literature** course is 100% examination (2 exams), exploring Shakespeare and a nineteenth century novel (40%) and modern texts and poetry (both studied and unseen) that is 60% of the GCSE.

Where might it lead?

This course will prepare you for AS and A Level English Language and/or Literature and a number of other courses in higher education. All potential employers, in whatever career you choose, will be looking for people who can communicate clearly and express themselves appropriately.

Good communication skills are vital in all aspects of life.

Further information is available from:

Ms J Mosely – Head of English

GCSE MATHEMATICS (AQA)

This course will be of particular interest to those who are interested in scientific, commercial and technical fields.

What will I learn?

You will study in greater depth the four main mathematical areas of number, algebra, geometry and handling data.

How will I learn?

You will learn through examples based upon every day and real life situations, especially drawing from business and science. References to art, design, the humanities and PE are also made showing how applicable maths is across the curriculum.

How will I be assessed?

You will take one non-calculator and two calculator exams.

There is no coursework.

Where might it lead?

Success in GCSE Mathematics makes you more impressive to prospective employers. If you go on to study A level Mathematics you will earn on average 13% more than people with non-mathematical A levels (by the time you are 30). Job opportunities include finance, engineering, science, economics, teaching, ICT and statistics.

Further information is available from:

Mrs A McIntyre – Head of Mathematics

GCSE CORE SCIENCE - 1 GCSE (OCR)

This course will be of particular interest to those who are interested in science but may not wish to take it at A Level.

What will I learn?

Content Core Science takes the form of a controlled assessment unit (25% of GCSE) and 2 exams which are all linked to current issues in Science. The modules are B1 and 2, C1 and 2, P1 and 2. Students will then take B1, C1, P1 exam (35%) and B2, C2, P2 exam (40%).

The units are as follows:

- Biology unit 1: Keeping Healthy, Nerves and hormones, The use and abuse of drugs, Interdependence and Competition, Energy and biomass in food chains, Waste materials from plants and animals, Genetic variation and its control and Evolution.
- Chemistry unit 1: The fundamental ideas in chemistry, Limestone and building materials, Metals and their uses, Crude oil and fuels, Other useful substances from crude oil, Plant oils and Changes in the earth and its atmosphere.
- Physics unit 1: Energy transfer, Energy and efficiency, The usefulness of electrical appliances and The use of waves for communication and to prove the universe is expanding

How will I learn?

Pupils study Biology, Chemistry and Physics as three units. The learning is linked to contemporary situations and will provide pupils with a broad base with which to understand current issues in the world around them and a firm foundation for progression to GCSE Additional Science.

How will I be assessed?

Content Core Science takes the form of a controlled assessment unit (25% of GCSE) which are all linked to current issues in Science. The modules are B1 and 2, C1 and 2, P1 and 2. Students will then take B1, C1, P1 exam (35%) and B2, C2, P2 exam (40%).

Where might it lead?

Core Science is necessary for progression to a wide range of college courses and a variety of career paths for example: nursing, dental hygienist, vet nurse.

Core Science is part of the minimum entry requirement for courses in for example Science, Psychology, Sport and exercise Science, NVQ Level 2 Engineering, NVQ Level 2 Electrical installations, photography, food technology and sports science.

Further information is available from:

Mr A Duke - Head of Science

GCSE ADDITIONAL SCIENCE - 2 GCSEs (OCR)

This course will be of particular interest to those who are interested in science but may not wish to take it at A Level.

What will I learn?

Pupils study three units in Biology, Chemistry and Physics which build on the themes developed in GCSE Core Science. GCSE Additional Science will allow pupils to progress to post 16 Science courses such as NVQs or A Level Sciences. GCSE Additional Science is essential for progression towards Science related careers.

How will I learn?

Apply scientific knowledge in changing situations in a range of domestic, industrial and environmental contexts. Critically evaluate scientific data and evidence and present information clearly and logically.

How will I be assessed?

Biology, Chemistry and Physics will be assessed in two exams: B3, C3, P3 – (35%) and B4, C4, P4 – 40%, the final 25% is based on a controlled assessment which will be completed in school. As in Core Science the controlled assessment is intended to enable candidates to develop the skills, knowledge and understanding of How Science Works through investigative work. Controlled assessments will require pupils to carry out practical work, process their data and analyse it.

This option will lead to a second, separate GCSE qualification in Additional Science, in addition to your Core Science GCSE grade.

Where might it lead?

Careers ideas: Architect, biochemist, building control officer, chemist, conservation officer, dietician, forensic scientist, healthcare assistant, marine biologist, meteorologist, pharmacist, research scientist.

Further information is available from:

Mr A Duke - Head of Science

What we aim to do

All pupils have a compulsory core PE session in Key Stage 4. In core PE students follow a programme that is designed to build upon knowledge gained through Key Stage 3.

Sport promotion and independence are key areas that we are looking to build with these sessions. Students will be able to choose sports that they want to do, from a wide range over the course of the year. These options will change every term and will focus on developing game skills and teamwork.

What we study

Our philosophy is to promote sport and encourage students to take up sports that they could very easily continue after Key Stage 4. We believe that, when students reach Key Stage 4, they will know what sports they enjoy and we aim to provide an environment where they can participate in sports that they enjoy and achieve in.

Our programme will consist of the following sports:

Autumn Term: Rugby, fitness, table tennis, volleyball

Spring Term: Football, fitness, badminton, basketball

Summer Term: Cricket, fitness, bowling, tennis

These options are occasionally subject to change due to popularity.

This programme allows students to develop physical, social and personal skills through discovering team and individual sports. Opportunities for coaching will be provided in team and individual sports. The programme also allows an opportunity for pupils to relieve the pressure of their academic subjects.

GCSE PE during core PE

For a number of students the option of gaining an additional GCSE will be available to them as they will be able to study GCSE PE during their allocated core PE session. For more information on this option, please see Mr Colbert.

Further information available from: Mr J Colbert, Head of PE

PERSONAL, SOCIAL HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

During KS4, Years 10 and 11, your son will experience several PSHCE drop days during the year. This will enable the school to provide a variety of workshops, presentations and interactive work with outside agencies and visitors. The work will be led by their Head of Year and Form Tutors.

The topics will include:

Year 10 **Autumn Term** – the responsibility of being a Young Adult

- : Health and Wellbeing
- : Social issues
- : Mock Interviews
- : A 'day in the life'
- : University visits
- : Independent learning events

Spring Term – Health Education

- : Smoking
- : Drugs
- : Fitness
- : Alcohol
- : Internet bullying
- : Knife crime
- : Safety on the street

National Careers Week

Summer Term

Aspiration Week

Year 11 **Autumn Term** – Preparation for Working Life

- : 16+ decisions – Sixth Form
- : Preparation for employment
- : Employment opportunities/career pathways – Mock Interviews

Spring Term

Study skills/Revision styles/Coursework activities
National Careers Week

Summer Term

Examination/GCSEs

The PSHCE programme will help to raise the boys' confidence, develop their ability to work with people and make sure they are well informed about the issues and problems they face as they move towards seeking a place in the adult world.

DUKE OF EDINBURGH AWARD – BRONZE LEVEL

Who is it for?

DofE Awards programmes help young people aged 14 to 25.

What is it?

DofE Awards programmes help young people aged 14 to 25 to develop their confidence, self-reliance, increase their commitment to achieving set goals and aid their transition into becoming responsible adults. Participants will see new talents and skills develop and emotional maturity blossom whilst also building their fitness and initiative.

The balanced programme of activities develops the whole person – mind, body and soul, in an environment of social interaction and team working. Doing the DofE awards involves developing a personal programme of challenging activities allowing participants to gain unique experiences and rewards.

Both employers and educational establishments are aware of the outcomes to be gained from participating within the DofE awards and thus award holders become highly valued.



How do the DofE Awards work?

Sections	Types of Activities (outside of normal school, college, university and work times and curriculum)	Length of time required to complete (minimum 1 hour per week on each section)
Volunteering	Something which uses your time to benefit groups of people or individuals. This can include activities such as volunteering in a charity shop, peer mentoring or supporting other students within your school / college / youth club.	
Skills	To learn or develop a skill that interests and benefits you. This can be learning a musical instrument, languages, photography, art, ITC, mechanics etc.	
Physical	To take part in a sport or physical activity that will help to keep you fit and maintain a healthy lifestyle i.e. dance classes, gym or any form of sports and fitness classes	

Sections	Types of Activities (outside of normal school, college, university and work times and curriculum)	Length of time required to complete (minimum 1 hour per week on each section)
		<p><i>one of the longer sections</i></p> <p>Gold / age 16 plus</p> <p>2 sections for 12 months</p> <p>1 section for 6 months</p> <p>and a Residential Project</p> <p><i>Direct entrants are required to complete an additional 6 months for one of the longer sections</i></p> <p>Participants have up until their 25th Birthday to complete their full award</p>
Expeditions	<p>To undertake a journey using own physical effort- walking, cycling, paddling or horse riding in a team and be self-sufficient for the duration of your journey.</p> <ol style="list-style-type: none"> 1. Undertake a practice journey to acquire the necessary skills to complete the assessment journey- Navigation, camp craft first-aid, dealing with emergencies, team work and proficiency in mode of travel. 2. Complete an assessment expedition that meets all 20 conditions of the DofE expedition. 3. Deliver a presentation of your choosing. <p>All expeditions are to be delivered by qualified staff and assessed by a DofE accredited assessor.</p>	<p>All participants are required to undertake a practice and assessment expeditions for each level.</p> <p>Bronze- 2 days 1 night</p> <p>Silver- 3 days 2 nights</p> <p>Gold- 4 days 3 nights</p> <p><i>In addition, Gold participants are required to complete a residential project</i></p>

GCSE ART AND DESIGN – FINE ART (AQA)

This course will be of particular interest to those who enjoy being creative, exploring a range of media, techniques and processes, being independent and investigating exciting new ideas. A significant component of the course will involve developing your skills using digital media and photography.

What will I learn?

You will learn how to produce artwork through a range of new media (using Graphic tablets with Photoshop) and fine art approaches such as drawing and painting, mixed media, sculpture, computer aided design and printmaking. You will discover how to use a variety of materials and explore many techniques and processes including: how to produce paintings on canvas; constructing, moulding and making through clay, withies, plaster and Mod Roc. You will investigate how other artists have produced work relating to a particular theme, time or context and how to produce a final outcome showing your own exploration and conclusion using a brief based around a theme. You will also participate in trips to galleries and museums as part of the course.

How will I learn?

You will be given set briefs or themes which you will respond to in a personal way, including: natural forms and landscape, popular culture or architecture, autobiographical portraits. You will investigate the themes whilst focussing on acquiring particular skills and approaches. You will explore your own ideas and produce a final outcome using a variety of media such as a large scale painting or drawing, a series of prints, ceramic sculpture or computer aided artwork.

The lessons will be based on exploring how to use materials, techniques and processes that will give you the skills that enable **you** to choose the most appropriate approach for your chosen idea, or final outcome.

How will I be assessed?

The structure of the course is as follows:

- 60% coursework. (60%):
Coursework consists of completing three main projects over the two years, from which only the best work will be assessed. Students will be given a starting point from which they will have time to prepare by experimenting with different materials, media, approaches and a range of images. Students will also investigate the work of different artists including those that are studied during a gallery trip in London. They will undertake workshops with visiting artists in year 10.
- Externally set exam. (40%):
Students will complete a final practical outcome in April of their final year of study (10 hours). Students select their own question and prepare for the 10 hour session over approximately 8 weeks by exploring a range of approaches and techniques that they have previously mastered. The work is marked by the art department and then moderated by an external examiner.

Where might it lead?

You could move onto further education such as the AS or A2 in art, or other courses such as BTECs. Alternatively, the GCSE will give you a creative grounding, the ability to problem-solve and generate independent ideas, skills that employers value highly. If you wish to enter a career within the visual arts then there are numerous possibilities such as: graphic design, fashion design, textile design, illustration, advertising, product design, set design, special effects for film and TV, artist, teacher, video game designer, architect, art therapy and gallery curator – to name a few.

Further information is available from: Mr R Crooks – Head of Art

GCSE TRIPLE SCIENCE – 3 GCSEs in BIOLOGY, CHEMISTRY & PHYSICS (OCR)

Pupils with the potential to achieve higher levels in KS3 Science are suited to the demands of the Triple/Separate Science route. These pupils will be identified in Year 9 and will start their Science GCSE's in Y10 at an accelerated pace. Studying the three separate GCSE Science qualifications aids the transition to Science AS and A Level.

What will I learn?

Biology GCSE - keeping healthy; cells and simple cell transport; movement of molecules in and out of cells; nerves and hormones tissues; organs and systems; transport systems in plants and animals; the use and abuse of drugs; photosynthesis; homeostasis; interdependence and competition; organisms and their environment; humans and their environment; energy and biomass in food chains; proteins.

Chemistry GCSE - the fundamental ideas in chemistry; structure and bonding; the periodic table; limestone and building materials; how structure influences the properties and uses of substances. Water, metals and their uses; atomic structure analysis and quantitative chemistry; calculating and explaining energy changes; crude oil and fuels; rates of reaction; further analysis and quantitative chemistry; other useful substances from crude oil; exothermic and endothermic reactions.

Physics GCSE - energy transfer; forces and their effects; medical applications of physics; energy and efficiency; kinetic energy; using physics to make things work; the usefulness of electrical appliances; currents in electrical circuits; keeping things moving; methods we use to generate electricity; mains electricity and electrical appliances.

How will I learn?

You will investigate much of the work and share your findings with the class. There will be individual and group work along with project based assignments.

How will I be assessed?

All separate Science GCSEs will be assessed through two final exam papers (i.e.) in Biology B1, B2, B3 – 35% and B4, B5, B6 – 40%. The remaining 25% will be a controlled assessment.

Where might it lead?

Following the Triple Science pathway allows pupils the opportunity to study each subject in depth. The qualifications are excellent preparation for AS/A Level Sciences or science related NVQ Level 3 qualifications as well as an excellent route towards a career within the field of Science such as medicine, nursing, vet science, architecture, biochemistry, physiotherapy, engineering, conservation, forensic science, marine biology, meteorology, pharmacy, research in science.

Further information is available from:

Mr A Duke - Head of Science

This course will be of particular interest to those who are interested in pursuing a career in Business. The specifications are designed to encourage candidates to consider the practical application of business and economic concepts. The units provide students with the opportunity to explore the theories and concepts in the context of events in the business and economic world.

What will I learn?

Some of the areas that you will investigate include: the activities of business and the reasons for success or failure. It encourages candidates to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders who will hold differing perspectives. Further into the course students will consider how the methods of expansion and objectives of larger businesses might differ from smaller businesses.

How will I learn?

The GCSE Business courses will encourage candidates to:

- actively engage in the study of business and economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- consider the extent to which business and economic activity can be ethical and sustainable.

How will I be assessed?

Unit 1	Setting up Business (40%)	- written Paper of 1 hour duration
Unit 2	Growing a Business (35%)	- written Paper of 1 hour duration
Unit 3	Investigating Business (25%)	- Controlled Assessment task set by the examination board

Where might it lead?

Initially it could lead to A Level Business & Economics B and a business related course at university. Then possibly to a career in business, banking or accountancy.

Further information is available from:

Mr S Miah – Head of Business Studies

GCSE CATERING (WJEC)

This will be of particular interest to those who are interested in catering, food technology, food science and hospitality.

What will I learn?

This qualification is designed to give candidates an opportunity to extend and apply their skills and knowledge of the catering industry within a variety of contexts. It will concentrate on the main areas of food production and food service as an introduction to the catering industry. Candidates are expected to demonstrate their ability through the assessment objectives.

It is considered desirable that candidates are provided with an opportunity for industrial experience of catering on a large scale as part of the course. The specification provides progression opportunities both directly into employment and to further learning opportunities within employment, or to further study.

How will I learn?

Students will focus on the food preparation and service aspect of the hospitality industry. This will be delivered through practical and theory sessions. Areas of study include:

- The food and drink industry
- Job roles, employment opportunities and relevant training
- Health, safety and hygiene
- Food preparation, cooking and presentation
- Nutrition and menu planning
- Costing and portion control
- Specialist equipment
- Communication and record keeping
- Environmental considerations

How will I be assessed?

The GCSE is made up of two units:

- **Catering skills related to food preparation and service** – two practical tasks (60%)
- **Catering, food and the customer** – written examination (40%)

Where might it lead?

Food Technology AS Level, Catering and Hospitality courses (e.g. NVQ), employment in the catering industry.

Further information is available from:

Ms H Pollitt – Teacher of Food Technology

GCSE COMPUTER SCIENCE (OCR)

This course will be of particular interest to those who are interested in gaining a thorough understanding of Computing and those who are interested in a career in IT/Programming.

What will I learn?

The specification offers students the opportunity to gain an understanding of the way computers work, and to create and review computer programs for real-life purposes based on their own interests. It encourages them to create their own games, applications and other systems, rather than simply use those designed by others.

The Topics will include:

- Computer Systems
- Data Representation
- Computer Software
- Networks
- Internet & Communications
- Algorithms
- Programming
- Ethical, Social, and Legal Aspects

How will I learn?

Through practical hands-on activities which will guide students through every aspect of the course, using the interactive book on the school server.

How will I be assessed?

Assessment is divided into three units:

1. **Understanding Computer Science (40%)** - 90 minute examination to assess understanding of the theory content of the specification.
2. **Research task (30%)** - 20 hour controlled assessment where students are given a set of tasks set by the exam board, around a new programming language.
3. **Programming Task (30%)** – 20 hour controlled assessment where students are given a programming challenge to complete using a language of their choice.

Where might it lead?

This course links directly to the A level Computer Science course which leads to several different degrees in ICT/ Computing. It may also lead to a job in ICT at an entry level.

Further information is available from:

Mr G Swinchin-Rew – Head of Computer Science and E-Learning

GCSE DRAMA (AQA)

This course will be of particular interest to those who are interested in all aspects of the performing arts – both on and off the stage!

What will I learn?

Drama is about communication – sharing an idea, an emotion, a piece of history. Drama is also about people and how we connect with each other. Drama has been happening across the world for over a thousand years and you will learn some of this history.

You will learn more performance skills and develop the Drama work you have done to a higher level. This will be done through workshops, rehearsal, homework time and in lesson. You will have the opportunity to showcase this work to a variety of audiences, such as working with younger school children.

We will study a play for the examination, seeing it on the page as well as on the stage! We will also go on trips to the theatre to see how actors and designers work to put a play together.

How will I learn?

Through practical, hands-on projects that lead to assessment, typically a performance which can be marked by your teacher, or an external examiner.

There is also an element of essay writing for the exam, such as studying a set play and seeing live performances and reviewing them.

How will I be assessed?

GCSE Drama is 60% practical coursework and 40% exam based. There is just one written exam paper (1 hr 45 mins) and an on-going examination of your practical skills (devised and scripted pieces) both in class and in performances.

Where might it lead?

A GCSE in Drama will open doors for you, both on and off stage and television. It also links directly with the A level course which can lead to a variety of Degrees or Higher Education courses!

Further information is available from:

Mr M Melhuish – Drama Teacher

GCSE DT RESISTANT MATERIALS /Product Design (AQA)

This will be of particular interest to those who are interested in design and technology, working with wood, metals and plastics, mechanisms.

What will I learn?

This specification has been designed to encourage candidates to be able to design and make products with creativity and originality, using a range of materials and techniques.

Candidates will be enthused and challenged by the range of practical activities possible.

A working knowledge of woods, metals, plastics and composite materials will be required, but other materials may be used in addition.

The use of new technologies is encouraged in this specification. The new specification is designed to foster awareness amongst candidates, of the need to consider sustainability and environmental impact of their designing.

How will I learn?

In Year 10 the work is organised into a variety of modules involving 'mini' projects, which will require you to demonstrate your designing and making skills. Surrounding these will be theory lessons to provide you with the necessary knowledge and understanding for this level of study.

In Year 11, the majority of your lesson time will be spent working on and developing your major coursework project.

How will I be assessed?

The GCSE is made up of two units:

1. **Resistant Materials** – written examination (40% weighting)
2. **Design and Making Practice** – design and make project (60% weighting)

Where might it lead?

Product Design AS and A2 level, vocational qualifications, Engineering diploma or BTEC, Manufacturing and Product Design diploma, apprenticeship (e.g. carpentry).

Further information is available from:

Miss V Fitzgerald – Co-ordinator of Design Technology
Mrs S Smart - Teacher of Design Technology

The AQA specification caters for language learners of **ALL** abilities and aims to equip students with the ability to communicate within a variety of contexts and with confidence.

What will I learn?

The GCSE covers three main topic areas

- Identity and culture
- Local, national and international areas of interest
- Current and future study and employment

Students will acquire a strong understanding of French/Spanish grammar and develop their ability to understand different types of spoken language by listening to authentic sources. Students will also learn to communicate orally across a range of specified contexts and write detailed texts, communicating in a number of different grammatical tenses.

How will I learn?

- Strong emphasis on developing literacy skills in the target language through the reading of authentic texts
- A focus on developing the ability to write complex texts with a range of opinions and ideas from MEMORY.

How will I be assessed?

- **Paper 1 Listening exam: 25% of GCSE** 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier)
- **Paper 2 Speaking exam: 25% of GCSE** Non-exam assessment 7 – 9 minutes (Foundation Tier) + preparation time 10 – 12 minutes (Higher Tier) + preparation time. 60 marks (for each of Foundation Tier and Higher Tier)
- **Paper 3 Written exam 25% of GCSE** 45 minutes (Foundation Tier), 1 hour (Higher Tier) 60 marks (for each of Foundation Tier and Higher Tier)
- **Paper 4 Written exam 25% of GCSE** 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier

Where might it lead?

- It is shown that employees who speak another language typically earn 10% - 15% more than their peers.
- In competitive job markets like law, engineering, finance and medicine, speaking another language can often send your CV to the top of the pile.
- Learning a language improves your understanding of other cultures and improves your ability to make new friends and travel

Further information is available from:

Mr D Johnson - Head of MFL – djohnson@southborough.kingston.sch.uk

GCSE GEOGRAPHY (AQA –A)

This course follows a natural progression from Key Stage 3; providing the knowledge for further study at AS and A2. It provides relevant, up-to-date and dynamic Geography content that will help to raise student achievement.

What will I learn?

Unit 1 – Physical Geography

In this unit we will study three main topics including:

- *The restless earth* - plate tectonics, earthquakes, super volcanoes and tsunamis
- *Water on the land* - river processes and features, river and water management
- *The coastal zone* - coastal features and processes, sea level change and coastal ecosystems

Unit 2 – Human Geography

In this unit we will study three main topics

- *Tourism* - tourism in extreme environments, ecotourism and sustainable development
- *Globalisation* - global food shortages, the role of technology and China – a new superpower?
- *Population change* - migration, problems of population management

Unit 3 - Geographical Enquiry

This is the coursework element and is based around results collected on a day field trip. This trip has proved highly successful and enjoyable for all pupils involved and gives pupils a chance to interact with teachers and each other in a very different environment from the classroom.

How will I learn?

Students will learn using a range of teaching and learning styles. Visual students will benefit from new up to date textbooks, accompanied by power points incorporating various video and photographic content. Audio learners should enjoy the presentations given not only by teachers, but also by other students and kinaesthetic learners will be accommodated by varied activities during lessons and the chance to learn outside the classroom during fieldwork. GCSE students will get the chance to go on an optional trip. In the past these have included Holland, Wales and Italy.

How will I be assessed?

The course is divided into three parts:

- Unit 1: Physical Geography – written exam testing theory and skills (37.5 %)
- Unit 2: Human Geography – written exam testing theory and skills (37.5 %)
- Unit 3: Geographical Enquiry – coursework (25%)

Where might it lead?

Geography provides an insight into how the world around us works, and how we affect it. The main paths in education and employment which graduates take are: management and administration, marketing and finance and post-graduate study. Studying geography also helps you develop transferable skills for a flexible path throughout your future education. Some possible career options are: planner, market researcher, housing officer, estate agent, GIS specialist, chartered surveyor, diplomat, refugee advisor, charity co-ordinator, teacher, marketing manager and accountant.

Further information is available from:

Mr S Walker – Head of Geography

What will I learn?

The GCSE History course comprises of two main areas of study:

The first is a depth study entitled **Weimar and Nazi Germany 1918-1939**, which looks at the reasons for the rise of Hitler and life for ordinary Germans under the Nazis. This includes how Germany suffered after World War One, the way in which Hitler took power, and what life was like for young people under the Nazis.

The second is a development study entitled **Medicine through Time**, which covers the history of medical theories, practices and treatments over 2000 years from Roman Britain through to the twentieth century. This will include Greek and Roman medicine, the Middle Ages and the Black Death, early surgery and the development of modern medicine.

You will also complete a controlled assessment on the US Civil Rights Movement in the summer term of Year 10.

How will I learn?

Learning will take place using a variety of activities and formats. You will use a textbook to form the core of your studies, supplemented by a wide variety of other activities, including using video material, card-sorts, decision making activities, human timelines, and ICT based activities.

You will also be expected to carry out homework tasks regularly. These will focus on consolidating what we have learnt in lessons and developing important extended writing skills.

How will I be assessed?

You will be assessed by three exams that each make up 25% of your final mark. There will be exams on Nazi Germany and Medicine Through Time and a sources based exam on Surgery. The other 25% will be from the Controlled Assessment mark.

Where might it lead?

There are many things you can do with a GCSE in History. You could choose to continue with the study of History by taking A-level History in the sixth form or at college or you could use your knowledge of history to support other AS courses such as English Literature or Art.

A GCSE in History shows that you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by colleges and employers.

Employment opportunities where skills gained through the study of history are particularly valued include journalism, media, law, teaching and human resources.

Further information is available from:

Mr L McMillan – Head of History

This course will be of particular interest to those who are interested in gaining a thorough understanding of the use of ICT and those who are interested in a career in IT.

What will I learn?

Every day you are surrounded by information. Apart from face-to-face conversations, most of this information is available to you because of developments in ICT, including television broadcasts, text messages, photographs, news reports, emails, web pages and telephone calls.

Unit 1: Living in a Digital World

In this unit, students explore how digital technology impacts on the lives of individuals, organisations and society. Students learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and well-being, on the move). They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

You will demonstrate your ability to use ICT effectively; to plan, research, analyse and present information through your work on a major project set by Edexcel.

You will learn how to prototype and test your work and how to critically evaluate your own and others work.

Unit 2: Using Digital Tools

This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice. They put into practice what they learned about digital technology in Unit 1.

How will I learn?

Through practical hands-on activities which will guide students through every aspect of the course, using the interactive book on the school server.

How will I be assessed?

Through a 40 hour practical computer based projects completed in lesson time over the two years.

Where might it lead?

This course links directly to the A level ICT course which leads to several different degrees in ICT. It may also lead to a job in ICT at a low level.

Further information is available from:

Mr G Swinchin-Rew – Head of Computer Science and E-Learning

GCSE MEDIA STUDIES (AQA)

This course will be of particular interest to those who are interested in film, television, internet, gaming, magazines and advertising.

What will I learn?

You will learn to:

- Explore media texts with confidence and knowledge.
- Create your own media texts and have the choice to follow, extend or challenge conventions.
- Develop an interest in the richness of all areas of media output.
- Experience and appreciate of a wide range of media texts.
- Provoke and stimulate a sense of personal and social awareness and an ability to empathise with others.
- Encourage you to be both self-critical and aware of the media in the wider context.
- Be aware that skills developed in Media Studies have a vital contribution to make your work across the whole curriculum and to life outside school, including the workplace.

Explore the role of audiences, language, institutions and representation in media.

How will I learn?

You will learn by watching, analysing and responding to films and television programmes, reading and analysing magazines, websites and a range of other media texts. You will also listen and respond to pop videos and radio programmes. You will plan and make your own video drama productions, websites, promotional materials and magazines.

How will I be assessed?

One written examination - 40% of the GCSE is based on a pre-released topic.

Three controlled assignments for coursework (60% of the GCSE) including: Introductory Assignment (Packaging of DVDs), Cross Media Assignment (Moving Image Promotion) and Practical Video Production and Evaluations.

Where might it lead?

You can continue studying Creative Media Production at Sixth Form level. Careers that value a media qualification include working in the media industries, such as TV, film, radio, gaming and journalism, as well as sales, advertising, event management and marketing.

Further information is available from:

Mr L Botha - Head of Media Studies

This will be of particular interest to those who are interested in developing their musical skills and broadening their understanding of music and musical opportunities.

What will I learn?

The course allows each student to work individually and in a group and encourages development of instrumental technique on a choice of instruments, in a range of styles.

The course will:

- Enable students to develop and improve as musicians on a choice of instruments
- Give students the opportunity to experience and develop understanding of a wide range of musical genres
- Allow students to develop skills in ICT Music Technology
- Introduce students to the vocational potential in music and inspire their futures
- Improve and develop students' key skills: communication, leadership, co-operation in preparation for work
- Give students the opportunity to work creatively and expressively

How will I learn?

The course allows each student to work individually and in a group and encourages the development of instrument technique on a choice of instruments, in a range of styles.

How will I be assessed?

Coursework – Performing (30%)

Coursework – Composition (30%)

Listening test (40%)

The areas of study are:

- **Musical Devices**
- **Music for Ensembles**
- **Film Music**
- **Popular Music**

Where might it lead?

The course will prepare the students for further education and work in the vast and ever expanding music industry.

Further information is available from:

Ms G Watkins – Head of Music

This course will be of particular interest to those who have an interest in sport and wish to pursue a career in areas such as physiotherapy, nutrition, sports coaching, officiating and any Biology based career. The new specification (first exam 2018) is very much based on a solid understanding of Human Biology and its practical implications to sport.

What will I learn?

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Health, fitness and well-being
- Sport Psychology
- Use of data

How will I learn?

Content will be taught through practical and theoretical lessons. E-learning will be a big focus for all classes as will independent learning and group work. The new style of the course is designed to prepare students for A Level and, as such, the course will be taught with this in mind.

How will I be assessed and achieve my GCSE grade?

- 60% of the course is an examined 1 hour 30 minutes theoretical exam
- 40% is examined practically. Students will need to choose three sports (one team sport, one individual sport and one other of either). Students have free choice of over fifteen different sports that they can be assessed in.

What options do I have from studying GCSE PE?

Students can continue studying Physical Education at Key Stage 5, either through A Level PE or BTEC Sport (which is recognised by universities as an equivalent qualification to A Level). This can lead to university subjects such as Sports Science, Physiotherapy and Nutrition. It can also lead to careers within the sport and leisure industry.

Further information is available from:

Mr J Colbert – Head of Physical Education

RELIGIOUS STUDIES (AQA)

This course will be of particular interest to those who are interested in what religion and philosophy can contribute to our understanding of morality.

What will I learn?

The RS GCSE course consists of 2 units. One is titled 'Religion and Morality.' The other is titled 'Religion and Life Issues'. The course is intended to give pupils a good grounding for further study at AS level. Boys will also study contemporary moral issues, e.g. abortion and the case for and against euthanasia.

Over two years, 12 topics are addressed; here is an overview of three of them:

Medical Ethics: This topic has a focus on human genetic engineering, stem cell research and applications, fertility techniques including IVF and surrogacy. We will look at areas of moral concern and consider a variety of responses to this exciting area of human progress.

The Ageing Process and Death: This area has a focus on moral issues arising from assisted suicide, voluntary and involuntary euthanasia. We will also consider moral issues arising from the care of the senior citizenship in our society. Finally, we will consider ways in which the health service, families and religions respond to death and the dying.

Crime and Punishment: This module focuses on law and order and what these mean. We will consider what is meant by right and wrong, conscience, duty and obligation, rights and responsibilities.

We will address theories about the causes of and responses to crime and punishment, for example, prison, probation, community service and electronic tagging and we will consider alternatives to punishment, for example restorative justice and issues arising from capital punishment. We will study prison reform and 'weaknesses' in the administration of justice in this country, including miscarriages of justice. Youth offending will attract particular attention.

How will I learn?

You will learn through core reading and discussion, individual and group presentation and evaluation of ideas, and select use of appropriate DVD resources and internet-based material.

How will I be assessed?

The course units will be formally assessed at the end of Year 11. There is no coursework; assessment is exam-based. Classroom assessment will take place via past paper practice, multiple-choice opportunities, discussion, individual and group presentation.

Where might it lead?

The course provides a firm foundation for higher level studies at AS and A2 level.

Further information is available from:

Mr M Iles - Teacher of RS

Board: **Prince's Trust**

What will I learn?

- **Personal, Interpersonal and Team skills** (manage money, communicate effectively in a wide variety of situations)
- **Active Citizenship** (community based project)
- **Entrepreneurship and Enterprise** (to learn skills of teamwork, budgeting, risk management and leadership)
- **Preparation for work** (young people to think about the future, write CV, interview and presentation skills)
- **Enrichment projects** (to include projects relating to healthy life styles, sports, cooking etc.)

How will I learn?

By taking part in the full range of activities cited above and recording your successes in a portfolio of work. These topics will involve you in using your preferred learning style and you will be given opportunities to develop both your decision making and reflective skills where all of your achievements will be celebrated.

The emphasis will be on students owning the XL club as their own. The setting will be slightly less formal than in more academic settings. Students will be encouraged to make decisions about the activities they take part in and take responsibility for their own work and behaviour, the idea being that where possible the programme is led by the young people themselves.

How will I be assessed?

In a variety of ways with both **formative**, (what you do in class how you answer questions) and **summative** assessment-where performance is measured with outcomes and presented in your individual portfolio and presentations.

Your folders will be both internally and externally accredited before being submitted for an award.

The size of the qualification depends on how many credits you complete.

You can either do an **Award** at:

Entry level 3 (3 credits),

Level 1 (6 level 1 credits) **or**

Level 2 (a minimum of nine credits with 6 at level 2 and no credits below level 1).

Or a **Certificate** sized qualification

Entry level 3 Certificate : a minimum of 15 credits with at least 9 credits at Entry 3

Level 1 certificate : a minimum of 21credits with at least 15 at level 1

Level 2 certificate :a minimum of 24 credits with at least 18 at level 2 and no credits below level 1

Where might it lead?

The Prince's Trust qualifications have several progression routes, they are recognised nationally by employers and may help to get you on to further training, an apprenticeship or indirectly into employment as they help develop employability skills which have been recognised by the world of work . They help you to make important decisions about where they would like to go next in terms of your personal development. Most importantly they help to develop life skills in students who maybe do not see themselves as academics and are not sure about where their personal strengths lie.

Further information is available from:

Mrs J Lee-Potter – Inclusion Manager /Mrs T Pollicott (**Prince's Trust Advisors**)

Whichever courses you are studying, the Library can help you.

Teachers in all subjects supply information and materials, which are stored, catalogued and indexed so that everyone can use them. Reference copies of textbooks and revision guides are available for use at lunchtime, before or after school.

You should by now be familiar with the way the library works and be able to find your way around the different sections using the Eclipse system on the computer.

You may be directly referred here to study material for a particular piece of coursework, or instructed to find 'extra' or 'background' information, which can add both breadth and depth to your work.

Evidence of this kind of initiative/self-help on your part can make all the difference when final grades are being assessed.

Currently available:

- Fiction/reference/non-fiction books
- Newspapers/magazines/periodicals
- Computer services – bank of twenty-two PCs linked to whole school network with access to the internet
- Textbooks and revision guides
- University prospectuses and careers information

The aim of the Library is to help students to be as independent as possible and to learn to be resourceful with the guidance and support of teachers. Flexible learning will support the work of all subjects and thus all students.

The Library also makes an important contribution to the extra-curricular and social life of the school in the sense that it is a meeting place to see displays, book fairs, etc. and to talk to teachers.

So, whether in a timetabled access period, inside lesson time, lunchtimes or after school, visits to the Library for study or recreation should be regarded as important, useful and enjoyable.

The Library is open before school Tuesday to Friday from 8.00 – 8.40 am and after school Monday to Friday until 4.10pm for access to resources, computers and homework club.

THE SIXTH FORM

Even now in Year 9, you should be aiming to join the Sixth Form after the next two years of study.

This may seem a long way off but the next two years at Southborough will pass extremely quickly! There are many opportunities waiting for you in the Sixth Form; your education should be seen as a lifelong experience.

The thriving Sixth Form offers a wide range of courses for young men and women of all abilities. There is a programme of study suitable for everyone in the school, and we offer as broad a range of courses as other schools in the borough with incorporated Sixth Forms.

In addition to the study element there is also a thriving social element to Sixth Form life, with regular trips, parties and other exciting events on the calendar. Each student in year 12 will also have 2 dedicated lessons on a Wednesday afternoon in which they are timetabled to take part in 'Enrichment' activities organised by the school. Options include; first aid, canoeing certificates, golf lessons, DIY lessons, swimming, production of a school magazine, volunteering opportunities and many more.

There will be Sixth Form interviews arranged for each student in Year 11 along with special parent/student evenings where you can meet course tutors.

There is a Sixth Form PowerPoint presentation on the school website and via YouTube