

**NORLINGTON SCHOOL & 6th FORM**



**Year 9  
Key Stage 4  
Curriculum and  
Options Booklet**

**2021**



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# NORLINGTON SCHOOL AND 6TH FORM

A SPECIALIST MATHEMATICS AND COMPUTING SCHOOL

*Wisdom is Strength*

## INTRODUCTION

Dear Student,

We are proud that students in Year 9 have shown the resilience and fortitude to progress with their learning during this challenging time for the Norlington Family and the country as a whole.

Our aim is for you to be able to make informed choices about the subjects you wish to pursue for Year 10-11 (Key Stage 4). As well as this curriculum and options booklet;

- You will be able to view short videos, recorded by our heads of department, giving an overview of their subjects
- You will be able to ask heads of department questions directly about each subject via email and Microsoft Teams.
- A virtual options evening will take place on Thursday 25<sup>th</sup> February. This will be online. The evening will give you further opportunity to ask questions before the final decision is made. (Details on this evening will be sent to you soon).

At Norlington the broad and balanced Key Stage 4 curriculum has been designed to strike a balance between making sure that students study a wide range of subjects that they can be successful at, and allowing them to develop their own interests.

This booklet gives you information about the core curriculum and to help you make informed choices about which subjects you will study in Years 10-11 (Key Stage 4). It is important to consider these choices carefully as it not only affects what you do for the next two years but it also could affect your choices at 16+. Selecting the right courses means matching ability, interests and aspirations to the subjects and courses on offer. To support you in making these important decisions, you will all have an interview with our Careers Adviser. We would advise you to talk to subject teachers:

We cannot guarantee first choices because of timetabling and staffing, but we make every effort to accommodate student choices; our success rate is normally 95%. All students should make two reserve choices so that students can be given an alternative subject if one of their first choices cannot be accommodated.

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# KEY STAGE 4 CURRICULUM

Subjects at Key Stage 4 can be categorised into two groups

**Core Subjects**—studied by all students:

- English
- Mathematics
- Science
- Religious Studies

**Option Subjects**— All students to choose four option subjects.

Option 1  
Geography or History

Option 2  
Design Technology, Computer Science\* and Triple Science

Option 3  
French or Urdu

Option 4: (One of the following) GCSE unless stated otherwise

- Art
- Computer Science\*
- Drama (BTEC)
- Design Technology
- Geography
- History
- Languages - French
- Languages - Urdu
- Music\*
- PE
- P.E. (OCR Cambridge Nationals Sport Studies Level 2)\*\*
- Photography\*
- Triple Science\*

## The English Baccalaureate (EBACC)

The English Baccalaureate

The KS4 curriculum at Norlington requires students to study the subjects that make up the Ebacc, in line with the Government's announced intention that all students who started Year 7 in September 2015, take the Ebacc subjects in their GCSE's in 2020. The Government is yet to finalise this arrangement and therefore if they remove the requirement for students to follow the Ebacc, we will review student options.

The English Baccalaureate (Ebacc) is a school performance measure. It allows people to see how many students get a grade 5 or above in the core subjects of English, Maths, Science (incl. Computer Science), Religious Education, History or Geography and a Modern Foreign language at key stage 4 in any government-funded school.

\*Subject entry requirements apply - see p6

\*\* BTEC Level 2

# IMPORTANT INFORMATION AND SUBJECT ENTRY REQUIREMENTS

## Languages at GCSE

The majority of students are now expected to study a language at GCSE as part of the changes made by the government last year. Therefore, unless notified by the school separately, all students must choose to either study French or Urdu.

## Entry Requirements for Subjects

Whilst we are looking to accommodate all student interests and choices it is important that students select subjects where they can be successful. A general guide to entry for Computer Science, Triple Science and Music is outlined below. Target GCSE grades are set based upon KS2 results and are available on their reports. These grades may change over time following guidance from national statistical sources.

**Computer Science** - students should have a GCSE target grade of **6** in Mathematics and English and be working at least at 'expected performance' in Computer Science, Maths and English to be accepted on the Computer Science course. Where a student has a target grade lower than this an assessment of current ability will be undertaken to determine a student's suitability to study the chosen subject.

**Triple Science** - students should be expected to achieve a grade **6** in English AND Mathematics and be working at least at 'expected performance' in Science to be accepted on the Triple Science course. Where a student has a target grade lower than a grade 5 an assessment of current ability will be undertaken to determine a student's suitability to study the chosen subject.

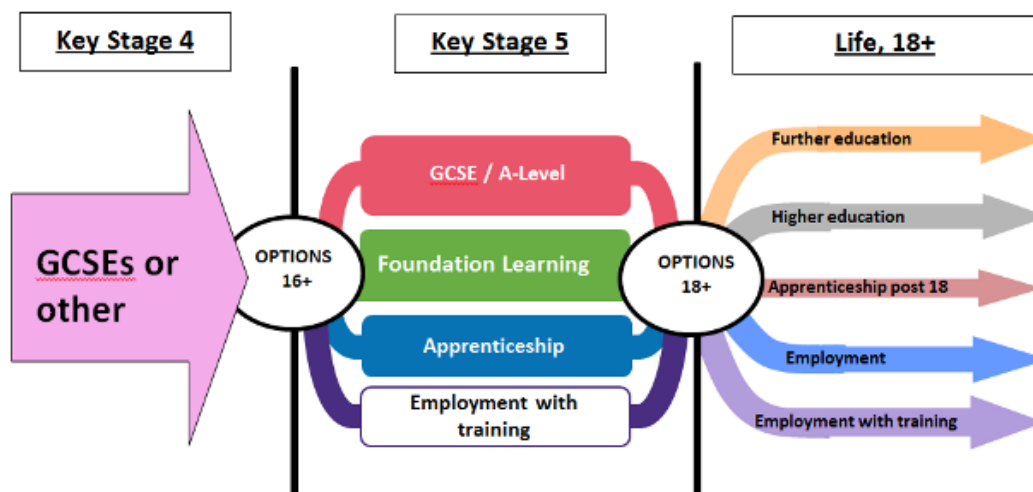
**Music** - Students should have musical ability in at least one instrument (including vocals) to be accepted on the GCSE Music course. All applicants will be reviewed individually by the Head of department to assess suitability

**Photography**— Students should have held a prior interest in photography and visual arts. Throughout the course students will be able to use mobile phones and borrow school cameras. The numbers on the course will be limited. Applicants to Photography GCSE may be asked to take part in a short discussion with the head of department to confirm suitability.

# QUALIFICATIONS IN KEY STAGE 4

Key Stage 4 is the name given to the period of education during Years 10 and 11. For most pupils this will cover the 14 to 16 age range. A range of qualifications is used to ensure pupils achieve the best possible grades for individual levels of ability.

## QUALIFICATIONS - WHAT'S OUT THERE FOR ME?



Qualifications can help you to get ahead in life. They come in different levels, as this diagram shows:

## UNDERSTANDING THE LEVELS OF QUALIFICATIONS

You will have heard people talking about different qualifications from GCSEs to degrees. You probably know that A Levels are a higher level of qualification than a GCSE but do you know how all these qualifications relate to each other?

All qualifications fit into a national framework. The framework has eight levels that people often use as shorthand to describe the qualifications needed for a particular job or course.

**More information at your fingertips...**

You can find out more about qualifications and ways of learning on the Direct Gov website:

<http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/index.htm>

# QUALIFICATIONS EXPLAINED

As well as offering a variety of subjects, we offer a variety of qualifications and it is important that students understand the differences between the qualifications and make informed choices about which style of learning is right for them.

## GCSEs

The New GCSEs will be graded 9 -1 (9 being the highest). A grade 5 is recognised as a high pass and is equivalent to a high C grade in the old system.

GCSEs will be linear and all examinations will be at the end of Key Stage 4 (year 11) g

## BTEC Level 2 First Award

All nationally recognised qualifications have a “points value”, so that comparisons can be made between different qualifications. Also all qualifications available in school are classified as a Level One, a Level Two or a Level Three qualification.

a Level Two qualification is equivalent to grades 9 - 5 at GCSE  
a Level One qualification is equivalent to grades 4-1 at GCSE

They are graded as a Distinction, Merit or Pass

BTEC First Awards are currently 75% coursework and students need to complete a portfolio of evidence to show they have met the assessment criteria. There is also an external assessment worth 25% of the final mark.



# OPTION CHOICES AND UNIVERSITY ENTRY

## What do I have to consider when I am choosing my options if I am planning on going to university?

[www.russellgroup.ac.uk](http://www.russellgroup.ac.uk)

## What do I have to consider when I am choosing my options if I am planning on going to university?

We have high aspirations for the students at Norlington and actively encourage students to consider studying for a degree. Although it seems a long time until you would apply for a university place, it is important to realise that the decisions you make now may affect the subjects and places you can study into the future.

Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) 8-9 Grades.

GCSE English or another standard level equivalent is very often required at grade 5 at least. At many universities, this is a universal entry requirement for any course. Mathematics is also often required at grade 5 at least.

For many courses a grade 6 at least in GCSE English is needed with science and engineering courses in particular often specifying this. Equally, courses such as Business and Psychology, which may attract applicants who aren't necessarily strong Mathematicians, commonly ask for a grade 6 in Mathematics and, in some cases, Sciences.

A number of institutions ask that grades and number of subjects are achieved at one sitting. Some do not accept 're-sits' at GCSE or standard level qualifications. This is particularly the case if you are applying to a competitive university or for a competitive course. To study a Science subject at university applicants who are not offering Maths at advanced level will often need to have achieved a grade 5 in Maths at GCSE.

# CHOOSING AN OPTION SUBJECT

## DO

1. Read the entire booklet thoroughly.
2. Listen to advice from your
  - Form tutor
  - Subject Teachers
  - Parents
3. Think carefully before you choose.
4. Think about your preferred learning style. Which type of qualification is likely to be better for you?
5. Choose subjects you enjoy.
6. Choose subjects you are good at or those you could do well in.
7. Make sure you know all about new subjects before making a choice.
8. If you are considering University and have a course in mind, check the entry requirements at [www.ucas.com](http://www.ucas.com). Also, consider whether you should be choosing subjects to achieve the English Baccalaureate.
9. Check the route to a certain career if you have one in mind.
10. Complete the Options Form with care.

## DO NOT

1. Choose a subject you really dislike; you may not do well in it.
2. Choose a subject only because you like your current teacher. It is unlikely they will teach you next year.
3. Choose a subject simply because your friend wants to study that subject. You will not necessarily end up in the same group.

# STUDENT SUPPORT DEPARTMENT

We, the Student support Department, are at the centre of school. Our role is to help and guide students who need additional support. At Norlington we strive to provide for individual needs and to offer equal opportunities for all.

You may be concerned about the demands of the courses: for example, understanding different topics in a subject; completing the exams; or managing your anxiety about assessments/exams. If you have any concerns, come and talk with us and we will point you in the right direction.

Our team of specialist assistants is here to encourage students to feel enthusiasm, interest and enjoyment in learning whilst attaining the highest standards. We are a well qualified, dedicated team of staff with a range of distinct abilities and experience.

As you approach your examinations, additional help might be offered which will cover such areas as study skills including revision. Our main aim for years 10 and 11 is to encourage and to make sure that every opportunity exists for students to achieve their full potential.





# NORLINGTON SCHOOL FOR BOYS



## INFORMATION ABOUT CORE SUBJECTS

# ENGLISH LANGUAGE: Edexcel

# ENGLISH LITERATURE: AQA

## COURSE OUTLINE:

- There are 2 courses available for study:
- GCSE English Language and English Literature
- These courses will assess:
- Reading
  - Writing (creative and analytical)
  - Spoken Language

The English Department follows the EdExcel syllabus for the English Language GCSE, where pupils will have opportunities to develop higher-order reading and critical thinking skills, as well as coherent and fluent written expression.

Students need to demonstrate a confident control of Standard English and write grammatically correct sentences, employing figurative language and analysing texts.

### GCSE English Language:

Unit 1	Exam 1: Fiction and Imaginative Writing	40% of total GCSE
Unit 2	Exam 2: Non-fiction and Transactional Writing	60% of total GCSE
Unit 3	Non-examination assessment of Spoken Language	Separate compulsory endorsement 0%

For English Literature pupils are encouraged to develop knowledge and skills in reading and critical thinking. Through literature, students have a chance to develop culturally and engage with famous written texts, exploring the world around them through great writing.

### GCSE English Literature:

Unit 1	Exam 1: Shakespeare and 19th Century Novel	Written exam 40%
Unit 2	Exam 2: Post 1914 text Poetry Anthology Unseen Poetry	Written exam 60%

## PROGRESSION ROUTES:

A good pass in English is essential for all post-16 studies including A- Levels and vocational courses. English is held in high regard by all educational establishments, since a good grade suggests an ability to identify and engage with complex ideas, and to communicate these too. It is therefore valued for science and economics degrees as well as the arts!

Careers include:

- Lawyer
- Researcher
- Teacher
- Journalist
- Advertising Consultant
- Public Relations Officer

Writer

# MATHEMATICS: Edexcel Specification (Level 1/2)-9-1-1MA1

## COURSE OUTLINE:

All students will study GCSE mathematics in KS4. The course will follow on from the maths covered at Key Stage 3. Students will be entered for the GCSE exam at one of two levels, either **foundation** or **higher**.

Teaching groups will correspond to these levels. Student will have been placed in a group based on their achievement at the end of year 8. This will be measured both by exam and teacher assessment.

Students will study six areas :

- Number
- Algebra
- Ratio & proportion, **Rates of change**
- **Geometry & Measures**
- Probability & Statistics

## FOUNDATION OR HIGHER

The course is assessed by final exam only.

In the exam students are expected to demonstrate their ability to:

- Recall and use their knowledge of the prescribed text
- Select and apply mathematical methods in a range of contexts
- Interpret and analyse problems and generate strategies to solve them

**New Grades available are: 1– 9**

Foundation	5 - 1
Higher	9 - 4

Students will sit three exams at the end of the course, each exam will be 1 hour 30 minutes. The exam papers are equally weighted (each paper is 33.3% of the final grade)

Students will be allowed to use a calculator in two of the examinations and one exam paper will be non-calculator. There is an expectation that students will learn key formulae to use on the exam papers.

## PROGRESSION ROUTES

- AS and A level maths and statistics
- AS and A level physics, business studies, computing, economics
- C+ required for University
- A wide range of vocational qualifications

## EXAMPLES OF SOME OF THE JOB AREAS

Actuary Science, Medicine, Mathematician, Engineering, Economics, Accounting, Scientist

# SCIENCE: GCSE Combined Sciences Trilogy (AQA)

## COURSE OUTLINE:

The Science department offers three courses at Key Stage 4:

This is a double award GCSE Science.

Over the three years students will study:

- Working Scientifically
- Biology
- Chemistry
- Physics
- Mathematical Skills

GCSE Combined Sciences		
Biology	Chemistry	Physics
Cell biology	Atomic structure and the periodic table	Energy
Organisation	Structure, bonding and the properties of matter	Forces
Bioenergetics	Chemical changes	Magnetism and Electromagnetism
Infection and response	Quantitative chemistry	Electricity
Homeostasis and re-sponse	Energy changes in chemistry	Waves
Inheritance, variation and evolution	The rate and extent of chemical change	Particle model of matter
Ecology	Chemical analysis	Atomic Structure
	Organic Chemistry	
	Using resources	
	Chemistry of the atmosphere	

Examination entry can be either HIGHER or FOUNDATION.



# RELIGIOUS STUDIES

## COURSE OUTLINE:

All students will follow a GCSE Full Course in Religious Studies (RS) at Key Stage 4. This course meets the statutory requirements of the National Curriculum and allow students to gain a further qualification recognised by colleges. The RS Course will be completed in Year 10.

## RELIGIOUS STUDIES : AQA Specification A

Studying RS gives students the opportunity to gain a GCSE (Full Course).

### Year 9 Units: : Component 2 Thematic Studies

1. Religion .peace and conflict
2. Religion and Life
3. Religion, crime and punishment
4. Religion, human rights and social justice

**Year 10 Units: : Component 1 The study of religions: beliefs, teachings and practices**  
Beliefs, teachings and practices of Christianity and islam

## ASSESSMENT:

This course will begin to be taught during year 9.  
There is no coursework as it is 100% Examination.

### How it's assessed

#### Component 1

Written exam: 1 hour 45 minutes  
96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))  
50% of GCSE

#### Component 2

Written exam: 1 hour 45 minutes  
96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))  
50% of GCSE

## PROGRESSION ROUTES:

Religious Studies - 'A' Level

Students taking Philosophy and Ethics at A Level will go on study virtually any subject in Higher Education. Philosophy and Ethics combine well with the study of all subjects because they develop the powers of rational and critical thinking.

The skills developed in Religious Education could be particularly useful for careers in :

- *law,*
- *education,*
- *social work,*
- *politics,*
- *medicine*
- *administration or the media*



# NORLINGTON SCHOOL AND 6TH FORM FORM



## GUIDE TO OPTION CHOICES

# LANGUAGES

## FRENCH: : AQA

### AQA—COURSE OUTLINE:

Pupils will study 3 different themes:

- 1- Identity and culture
- 2- Local, national, international and global areas of interest
- 3- Current and future study and employment.

Pupils will be assessed in the four skills at the end of the course (June in Yr11).

Skill	Content of exam	Weight
<b>Listening</b> 35mn exam at Foundation level 45 min at higher	Exam testing pupils' comprehension of the spoken language.	25%
<b>Speaking</b> 7-9 min at Foundation level 10-12 at higher	1 roleplay 1 photocard General conversation	25%
<b>Reading</b> 45mn exam at Foundation level 1hr at higher	Exam testing pupils' comprehension of the written language	25%
<b>Writing</b> 1hr exam at Foundation level 1hr15mn at higher	Exam including translation tasks and short and extensive writing.	25%

### WHY TAKE A LANGUAGE?

- It is an academic subject valued by colleges, universities and employers.
- The UK has a shortage of people who can combine language skills with other specialisms. Employers consider having a language qualification on your CV as a notable advantage.

Examples of jobs for which a qualification in a foreign language is either needed or recommended: Broadcast journalist, event organiser, marketing or sales executive, tour manager, solicitor

There are also many jobs where knowledge of foreign languages would be advantageous such as customer services, international marketing, transport industries and some areas of law and finance. Languages can also be vital in areas of the public sector such as security, armed services, Civil Service and European Union.

- A 9-5 grade in a foreign language is needed to be awarded the extra qualification called the English Baccalaureate.

Most importantly, being able to express yourself and communicate in a foreign language is one of the most rewarding skills you can learn.

For further information on how languages add value to all career pathways, visit the following website: [www.languageswork.org.uk](http://www.languageswork.org.uk)

# URDU - Edexcel

## COURSE OUTLINE:

Urdu is offered as an option in Year 10 and 11. Students will study topic-based units, leading to a GCSE exam in Listening and Reading skills will be completed at different stages of the course.

3 Controlled Assessments:

- LISTENING 20%
  - READING 20%
  - SPEAKING 30%
  - WRITING 30%
- Exam }  
Exam } End of Year 11

The large percentage of 1 Controlled Assessment allocated to Speaking is for boys who are orally 2 Controlled Assessment Urdu.

marks  
good news  
fluent in

**PLEASE NOTE HOWEVER THE LARGE PERCENTAGE ALLOCATED TO WRITING WILL MEAN THAT ANY STUDENT UNABLE TO WRITE TO AN ACCEPTABLE LEVEL WILL FIND IT VIRTUALLY IMPOSSIBLE TO ACCESS GRADE 5 OR ABOVE.**

# ART and DESIGN (Fine Art): AQA

The GCSE in Fine Art comprises of  
**Unit 1 : Portfolio**  
**Unit 2 : Externally Set Assignment.**

## COURSE OUTLINE:

This is a practical course that requires you to research, develop ideas and develop at least one of your ideas into a final outcome, a substantial work of art. A lot of work is done in sketchbooks and you are required to write your thoughts, ideas and understanding as well as expressing them visually. You develop a range of skills as the course develops. For example, you engage in drawing and painting, block printing, collage/photomontage and sculpture or textiles. In addition, skills in using a sketchbook to record, practice, develop and experiment are taught and developed throughout the course. All work takes place in response to a Starting Point. Recent Starting Points include 'Texture' and 'Similarities and Differences'.

You will visit galleries to engage with the work of artists first hand and draw upon the work of artists as an inspiration for your own ideas and developing artwork.

There are two components.

Component 1: Portfolio (60%) - coursework

Component 2: Externally Set Assignment (40%) - exam

<p style="text-align: center;"><b>UNIT 1: Coursework Portfolio</b></p> <p style="text-align: center;"><b>Begins: September of Year 10</b> <b>Ends: December of Year 11</b></p>
<p>Each Project:</p> <ul style="list-style-type: none"><li>• is six-weeks long and done in school cycles</li><li>• focusses skills that you will need for Unit 2 and the Externally Set Assignment</li><li>• develops your ability to work independently from the teacher</li><li>• focusses on a specific artist or movement, such as Abstract Expressionism</li><li>• focusses on a specific media, such as painting or sculpture</li></ul> <p>Some Instructive Projects:</p> <ul style="list-style-type: none"><li>• involve a visit to a gallery</li><li>• are preparation work done in sketchbooks</li><li>• require you to make a substantial artwork</li><li>• will form your Mini-GCSE</li></ul>

<b>COMPONENT 2: Externally Set Assignment (40%)</b>	
<b>Begins: January in Year 11</b> <b>Ends: April in Year 11</b>	
<ul style="list-style-type: none"> <li>- There is a preparation period of about 10 weeks that takes place in normal lessons.</li> <li>- You work independently but can get guidance during the preparation period.</li> <li>- The Supervised Examination takes place over two full days.</li> <li>- Starting Points are given by the board</li> <li>- 96 marks are available, 40% of your overall grade</li> </ul>	
Preparation Period	Supervised Examination
<p>In the Preparation Period you are required to:</p> <ul style="list-style-type: none"> <li>• visit a gallery to <b>explore</b> your starting point</li> <li>• <b>investigate</b> artists and <b>develop</b> possible <b>ideas</b></li> <li>• <b>write</b> about and <b>make studies</b> of the work of artists</li> <li>• <b>experiment</b> in different media, materials, techniques and processes</li> <li>• <b>capture what you are thinking</b> at all times, especially what your intentions are and how it turned out</li> <li>• <b>refine</b> your ideas to <b>develop and plan</b> a high-quality artwork from your investigations</li> </ul>	<p>In the Supervised Exam, you are required to:</p> <ul style="list-style-type: none"> <li>• make the high quality piece of artwork that you developed and planned during the Preparation Period</li> <li>• work on this for 10 hours completely unaided</li> </ul>

### ASSESSMENT OBJECTIVES

Four Assessment Objectives (AOs) of equal weighting are used to assess both components.

- AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3:** Record ideas, observations and insights relevant to intentions as work progresses.
- AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### PROGRESSION ROUTES:

You can continue your studies at A' Level in college and can choose to specialise in one area. If you don't want to take your art and design studies any further, the transferable skills you gain will be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly. Studying GCSE Art can lead to a career in the creative industries

<ul style="list-style-type: none"> <li>• Architecture</li> <li>• Photography</li> <li>• Computer Aided Design</li> <li>• Illustration</li> <li>• Art Agent or dealer</li> </ul>	<ul style="list-style-type: none"> <li>• Set designer</li> <li>• Graphic design</li> <li>• Animator</li> <li>• Video game designer</li> <li>• Illustrator</li> </ul>	<ul style="list-style-type: none"> <li>• Photographer</li> <li>• Product designer</li> <li>• Publishing</li> <li>• Artist</li> <li>• Museum Curator</li> </ul>
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# Photography: AQA

The GCSE in Photography comprises of

Unit 1 : Portfolio

Unit 2 : Externally Set Assignment.

## COURSE OUTLINE:

You will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. You will be made aware of both traditional and new technologies. We will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. These cultures and societies will be explored through the lens of the camera. You will respond through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

We will use sketchbooks/websites/journals to underpin your work where appropriate.

There is some drawing to develop your skills in order to produce storyboards, thumbnail sketches and/or diagrams, where appropriate.

There are two components.

Component 1: Portfolio (60%) - coursework

Component 2: Externally Set Assignment (40%) - exam

### UNIT 1: Coursework Portfolio

Begins: September of Year 10

Ends: December of Year 11

#### Each Project:

is six-weeks long and done in school cycles

focusses skills that you will need for Unit 2 and the Externally Set Assignment

develops your ability to work independently from the teacher

focusses on a specific artist or movement, such as Abstract Expressionism

focusses on a specific media, such as painting or sculpture

#### Some Instructive Projects:

involve a visit to a gallery

are preparation work done in sketchbooks

require you to make a substantial artwork

will form your Mini-GCSE



<b>COMPONENT 2: Externally Set Assignment (40%)</b>	
<b>Begins: January in Year 11                      Ends: April in Year 11</b>	
<ul style="list-style-type: none"> <li>- There is a preparation period of about 10 weeks that takes place in normal lessons.</li> <li>- You work independently but can get guidance during the preparation period.</li> <li>- The Supervised Examination takes place over two full days.</li> <li>- Starting Points are given by the board</li> <li>- 96 marks are available, 40% of your overall grade</li> </ul>	
<b>Preparation Period</b>	<b>Supervised Examination</b>
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### ASSESSMENT OBJECTIVES

Four Assessment Objectives (AOs) of equal weighting are used to assess both components.

- AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3:** Record ideas, observations and insights relevant to intentions as work progresses.
- AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### PROGRESSION ROUTES:

You can continue your studies at A' Level in college and can choose to specialise in one area. If you don't want to take your photography and design studies any further, the transferable skills you gain will be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly. Studying GCSE Art can lead to a career in the creative industries

<ul style="list-style-type: none"> <li>• Architecture</li> <li>• Photography</li> <li>• Computer Aided Design</li> <li>• Illustration</li> <li>• Art Agent or dealer</li> </ul>	<ul style="list-style-type: none"> <li>• Set designer</li> <li>• Graphic design</li> <li>• Animator</li> <li>• Video game designer</li> <li>• Illustrator</li> </ul>	<ul style="list-style-type: none"> <li>• Photographer</li> <li>• Product designer</li> <li>• Publishing</li> <li>• Artist</li> <li>• Museum Curator</li> </ul>
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# GCSE HISTORY: Edexcel

## COURSE OUTLINE:

History teaches students a wide and complex range of skills, to analyse and evaluate interpretations of the past. By learning about both British and global events of the past we can make sense of our present and shape the future.

The topics studies range from medieval invasion to crime studies to the challenges faced abroad in the Twentieth and Twenty first centuries.

The wide range of subject coverage mixed with the practical thinking and transferable skills gained, make History an excellent selection at Keystage 4 and beyond.

## TOPICS

- Thematic study and historic environment
- Period study and British depth study
- Modern depth study

## ASSESSMENT

Paper 1: Crime and punishment in Britain	Paper 2: Superpower relations and The cold war-and Anglo-Saxon and Norman England.	Paper 3: Weimar and Nazi Germany
Thematic study and historic environment <ul style="list-style-type: none"> <li>• The assessment is 1 hour and 15 minutes.</li> <li>• The question paper is out of 52 marks.</li> <li>• It comprises two sections: A and B.</li> </ul>	Period study and British depth study <ul style="list-style-type: none"> <li>• The assessment is 1 hour and 45 minutes.</li> <li>• The question paper is out of 64 marks.</li> <li>• It comprises two sections: A and B.</li> </ul>	Modern depth study <ul style="list-style-type: none"> <li>• The assessment is 1 hour and 20 minutes.</li> <li>• The question paper is out of 52 marks.</li> <li>• It comprises two sections: A and B.</li> </ul>

## SKILLS

All of the Humanities option subjects enable the student to develop a variety of skills which can be utilised in all areas of further study or work.

<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Communication</li> <li>• ICT</li> <li>• Different Scales</li> <li>• Critical Thinker</li> </ul>	<ul style="list-style-type: none"> <li>• Study at different scales - local, national, global</li> <li>• Interpretation of sources</li> <li>• Analysis of data / sources</li> </ul>	<ul style="list-style-type: none"> <li>• Up to date Case Study analysis</li> <li>• Enquiry</li> <li>• Numeracy</li> <li>• Fieldwork</li> </ul>
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# GCSE HISTORY: EDEXCEL

## PROGRESSION ROUTES:

The study of History will enhance the skills of:

- evaluating
- analysing evidence
- research
- critical thinking
- think creatively
- making independent view points.

The study of History will open the doors to a variety of careers.

- Archaeologist
- Teacher/Lecturer
- Publisher
- Archivist
- Marketing
- News Correspondent
- Tour Guide
- Historical Researcher
- Journalism
- Editor
- Law

# GEOGRAPHY B (Geography for Enquiring Minds) (9-1)

## COURSE OUTLINE:

This course has a focus on both physical and human geography which incorporates a variety of skills that can enhance a variety of career paths. The aim is to develop values and attitudes towards the world while investigating relevant case studies from a local, national and global scale. The key concept throughout the course focuses on sustainability in terms of social, economic and environmental impacts.

## ASSESSMENT:

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>• Global Hazards</li> <li>• Changing Climate</li> <li>• Distinctive Landscapes</li> <li>• Sustaining Ecosystems</li>   <li>• Fieldwork</li> <li>• Geographical Skills</li> </ul>	<p><b>Our Natural World (01)</b> 70 Marks 1 hour 15 minutes written paper</p>	<p><b>35%</b>  of total GCSE</p>
<ul style="list-style-type: none"> <li>• Urban Futures</li> <li>• Dynamic Development</li> <li>• UK in the 21st Century</li> <li>• Resource Reliance</li>   <li>• Fieldwork</li> <li>• Geographical Skills</li> </ul>	<p><b>People and Society (02)</b> 70 Marks 1 hour 15 minutes written paper</p>	<p><b>35%</b>  of total GCSE</p>
<ul style="list-style-type: none"> <li>• Geographical Skills</li> <li>• Decision Making Exercise</li> </ul>	<p><b>Geographical Exploration (03)*</b> 60 Marks 1 hour 30 minutes written paper</p>	<p><b>30%</b>  of total GCSE</p>

# GEOGRAPHY B (Geography for Enquiring Minds) (9-1)

## SKILLS:

GCSE specifications in geography should enable students to build on their key stage 3 knowledge and skills to:

- develop and extend their knowledge of locations, places, environments, and processes.
- gain understanding of the interactions between people and environments, change in places and processes over space and time
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues

## • PROGRESSION ROUTES:

The study of Geography will enhance key skills that open the doors to a variety of careers.

### Environment and Sustainability - Management

- Urban Planner
- Landscape Architecture
- Forestry Manager

### Physical Systems - Analysing data and managing IT

- Weather Forecaster and Presenter
- Hazard Management
- Flood Protection Manager

### Society - People skills

- Teacher/Lecturer
- Human Resources Manager
- Marketing
- Public Relations

### Business World - Data interpretation, understand economic trends

- Banker
- Accountant
- Lawyer

### Global Issues - Knowledge and understanding of the world

- Human Rights Officer
- Diplomat

### Settlement - Understand issues on development

- Surveyor
- Town Planner
- Conservation Officer

### Travel - Experience different cultures

- Travel Agent
- Travel Writer
- Leisure Centre Management

# **(OCR J277) GCSE COMPUTER SCIENCE**

This course is challenging and suitable for students who are currently achieving a high level in their year 9 computer science work.

If you are interested in taking this course it is important that you talk to Mr Farrance, Head of Computer Science or your subject teacher as this course has some very specific entry requirements that you need to meet.

## **Assessment:**

You will sit two formal examinations (90 Mins each) that have equal weightings towards your final grade.

### **J277 Component 1: Computer systems (50%) 1hr 30mins Exam**

This component will assess:

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

### **J277 Component 2: computational thinking (50%) 1hr 30mins Exam**

This component will assess:

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

### **Component 3: Practical Programming**

All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

### **\*Entry requirements:**

Students should have a GCSE target grade of 6 in Mathematics and English and be working at least at 'expected performance' in Computer Science, Maths and English to be accepted on the Computer Science course. Where a student has a target grade lower than this an assessment of current ability will be undertaken to determine a student's suitability to study the chosen subject.

# DESIGN AND TECHNOLOGY

## AQA GCSE DESIGN & TECHNOLOGY (NEW SPEC)

<http://bit.ly/newgcsedt>

### COURSE OUTLINE:

There are four key learning concepts in the new DT GCSE:

**Investigating:** where students learn about different materials: their properties and uses (paper & boards; polymers; metals; textiles; timbers), methods of manufacture (printing, die-cutting, plastics forming), human factors: ergonomics and anthropometrics; aesthetics, economics and the role of design in society.

#### **Key Skills**

Students will develop their investigative and research skills as well as their analytical; planning & presentation skills.

**Developing:** where students learn to create and develop ideas through drawing, (freehand and technical drawing skills); physical prototype modeling and computer modeling: CAD (TechSoft 2D Design, Google Sketch up) through to a final proposal.

#### **Key Skills**

Students will develop their problem solving and creativity skills as well as their communication and technical drawing skills.

**Making:** where students learn how to make safely with accuracy and skill, using computer aided manufacture (CAM) such as vinyl cutting, laser cutting, 3D printing and also using traditional hand making skills.

#### **Key Skills**

Students will have the opportunity to fine tune their practical skills in the workshop and also with CAD CAM equipment.

**Testing:** where students evaluate and modify their proposals based on user feedback and testing.

#### **Key Skills**

Students will be liaising with clients in real life project briefs. Their confidence will grow as they learn to reflect and be self critical; learning from mistakes and modifying concepts in order to continually improve and share ideas.

**Each Year in June the exam board releases new contexts for the NEA project.**

*(previous examples include: Encouraging a Healthy Lifestyle; Teenage Lifestyle; Nature & the Environment; Multi-functional Living & Safe and Comfortable Home)*

### GUIDED LEARNING HOURS

Students will study for 5 hours per fortnight in Year 10, and 6 hours per fortnight in Year 11.

### ASSESSMENT

Unit 1: Written Exam	Unit 2: Design and Making Project (NEA)
2 hours - 100 marks 50% of final mark	Approximately 45 hours - 100 marks 50% of final mark

# DRAMA

## **BTEC CERTIFICATE IN PERFORMING ARTS**

Equivalent to one GCSE (120 hours over Year 10 and 11)

### **UNIT 1: INDIVIDUAL SHOWCASE**

(30 hours)

This is a core unit that is externally marked. Each learner will prepare and rehearse a solo performance that will be recorded. They will have two hours under exam conditions to compose a letter of application describing their performance.

### **UNIT 2: PREPARATION, PRODUCTION AND PERFORMANCE**

(30 hours)

You will develop a performance piece as a member of a fictional performance company. You will take on a performing or production role and will prepare for, and produce, a performance. You will also need to explore the performance piece you are working on. This unit focuses on the work of a company, not just the individual. It will give you the chance to experience the highs and lows of working as a member of a performance company.

### **UNIT 3: ACTING SKILLS**

(60 hours)

This unit is about starting you on your journey to becoming a professional actor. You will be introduced to important acting skills. In particular, you will undertake a programme of regular exercises to help you master the techniques that will enable you to control and use your voice and body for a character or role. You will need to use your imagination to create characters or roles. Actors interact with other actors/characters and with the audience and therefore they must be excellent communicators.

This unit is about building your foundations as an actor; it is not just about performance.

#### **WHY TAKE DRAMA?**

As well as leading you into areas of performance and Expressive Arts in college, University or Drama School, a Drama qualification will be of great benefit in any career involving team work, team management, presenting, or dealing with the public in any way.



# GCSE MUSIC: OCR

This is a three year course for students to explore their own interest and enjoyment of music while studying a broad range of genres, perfecting their skills and developing an understanding of the cultural awareness of music. The course aims to cover an array of different musical styles, concepts and ideas all studied and learnt through the three key areas of Performing, Composing and Listening

**Practical:** Students technical ability and skills on their chosen instrument will be developed in solo and group performances as well as composition. Students will also use subject specific technology including notation software, studio recording, mixing desks and multi-track recorders.

**Academic:** Through listening, analysis and historical investigations students will develop understanding and appreciation of a range of different genres of music. Developing listening skills along with oral and written evaluation.

## The key aims of the course are to:

- engage students actively in the study of music
- develop skills to perform music individually and in groups and demonstrate some fluency and control of the resources used
- develop skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising underpinned by attentive listening
- broaden experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- reflect upon and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development
- develop awareness of music technologies and their use in the creation and presentation of music

## ASSESSMENT

.Within the performing assessment: A total of two performances one solo and one as part of a group

Within the composition assessment: A minimum of two compositions based on the students own musical interests

Within the listening assessment: The listening assessment will take the shape of a 90minute exam which is sat the end of the course.

## PROGRESSION ROUTES:

**Diplomas:** A Level Music and Music Tech. BTEC Higher: Music or Popular Music or Music Tech and Music Management or Music Production BTEC Music Tech. BTEC Music Production.

**Degrees:** BA (Hons) Music. BA (Hons) Popular/Contemporary Music Performance. BA (Hons), Sound Engineering, Music Culture: Production. BA (Hons) Music with Theatre Studies etc.

**Careers:** In Performing, Music Management, Music Production, Studio Production, Teaching, Music Technology, Theatre Production, Sound Engineer, DJ, Composer, Conductor, Publishing, Media, Events Management, Film Production and TV Production.

**\*Entry requirements:** Students should have musical ability in at least one instrument (including vocals) to be accepted on the GCSE Music course. All applicants will be reviewed individually by the Head of department to assess Suitability.

# P.E. GCSE (Sport Science) (AQA)

This is a two year course that will be split into 4 sections:

1. Fitness and body systems which is applied anatomy and physiology, movement analysis, physical training and how to use data in sport.

This section will be assessed through written exam which will be 1 hour and 45 minutes and make up 36% of your final grade.

2. Health and performance which is health, fitness and well being, sport psychology, social cultural influence and using data.

This section will be assessed through a written exam that will be 1 hour and 15 minutes and make up 24% of your final grade.

3. Practical performance three sports with a least one individual sport and one team sport these sports will be marked by skills in isolation and in a competitive formal situation.

This section will be externally moderated and will make up 30% of your final grade

4. Personal exercise Programme which will look at the Aim and planning analysis, carrying out the monitoring of the PE and the evaluation of the PEP

This section will be internally marked and externally moderated and make up 10% of your final grade.

## PROGRESSION ROUTES:

The course allows students to progress to higher level qualifications such as GCEs (A Levels), and is beneficial to students who are considering going to University to study PE / Sports Science.

# P.E.

## (OCR Cambridge Nationals Sport Studies Level 2)

This is a two year course that consist of mostly coursework. It is equivalent to 1 GCSE. The course consist of 4 Units:

**1. Contemporary issues in sport (Mandatory unit)-** learners will explore a range of topics and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

*This section will be assessed externally through written exam ,which will be 1 hour and 25% of your final grade.*

**2. Developing sports skills (Mandatory unit)-** learners will develop their skills, techniques and use of tactics/strategies/ compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance.

*This section will be assessed internally through written coursework which will be 25% of your final grade.*

**3. Sports leadership (Optional unit)-** learners will develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and, by doing so, develop their ability to communicate with an audience verbally and through practical demonstration, and adapt to developing situations and the different needs and abilities of those they are leading.

*This section will be assessed internally through written coursework which will be 25% of your final grade.*

**4. Sport and the media (optional unit)-** learners will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media. The skills developed would be relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and Public Relations or media work within a sports organisation.

*This section will be assessed internally through written coursework which will be 25% of your final grade.*

### PROGRESSION ROUTES:

The course allows students to progress to higher level qualifications such as A Levels, Level 3 sports courses and is beneficial to students who are considering going to University to study PE/Sports Science.

# TRIPLE SCIENCE (AQA Single Sciences)

## COURSE OUTLINE:

More able students can achieve three Single Science GCSE's. This comprises of further units that cover in greater depth than the Combined Sciences and lead to award three single and independent GCSE's in Biology, Chemistry and Physics.

This option is **offered** generally with a priority for Set 1 and Set 2 students who consistently achieve high levels in Year 8 End of Cycle Tests, End of KS3 Science exams and show a good attitude and work ethic towards Science. In addition to this students should also be achieving Above expected in **English** and **Mathematics**.

GCSE Single Sciences		
Biology	Chemistry	Physics
Cell Biology	Atomic Structure and the Periodic Table	Energy
Organisation	Structure, Bonding and the Properties of Matter	Electricity
Infection and Response	Quantitative Chemistry	Particle Model of Matter
Bioenergetics	Chemical Changes	Atomic Structure
Homeostasis and Response	Energy changes	Forces
Inheritance, Variation and Evolution	The Rate and Extent of Chemical Change	Waves
Ecology	Organic Chemistry	Magnetism and Electromagnetism
	Chemical Analysis	
	Using Resources	
	Chemistry of the Atmosphere	

## ASSESSMENT:

Triple Sciences will have 6 exams each of them are 1 hour 45 minutes.

## PROGRESSION ROUTES:

Students that achieve 3 GCSE grade 6 or better at the end of the course are suitably prepared to go to College and complete A-level science courses.

## Entry Requirements:

Students should be expected to achieve a grade 6 in English AND Mathematics and be working at least at 'expected performance' in Science to be accepted on the Triple Science course. Where a student has a target grade lower than this an assessment of current ability will be undertaken to determine a student's suitability to study the chosen subject.



# IMPORTANT INFORMATION AND ENTRY REQUIRMENTS

## Languages at GCSE

The majority of students are now expected to study a language at GCSE as part of the changes made by the government last year. Therefore, unless notified by the school separately, all students must chose to either study French or Urdu.

## Entry Requirements for Subjects

Whilst we are looking to accommodate all student interests and choices it is important that students select subjects where they can be successful. A general guide to entry for Computer Science, Triple Science and Music is outlined below. Target GCSE grades are set based upon KS2 results and are available on their reports. These grades may change over time following guidance from national statistical sources.

**Computer Science** - students should have a GCSE target grade of **6** in Mathematics and English and be working at least at 'expected performance' in Computer Science, Maths and English to be accepted on the Computer Science course. Where a student has a target grade lower than this an assessment of current ability will be undertaken to determine a student's suitability to study the chosen subject.

**Triple Science** - students should be expected to achieve a grade **6** in English AND Mathematics and be working at least at 'expected performance' in Science to be accepted on the Triple Science course. Where a student has a target grade lower than a grade 5 an assessment of current ability will be undertaken to determine a student's suitability to study the chosen subject.

**Music** - Students should have musical ability in at least one instrument (including vocals) to be accepted on the GCSE Music course. All applicants will be reviewed individually by the Head of department to assess suitability

**Photography** - Students should have held a prior interest in photography and visual arts. Throughout the course students will be able to use mobile phones and borrow school cameras. The numbers on the course will be limited. Applicants to Photography GCSE may be asked to take part in a short discussion with the head of department to confirm suitability.

# NORLINGTON SCHOOL OPTION CHOICES 2018/2021

Please follow the instructions below carefully. Deadline for return of your options choices is **FRIDAY 26th February 2021**

Step 1: Fill in your son's name and tutor group

Name.....Form Group.....

Step 2: Choose One subject from the option block 1, option block 2 and option block 3:

<b><u>Option Block 1</u></b> GEOGRAPHY HISTORY
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Option choice.....

<b><u>Option Block 2</u></b> Design Technology Computer Science Triple Science
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Option choice.....

<b><u>Option Block 3</u></b> FRENCH URDU
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Step 3: Choose one other subject:

Option choice.....

<b><u>Option Block 4</u></b> ART COMPUTER SCIENCE GEOGRAPHY HISTORY MUSIC DESIGN TECHNOLOGY DRAMA PE (GCSE) P.E. (Sport Studies Level 2) PHOTOGRAPHY
--

1st choice.....

1st reserve.....

2nd reserve.....

\* All subjects are GCSE.

Parent name.....Signature.....

Student's