



Pudsey
Grangefield
School

Key Stage 4
Guided Choices
2018-2021

Key Stage 4: Course Choices 2018-2021

Welcome to the start of the guided choices process. This is an exciting time for you, as you now have the opportunity to choose which courses you would like to take in Years 9,10 and 11.

Please read this booklet carefully as it gives you and your parents/carers all the information you need to help make the choices that are right for you. You also have a lot of support at hand by talking to your subject teachers, Form Tutor, Director of Studies and Parents or Carers.

All students will be guided with their choices. You will not be allowed to choose courses that we feel will be too demanding or not demanding enough. We want the courses chosen by you to provide you with the best possible chance of success, as well as ensuring that your curriculum is broad, balanced and enjoyable.

After speaking to your parents about your choices, please hand in your choice form to your Form Tutor by **Friday 16th March**. You will then be invited to a guidance meeting, where you will have a chance to talk through your choices in relation to your personal strengths and any career aspirations you may have. At the meeting we will also look at the demands of the courses and types of courses to make sure they are appropriate for you.

Important Dates in the Guided Choices Process:

Guided Choices Assemblies

Introduction -Monday 26th February

Subject presentations- Monday 5th March and Monday 12th March

Subject Fair

Thursday 1st March

Guided Choices form given to students

Friday 2nd March

Guided Choice forms submitted to Form Tutors

Friday 16th March.

Student meetings to discuss courses

End of March and after the Easter Holidays.

Letters to go to parents/carers with course selection

Week beginning Monday 7th May

Please do not hesitate to contact the school if you would like to discuss any aspect of the process.

New reformed GCSEs

The Government is going through a process of reforming GCSE and Vocational qualifications. All GCSEs will be reformed from September 2018. Many new Vocational courses will also start from September 2018.

What New GCSEs will look like

The Department for Education (DfE) has made a number of changes to the characteristics of the new GCSEs. Key features include:

- A new grading scale that uses the numbers 1-9 to replace the A*-G scale for identifying levels of performance.
- 'Untiered' test papers in most subjects, where students will sit the same test papers at the same level regardless of ability. Some subjects, such as maths, will be tiered.
- Students will be assessed at the end of the course and subject content will not be divided into modules.
- Assessment will be made by external exam, except where non-exam assessment is the only way to assess certain skills

Students will only sit exams in the summer. Students will only be able to resit exams in November for English language and maths if they were at least 16 on the preceding 31 August.

How is the new grading scale different?

The new GCSEs will be graded using the numbers 1-9, with 9 being the highest and 1 the lowest. Where performance is below the minimum required to pass a GCSE, students will receive a U. The chart below compares the new GCSE grading structure to the one currently used for the old 'legacy' GCSEs. Under the new system, a grade 4 and above will be equivalent to a C and above:

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

Are the new GCSEs going to be more challenging ?

Yes, the government has explained that one of the main reasons why GCSEs are being reformed is to make them more challenging. For example, the new English language GCSE will require better reading skills and good written English.

Vocational Qualifications

Vocational courses have been designed to be more hands-on than GCSEs. They are the same size as a single GCSE and can be studied alongside GCSEs. They enable progression to A levels or Level 3 Vocational courses at Post 16.

One of the main differences between Vocational courses and the New GCSEs can be in the amount of coursework that form part of the course. The new Vocational BTEC Tech courses contain three coursework units. Two of which are internally assessed and one is marked externally. The Vocational OCR Cambridge National courses have one internally assessed coursework unit and one external exam.

Most Vocational courses have at least 25% external examination and 75% internally assessed coursework. Whereas the practical GCSEs (eg Drama, Art, Product Design) are split 40% external examination and 60% internally assessed coursework. Some of the New GCSEs are 100% examined in Year 11. How courses are assessed is included in the descriptions of the courses in this booklet.

We offer a number of different Vocational courses;

- Enterprise (BTEC Tech Award, which has replaced BTEC First in Business)
- ICT (TLM Open Systems and Advanced Manufacturing Technologies-Rocket Science)
- Music (BTEC Tech Award)
- Health and Social Care (BTEC Tech Award)
- Creative iMedia (OCR Cambridge National)
- Sport Science (OCR Cambridge National)

How Vocational courses are graded

Vocational courses are awarded at Level 1 or Level 2.

At Level 2 the grades are Distinction*, Distinction, Merit and Pass. A Level 2 Distinction is equivalent to a GCSE Grade 7, a Level 2 Pass is equivalent to a GCSE Grade 4.

At Level 1 the grades are Distinction, Merit and Pass. A Level 1 Distinction is equivalent to a GCSE Grade 3.

CORE SUBJECTS

All students in Year 9 will take the following subjects:

Core Subjects;

- **English GCSE**

All students will study English Language GCSE and English Literature GCSE as two GCSEs. Examinations are taken in Year 11.

- **Mathematics GCSE**

All students will study Mathematics GCSE. Examinations are taken in Year 11.

- **Science GCSE**

All students will study combined Science incorporating Biology, Chemistry and Physics. This is worth two GCSEs. Examinations are taken in Year 11.

- **PE**

All students participate in physical activity in order to maintain and promote a healthy lifestyle. Students can also choose to study GCSE PE or Sport Science BTEC as a course as well.

- **Certificate in Financial Education (CiFE)**

All students will study for the CiFE which introduces them to personal finance and business finance. It will help prepare them to manage their finances in the future. The course is delivered through mathematics lessons, PSHCE lessons and during form time. Students can also choose to study Business GCSE or Enterprise BTEC as a course as well. Examinations are taken in Years 9, 10 and 11 and lead to a Level 2 qualification.

- **Personal, Social, Health and Citizenship Education (PSHCE)**

The school provides a structured programme of PSHCE through the daily tutor period and a weekly lesson. There are also 2 discrete enrichment days covering further aspects of:

PSHE, Citizenship,
Sex and Health Education,
Work Related Learning,
Careers Education and Guidance,
Enterprise Education,
Economic and Industrial Understanding

The school calendar identifies when they are and additional information is given on the website.

Guided Choices

In addition to the Core Subjects, students must choose 1 course from each of the four Blocks. This will give students 4 more courses. Each course is delivered over 5 periods per fortnight. Students must also pick 2 reserve courses just in case we are unable to offer the 4 preferred courses.

Block A	Block B	Block C	Block D
Business GCSE	Drama GCSE	Art GCSE	Art GCSE
Food Preparation and Nutrition GCSE	Enterprise (BTEC)	Computing GCSE	Dance GCSE
Geography GCSE	French GCSE	Enterprise (BTEC)	Drama GCSE
History GCSE	Health & Social Care (BTEC)	French GCSE	Geography GCSE
ICT (Rocket Science)	History GCSE	Geography GCSE	History GCSE
Media (Cambridge National)	ICT (Rocket Science)	Media (Cambridge National)	ICT (Rocket Science)
Music (BTEC)	Photography GCSE	Photography GCSE	Media (Cambridge National)
Spanish GCSE	Product Design GCSE	PE GCSE	Spanish GCSE
Sport Science (Cambridge National)	Sport Science (Cambridge National)	RE GCSE	Textile Design GCSE

How to choose

Students should select courses that;

- they are interested in
- they have the relevant skills in, or are keen to develop those skills
- they can be successful in
- may be relevant to any future career aspirations

Types of courses

Students should also consider the type of course as well;

- many GCSEs (History, Geography) are 100% examined at the end of Year 11
- practical GCSEs (eg Art, Drama, Product Design) have a controlled assessment/coursework element (60%) as well as an examination (40%)
- Vocational courses have larger coursework elements (approx 75%) and much smaller externally examined elements (approx 25%) than GCSEs.
- Vocational courses are more 'hands-on'

Combinations of subjects

Students can **not** choose the following subjects together;

- Sport Science (Cambridge National) and PE GCSE
- Enterprise (BTEC) and Business GCSE
- ICT (Rocket Science) and Computing GCSE

Students should only pick one of Food Preparation and Nutrition GCSE, Textiles GCSE and Product Design GCSE.

It is important that students choose the right courses as they will be studying them for the next 3 years. Students will receive a lot of guidance and advice from their Subject Teachers, Form Tutors and Director of Studies. This booklet provides a lot of information about each course, including course overviews, assessments and independent learning expectations.

Once students have made their Guided Choices they will be invited to a meeting to discuss the courses. Parents/carers are also invited to the meetings. At the meeting there will be a discussion about why the courses have been selected. If we believe that any of the courses are not appropriate, we will ask students to consider different courses. Students will not be allowed to choose courses that we feel will be too demanding or not demanding enough.

We will use the following to help guide students;

- their Key Stage 2 results
- assessments from Year 7 and Year 8
- their Attitude To Learning Scores (ATLs)

What will happen if a course is over-subscribed or under-subscribed?

There is only one class for each of the courses in the blocks. The maximum size of a class depends on the type of course. For example History GCSE classes can have a maximum of 32 students, whereas practical subjects like Product Design GCSE are smaller with a maximum number of 25 students. If a course is over-subscribed we will use the above information to help decide which students are suitable to take the course. A course may not run if the numbers are not viable.

Also **more able** students will benefit from;

- Taking a Language GCSE
- Taking History or Geography GCSE
- Taking more GCSE courses

More able students are expected to take a Language GCSE, French or Spanish and a Humanities GCSE, History or Geography. The subjects are indicated in bold on the Guided Choices grid.

Why study a language?

Some of the best Universities may request the study of a language at GCSE as an entrance requirement for certain degree courses. For example University College London (UCL) requires all UK degree students to enter UCL with or by graduation a basic level of language competence. Many degrees are offered with the study of a foreign language alongside and the opportunity to spend a year studying abroad under the ERASMUS scheme. For example a year in Lyon for Aeronautical Engineering.

Benefits of studying a language

- A life skill
- Languages teach you communication skills and adaptability
- Cultural awareness
- Social skills
- Languages can give you the edge in the job market
- Greater opportunities to travel and work abroad
- Are enjoyable
- Essential for getting the EBacc (see next page)

Why study History or Geography?

History and Geography are ‘facilitating’ subjects and are identified by the Russell Group of universities as a preferred subject from applicants. A GCSE in History or Geography will therefore make your university applications much stronger. A GCSE in History or Geography can also be a stepping stone to careers in journalism, law, town planning, archaeology, teaching, accountancy, the civil service, politics, the police force and an endless number of graduate schemes.

In History students will gain a better understanding of the world around them by examining some of the most significant global events in History, whilst in Geography students will develop a better appreciation of the physical processes that shape the environments we live in and the impacts human societies have upon these environments.

Ultimately, History and Geography are difficult subjects, it is not just teachers who know this but employers and universities and as such a GCSE in either of these subjects will carry great weight for any future career path.

The English Baccalaureate (EBacc)

The Government believes that schools should offer students a broad range of academic subjects to age 16, and the EBacc promotes that aspiration. To achieve the EBacc students need good GCSE passes in;

- English Language and English Literature
- Mathematics
- Combined Science (2 GCSEs)
- History or Geography
- French or Spanish

French or Spanish

Spanish GCSE is a popular course. However, many students under-estimate how difficult it is. We will consider carefully the students who have selected Spanish to decide if they have the right skills to be successful on the course. We may suggest that some study French instead.

WHAT QUESTIONS SHOULD I BE ASKING?

Which courses should I choose?

Follow courses that:

- You know you can do well in.
- Reflect your interests and personal qualities.
- Help you learn in the best way for you
- Will help you keep your options open in the future.

What should NOT influence my choices

Whether you like or dislike the teacher – the teacher could be different next year.

Your friends' subject choices – your friends are different from you and have different strengths.

How do I know which courses are right for me?

We all have subjects which we like more than others. Speak to your teachers if you want more advice.

Remember, you have English, Maths and Science as a base. Build out from there.

What is the EBacc?

The Ebacc is a combination of subjects that includes: Maths, English, Sciences, History, Geography and Languages.

Universities call these '***Facilitating Subjects***' and by having two of these at A Level you have the widest choice of course and university.

Will there be an opportunity to learn outside the school?

Many courses will include visits and speakers. However, for some of you it may be appropriate to offer an alternative to the standard curriculum.

What else should I think about?

Do you:

- ***Have a clear idea about doing a specific career or post 16 course?***

Find out what the most appropriate courses is for it.

- ***Have a general idea of the broad area of work you'd like to go into?***

Follow courses which would start you on your way without stopping you from doing other things if you change your mind.

- ***Plan ahead***

If you already have an idea about what you

Have no clear idea?

It doesn't matter. Keep your options open by following a broad range of courses. Speak to your Form Tutor or Director of Studies about what might be appropriate for you.

Our School Values



- **Respect**
- **Resilience**
- **Ambition**
- **Compassion**
- **Integrity**

Homework

Homework will be set on the Show My Homework System. Students will receive different amounts of homework depending on year group and subject.

Year 9

Subject	Time allocated
English Maths and Science	45 minutes per week for each subject
Other subjects	30 minutes per week

According to the above guidelines, students should receive approximately 5 hours of homework a week. In addition to work set by subjects, students are expected to read for 1 hour a week.

Year 10 and Year 11

Year	Frequency
Y10	20 minutes per lesson per week. Approx. 7 hours per week
Y11	30 minutes per lesson per week. Approx. 10 hours a week

At both KS3 and 4, 'Minutes per lesson/week' is a guideline. It is at the teacher's discretion whether to set an extended piece of homework or spread work over several smaller tasks.

For example, a Y9 DT homework of one hour may be set but students will receive 2 weeks to complete the piece. English homework in Y11 will not be set every lesson but may be rolled into an hour and a half of homework a week.

Completing homework

If homework is not completed and handed in on time students will be put in a same day 'Catch Up' session to complete the work. The session will last for 1 hour. Parents/carers will receive a text to inform them that this is happening. Homework is normally handed in during periods 1 to 4 with a text message sent out during period 5.

Show My Homework (SMHW) online system

This is an online system where staff will record homework. Students and Parents/Carers will be given logins and passwords. If there are any difficulties accessing the system email the school : contactus@pudseygrangefield.co.uk

Information, Advice and Guidance

Over the past few weeks, students have been given time during tutor time sessions to reflect on their skills and attributes and personal ambitions to help prepare them for making their guided choices.

The Government has raised the age to which all young people in England must continue in education or training, requiring them to continue until the end of the academic year in which they turn 18 Years old.

This does not mean that students will need to stay in school until the age of 18; they have the choice of:

- full-time education, such as school, college or home education
- an apprenticeship
- part-time education or training if they are employed, self-employed or volunteering full-time (which is defined as 20 hours or more a week).

Progression

The sixth form offers a wide range of courses as well as a wide ranging enrichment programme and thorough preparation for careers or university. There are also other high quality further education providers in Leeds which offer numerous vocational courses and apprenticeship routes. Please see Leeds Pathways for further information.

<http://www.leedspathways.org.uk/>

As it is very early for students to have firm plans about what they may wish to do post 16, we have constructed the curriculum model to allow students to take subjects preferred by universities and employers. We are therefore encouraging students to think ahead and consider their future hopes and aspirations when making their choices.

Throughout the year, Form Tutors help students to review their progress and develop action plans for personal improvement. They have a pivotal role in helping advise students about their subject choices continuously from Year 9 to Year 11.

Parents may wish to look at a document recently published by Russell Group Universities, called 'Informed Choices' when supporting their son or daughter in making their choices.

<http://www.russellgroup.ac.uk/informed-choices.aspx>

Art & Design GCSE

Course overview:

During year 9, 10 and 11 students will work through 4 assessment objectives that allows them to explore the work of traditional and contemporary artists, designers and craft makers. Students will analyse work and develop their own thoughts and opinions. This understanding is then enhanced through the student's exploration of 2D and 3D processes. This will allow students to explore and develop their own ideas and further develop their growing understanding of the formal elements. Students will then be expected to evaluate their own work demonstrating the influences and thought processes used along the way.

A range of themes will be covered including Fragmentation and Distortion and Similarities and Differences

Alongside this an understanding of health and safety will support the student's practical work.

The following areas are used for GCSE assessment:

Unit 1: Personal portfolio in Art and Design (60% of final grade)

This is built up of exploratory work as discussed above.

Unit 2: Externally set assignment (40% of final grade)

This externally set theme will allow students to independently explore their own ideas and concepts.

Assessment:

Students will be assessed on their sketchbook and final piece which is produced in a 10 hour exam. This will be in controlled assessment conditions at regular intervals throughout the year.

Year 9- 5 hour exam

Year 10- 10 Hour exam

Year 11- 2 x 10 Hour exam (Unit 1 & 2)

Awarding Body: Edexcel

Independent Learning Expectations:

For their coursework students are expected to work both at home and within the department where extra support is given after school and during school holidays. Any student with outstanding work will be required to attend specific days after school for support. For the exam students are expected to produce 20 hours of preparatory work. This will support their 10 hour controlled assessment period.

Subject Leader: Miss S Lewis.

Contact e-mail: s.lewis01@pudseygrangefield.co.uk

Enterprise (BTEC Tech Award)

Course overview:

The BTEC Tech Award in Enterprise is a practical introduction to life and work as an entrepreneur.

As part of this course students will:

- Develop an aptitude in planning and carrying out an enterprise activity.
- Develop the knowledge that underpins the effective use of skills that can affect the performance of an enterprise.
- Develop attitudes and ways of working that are important for enterprise.

Content overview

Unit 1: Exploring enterprises

- Examine the characteristics of enterprises
- Explore how market research helps enterprises to meet customer needs and understand competitor behaviour
- Investigate the factors that contribute to the success of an enterprise.

Unit 2: Planning for and running an enterprise

- Explore ideas, plan and pitch for a micro-enterprise activity
- Operate and review the success of a micro-enterprise activity

Unit 3: Promotion and finance for enterprise

- Demonstrate knowledge and understanding of elements of promotion and financial records
- Interpret and use promotional and financial information in relation to a given enterprise
- Make connections between different factors influencing a given enterprise
- Be able to advise and provide recommendations to a given enterprise on ways to improve its performance

Assessment:

The course has two internally assessed components, and one that's externally assessed.

Awarding Body: Edexcel

Subject leader: Miss S Boyes

Contact email: s.boyes01@pudseygrangefield.co.uk

Business Studies GCSE

Course overview:

The aims and objectives of this qualification are to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

Content overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Assessment:

Written examination (Paper 1): 1 hour and 30 minutes, 50% of the qualification, 90 marks

Written examination (Paper 2): 1 hour and 30 minutes, 50% of the qualification, 90 marks

Awarding Body: Edexcel

Subject leader: Miss S Boyes

Contact email: s.boyes01@pudseygrangefield.co.uk

ICT (Rocket Science)

Open Systems and Advanced Manufacturing Technologies

Course overview:

Year 1

Unit 1 - The Understanding and Appreciation of Rocket Science

This unit requires students to show a good understanding of the main principles affecting rocket flight, in particular some of the physical forces and restrictions. They will also need to show that they understand how these factors affects their designs. They will need to use this knowledge and understanding when designing and building rockets, paying particular attention to what materials are used and why.

Year 2

Unit 2 - The Science and Application of Microsatellites

This unit requires students to show a good understanding of the marketplace for microsatellites and similar technology. This can include some of the main countries that develop or manage them. Students will need to demonstrate that they know why satellites are made, and how they are made, such that they could propose a possible design and purpose for one.

Unit 3 - Working with Robotics and Artificial Intelligence

This unit requires students to show what AI is and how it works in a basic sense. They need to show some examples of where it is used and how effective it is in these situations, giving their own assessment. They need to show a good understanding of the workings of robotics software and hardware and evaluate how useful available tools are for this process.

Year 3

Unit 4 - The Development and Deployment of Unmanned Vehicles

This unit requires students to research and report on the number and variety of these vehicles (land, sea and air etc) and the range of different types and functions. Once they have researched these different types, they can then evaluate the different designs and materials used and discuss any issues that result from this. The students can investigate and comment on design issues of unmanned vehicles and offer possible solutions and modifications.

Assessment:

Coursework: Four coursework units

Exam: One exam, covering theory topics from the above coursework units

Awarding Body: TLM

Subject Leader: Mr K Douglass

Contact e-mail: k.dougl01@pudseygrangefield.co.uk

Computer Science GCSE

Course overview:

This course will give learners a real, in-depth understanding of how computer technology works. Learners will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, this course will give them an insight into what goes on 'behind the scenes', including computer programming, which many learners find absorbing.

Component 1 - Computer systems

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Component 2 - Computational thinking, algorithms and programming

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

Component 3 – Programming project

Learners will need to create suitable algorithms which will provide a solution to the problems identified in the task. They will then code their solutions in a suitable programming language. The solutions must be tested at each stage to ensure they solve the stated problem and learners must use a suitable test plan with appropriate test data.

Assessment:

Controlled Assessment: 20%

Exam: 80% - 2 x 1hr 15min exam (40% each)

Awarding Body: OCR

Subject Leader: Mr K Douglass

Contact e-mail: k.douglas01@pudseygrangefield.co.uk

Drama GCSE

Course overview:

This exciting course in Drama gives students the opportunity to explore the subject from a range of perspectives by devising their own original work; by bringing to life the work of a playwright; as theatre reviewers, developing their own thoughts on what makes drama and theatre successful; and as creative artists building and bringing a character to life through exploration and rehearsal.

Component 1: Devising Drama (30% of qualification)

- Students will create a **devised** performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board.
- All **performances** will be supported by a **portfolio** which is evidence of the students' devising process.

Component 2: Text Performance (30% of qualification)

- Students will study a **text** chosen by the centre.
- Students will take a part in **two performances** of **two extracts** from the text.
- Students will be required to produce an accompanying concept document which outlines their intentions for the performance.

Component 3: The exam assessment will be 1 hour and 30 minutes in length (40% of qualification)

- **Section A** - Students will be asked about preparing and performing **Blood Brothers**. The questions will focus on the process of creating and developing a performance, working as a director, performer and designer, as well as the performance of a character from the text.
- **Section B** - This section asks the students to **review** a **performance** they have **seen**. They will be primarily assessed on their ability to **analyse and evaluate**, but will also be marked on their accurate use of subject specific terminology.

Assessment:

The qualification is made up of **three components**. There are two non-exam assessments (60% of the overall qualification) and one exam assessment (40% of the overall qualification). Theory and practical work will be integrated throughout the course and all texts studied will be explored practically.

Awarding Body: OCR

Independent Learning Expectations: In Drama it is an expectation that students be involved in the school production, Drama clubs and perform to live audiences. Students are required to attend theatre to see live performances. It is an expectation that students will rehearse for Drama assessments in their own time and after school.

Subject Leader: Miss B. Wray

Contact e-mail: b.wray01@pudseygrangefield.co.uk

Dance GCSE

Course overview:

Dance is a powerful and expressive subject which encourages students to develop their creative, physical and intellectual capacity. This course recognises the role of dance in young people's lives where they will gain experience and skills to **perform** and **choreograph** individually and in a group. It is a course requirement that students take part in workshops provided by the lead teacher, as well as written lessons on dance theory.

The study of the anthology of professional works will develop their ability to critically appraise dances of different styles and cultural influences and provides a springboard for engaging practical tasks.

Component 1: Performance and choreography (60% of GCSE)

Performance-

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)

Choreography-

- Solo or group choreography – a solo (two and a half minutes) or a group dance for two to five dancers (three and a half minutes)

Component 2: Dance appreciation (40% of GCSE)

Section A- Exploration in lessons

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

Section B- Written exam: 1 hour 30 minutes

- Based on students' own practice in performance and choreography and the GCSE Dance anthology

Assessment: The qualification is made up of **two components**. There are non-exam assessments (60% of the overall qualification) and one exam assessment (40% of the overall qualification). Theory and practical work will be integrated throughout the course.

Awarding Body: AQA

Independent Learning Expectations: In Dance it is an expectation that students take part in dance workshops and rehearsals after school, to be involved in dance clubs, the annual dance show and take part in the school production.

Lead Teacher: Mrs L Wood

Contact email: L.wood01@pudseygrangfield.co.uk

Subject Leader: Miss B Wray

Contact email: b.wray01@pudseygrangfield.co.uk

English Language GCSE & English Literature GCSE

Course overview:

In Year 9, our vision is to motivate, enthuse and inspire all students so that they have a curiosity and interest in English and are active participants in it. Our schemes continue to focus on an integration of language and literature skills in order to prepare students for the demands of the Key Stage 4 curriculum, focusing on exploring the works of a range of authors, poets and playwrights, including Steinbeck, Bryson, Owen and Duffy. Half-termly assessments on either reading or writing help to inform our teaching and to identify where intervention is necessary.

There is an expectation that our students are presented with challenging texts from the nineteenth, twentieth and twenty-first century with the aim for them to become independent and resilient learners who develop a passion for reading and writing.

During Years 10 and 11, students continue to follow an integrated English Literature and Language course, including the study of 'An Inspector Calls', 'Macbeth', poetry from the AQA Anthology and either 'Dr Jekyll and Mr Hyde' or 'A Christmas Carol'.

Main areas of knowledge, understanding and skills:

- Reading non-fiction and literary texts
- Writing to argue, persuade, advise, inform, explain and describe
- Speaking effectively for a variety of audiences and purposes.

Assessment:

In Year 11, at the end of the course, students will be entered for two English GCSE qualifications: English Language and English Literature. Externally assessed (100%).

Awarding Body: AQA

Subject Leader: Mrs C Gregory

Contact e-mail: c.gregor01@pudseygrangefield.co.uk

Food Preparation and Nutrition GCSE

Course overview:

The Food GCSE focuses on practical cooking skills to ensure that students develop greater understanding of nutrition, food provenance and the working characteristics of food materials.

Food students will learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance) and the challenges surrounding food security. Food students will master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course which will allow students to demonstrate their practical skills and make connections between theory and practice.

The course will encourage Food students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Assessment:

Exam - 50% of final Food GCSE. 1 hour 45 minutes.

Non-examination assessment - 50% of final Food GCSE. Task 1 and Task 2.

Task 1: Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food. 15%.

Task 2: Students will plan, prepare, cook and present a 3 course menu. 35%.

Independent Learning Expectations:

Students should have an interest in cooking outside school and would benefit by cooking at home.

Awarding Body: AQA

Lead Teacher: Miss. G. Wilkinson. Contact e-mail: G.Wilkin01@pudseygrangefield.co.uk

Subject Leader: Ms W Nicholson. Contact e-mail: W.Nichol01@pudseygrangefield.co.uk

French or Spanish GCSE

Course overview:

It may seem that everyone speaks English, but in fact 75% of the world's population don't. Studying a language at GCSE level, although challenging, will equip you with the excellent written and verbal communication and problem solving skills that are so in demand at university level and within the world of work.

Content

Students will study topics based across the three themes below. There is an emphasis on grammar to underpin successful and meaningful communication, as well as the exploration of the culture of France and Spain, through the use of film, song and authentic literature.

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

Assessment:

GCSE French and Spanish are linear qualifications, which means that all exams will be taken at the end of the course. Regular low stakes practice and ongoing revision and consolidation will help to prepare students for the four examinations they will sit in Year 11. Each component is worth 25% and students may be entered for foundation or higher level papers. Each exam must be completed without the use of a dictionary.

Listening: 35 or 45 minute exam, with questions and answers in both English and the Target Language.

Speaking: 7-9 or 10-12 minute exam, based on reaction to an image, a role play and general conversation.

Reading: 45 minute or 1 hour exam, with questions and answers in both languages. Includes a translation into English (35 or 50 words, dependent on tier of entry).

Writing: 1 hour or 1 hour 15 minute exam, including written response to an image (foundation only), structured and unstructured written French and a translation into French (35 or 50 words)

Awarding Body: AQA

Independent Learning Expectations: In addition to longer weekly homework tasks, students are expected to learn a minimum of 5 words/short phrases each lesson. It is also advised that students make use of a personal self-quizzing notebook to regularly quiz themselves on language they have learnt. Please be aware that as students have had less access to Spanish in Key Stage 3, the independent learning demands for this subject will be significant.

Subject leader: Mrs C Maloney. Contact e-mail: c.malone01@pudseygrangefield.co.uk

Geography GCSE

Course overview:

GCSE Geography provides the opportunity for students to understand more about the world, the challenges it faces and their place within it. Geography students become globally and environmentally informed and thoughtful, enquiring citizens. As a result, Geography GCSE is a key qualification for supporting a range of Post 16 and University courses and is widely respected by Russell Group universities.

The Geography GCSE course will allow students to develop locational knowledge and competence in a wide range of skills including maps, fieldwork and statistical analysis. In addition, the course will include the study of:

- Places (including the UK)
- Physical geography (Rivers, coasts and natural hazards)
- People and environment (Natural resources and ecosystems)
- Human geography (Urban areas and economic activities)

Assessment:

The Geography GCSE course will be assessed in full by examinations

- Fieldwork will form 15% of the final GCSE grade. Students will be required to carry out two fieldtrips, one focused on human geography and the other on physical geography and these will be conducted during term time. The skills studied will be assessed through an examination.
- The remaining 85% of the course will also be assessed by examinations (a Human Geography paper and a Physical Geography paper).

Awarding Body: AQA

Independent Learning Expectations:

- Weekly written homework tasks to be completed on time and to a high standard. This will either be a practice exam question or a piece of revision homework.
- Wider reading is expected (news articles and the use of links posted on SMHW).

Subject Leader: Mr J Higgins

Contact e-mail: j.higgin01@pudseygrangefield.co.uk

Health & Social Care (BTEC Tech Award)

Course overview:

Component 1: HUMAN LIFESPAN DEVELOPMENT

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

Component 2: HEALTH & SOCIAL CARE SERVICES AND VALUES

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

Component 3: HEALTH AND WELLBEING

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

Assessment:

Components 1 & 2 internally assessed coursework 75%

Component 3 externally assessed synoptic unit 25%

Coursework components:

Students will be required to complete areas of coursework or improve work.

All coursework tasks are to be found on Google Classroom.

Externally assessed synoptic unit:

Students will be required to revise topics and complete sample assessment tasks.

Awarding Body: Edexcel

Subject Leader: Miss S Boyes

Contact e-mail: s.boyes01@pudseygrangefield.co.uk

History GCSE

Course overview:

Thematic Study – Students will study Crime and Punishment through time which looks at the state of law and order beginning with Roman times and ending with the state of crime in 21st Century Britain. Students will understand how criminals were caught, identified and punished throughout all these ages.

Depth Study – Students will study the American West 1840-1895, as this is the depth study we will look at a shorter period of time but in more depth. Students will look at Native American beliefs and culture, life of homesteaders, Mormons, Cowboys and the Native American war on the south and central Plains.

Historic Environment – Students will study the crimes of Jack the Ripper and the resulting investigation looking at developments in policing associated with the case as well as the conditions in White Chapel that made the crimes possible

Modern Study- Students will study life in Weimar and Nazi Germany looking at how Germany dealt with the problems facing the country after WWI. The course will also explore the short and long term causes of Hitler's rise to power before going onto look at life for ordinary people under the Nazi regime.

British Study- Students will study Elizabethan England discussing the challenges she faced both domestically and in foreign affairs whilst also exploring late Tudor society and cultural developments overtime.

Assessment:

Paper 1- 1hr 15mins 30% Crime and Punishment and Jack the Ripper

Paper 2- 1hr 45mins 40% American West and Elizabethan England

Paper 3 1hr 20mins 30% Nazi Germany

Awarding Body: OCR

Subject Leader: Mr J Higgins

Contact e-mail: j.higgin01@pudseygrangefield.co.uk

Mathematics GCSE

Course overview:

The GCSE specification in mathematics aims to enable students to:

1. Develop fluent knowledge, skills and understanding of mathematical methods and concepts
2. Acquire, select and apply mathematical techniques to solve problems
3. Reason mathematically, make deductions and inferences and draw conclusions
4. Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The content is split into the following strands:

Number: Algebra; Ratio, Proportion and Rates of Change ; Geometry and Measures; Probability and Statistics

Assessment:

There is a new grading scale that uses the numbers 1–9 to identify levels of performance (with 9 being the top level).

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. Paper 1 is non-calculator and paper 2 and 3 are calculator papers.

All paper will consist of a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Awarding Body: Edexcel

Subject Leader: Miss M Wilkie

Contact e-mail: m.wilkie@pudseygrangefield.co.uk

Media-Creative iMedia(OCR Cambridge National)

Course overview:

The Cambridge Nationals in Creative iMedia takes a modern approach to teaching media. Students will be introduced to key concepts and theories, before applying them within practical productions. The course is designed to prepare students for work and further education in a digital world and so, students will produce work in response to a written brief.

The course has been developed to inspire and enthuse learners to consider a career in creative digital media or to pursue further studies of media. The course leads on seamlessly to the media course at our sixth form. It presents knowledge, skills and understanding in a meaningful, work-related context, allowing learners to explore media concepts and their application.

Students will be given the opportunity to utilise a range of technologies in order to produce fit for purpose and creative media products and develop their understanding of the industry. The course equates to one 1 GCSE, and is graded Pass, Merit and Distinction.

Students will complete 4 units throughout the course, 1 of which is examined.

R081: Pre-Productions Skills (external exam)

R082: Creating Digital Graphics

R088: Creating a digital sound sequence

R090: Digital Photography

Assessment:

Externally Assessed Written Exam: R081: 1 hour 15 minutes; 60 Marks; 25% of Qualification; Sat the in summer of year 11.

Internally assessed, OCR moderated units:

R082: Creating Digital Graphics

R088: Creating a digital sound sequence

R090: Digital Photography

A portfolio of evidence is required that consists of research, plans, practical production and self-evaluations. Examples of items produced:

R082: Digital Graphics/Illustrations for printed products and the Internet.

R088: Radio Advertisement/Soundscape.

R090: Digital Photographic Portfolio.

Awarding Body: OCR

Independent Learning Expectations:

All students are set tasks that will need completing with a limited timeframe; it is the student's responsibility to ensure that these are completed with autonomy. Support materials will always be found on Google classroom.

Subject Leader: Mr S Syed.

Contact e-mail: s.syed01@pudseygrangefield.co.uk

Music (BTEC Tech Award)

Course overview:

The BTEC Tech award in Music takes a very practical approach to providing students with the skills to succeed and the confidence to progress in their musical learning. It allows time to develop both individually and in a group across a three years course structure that lends itself to students of all abilities. Throughout the three years, students will have the opportunity to explore how to refine performance and composition pieces using both live and technology based techniques. The course has been developed to inspire and enthuse students to consider a career in music or to pursue further studies within the specialism of music. In addition to musical learning, students will develop a range of transferable skills including teamwork, leadership, communication and the ability to present an end product in response to a given brief. The course equates to one GCSE.

Component 1: - Exploring the Music Industry- Internally assessed (30%)

- Explore different styles and genres of music
- Take part in practical workshops to understand the music creation process
- Learn about the different roles within the music industry

Component 2: Developing Musical skills - Internally assessed (30%)

- Reflect on their progress and areas for development
- Choose a job role and explore the skills needed to fulfill it
- Develop a range of skills
- Apply skills and techniques in a music performance, creation or production

Component 3: Responding to a Music brief - Externally assessed (40%)

- Choose an area of the industry that most interests them, (composer, performer or producer)
- Explore the given brief and come up with possible responses and ideas
- Use relevant materials to develop and refine musical material
- Present their final response

Theory Skills:

- Throughout the three years, students will have the opportunity to explore the ABRSM theory of music, where they will develop their ability to read and write music.

Assessment: 1 Externally assessed unit (40%), 2 Internally assessed units (60%).

Awarding Body: Edexcel

Independent Learning Expectations:

In Music it is an expectation that students are involved in either planning or performing in school concerts, attending at least one after school activity and sharing performance/composition work with live audiences. It is also expected that students will use the department facilities in their own time to support the completion of practical coursework.

Subject Leader: Mrs Neilson/Miss O’Gorman

Contact e-mail: k.parker01@pudseygrangefield.co.uk (or) l.ogorm01@pudseygrangefield.co.uk

Physical Education GCSE

Course overview:

- The course aims to develop theoretical knowledge and understanding of the physiological, psychological and socio-cultural factors that underpin sport and use this knowledge to improve performance.
- Students will perform analyse and evaluate performance in sport.
- Students will develop an understanding about the contribution which physical activity and sport make to health, fitness and well-being.

Content Overview:

Applied anatomy and physiology Physical training

- Skeletal system
- Muscular system
- Cardiovascular system
- Respiratory system
- Movement analysis
- Effects of exercise on the body systems
- Components of fitness
- Principles of training
- Preventing injury

Socio-cultural influences Sports psychology Health, fitness and well-being

- Engagement patterns of different social groups in physical activities and sports
- Commercialisation of physical activity and sport
- Ethical and socio-cultural issues in physical activity and sport
- Sports psychology
- Health, fitness and well-being

Assessment

Two written examinations, 60 marks, 30% each

Practical activity assessment Evaluating and Analysing Performance (AEP)

non-exam assessment (NEA), 80 marks, 40%

Independent Learning Expectations:

Students should have an interest in Sports outside of school and would benefit by playing a sport. Students will have the opportunity to support school sports teams.

Awarding Body: OCR

Subject Leader: Miss L. Secker

Contact e-mail: l.secker01@pudseygrangefield.co.uk

Photography GCSE

Course overview:

GCSE Photography is designed to develop its candidates into critical and effective thinkers with enquiring and creative minds. Through practical and theoretical exploration students will develop their creative skills by learning to use instinct and intuition when exploring and creating images. Candidates will become confident in taking risks and learning from their experiences/mistakes when exploring and experimenting with ideas, photographic techniques, tools and materials. As a result, GCSE Photography is a key qualification for supporting students who aspire to study Post 16 and University Arts courses and ultimately work one day within the creative sector.

This course is designed so that candidates are encouraged to use traditional and/or new media e.g. digital, to produce outcomes such as documentary work, photojournalism, experimental imagery, photomontage, photographic or digital installation, animation, video and film. Work may be in black and white and/or colour. Candidates should demonstrate an expressive and/or interpretative artistic response to the visual world. They should show understanding of conventions and genres such as portrait, landscape and movement and a range of techniques appropriate to the chosen specialism of photography.

In responding to their chosen activities in Photography – Lens and Light-based Media, candidates will be expected to demonstrate skills through a variety of processes and techniques when using differing approaches to making images. Candidates will be required to demonstrate skills in:

- visual analysis through exploring imaging techniques such as composition, framing, depth of field, film speed, shutter speed, lighting, exposure, viewpoint
- exploring media, processes and techniques
- motion outcomes, video, static and moving images

Assessment:

Unit 1: Photography Portfolio / Sketchbook (60% of the GCSE)

For this unit a candidate needs to produce a portfolio of work showing their personal response to either a starting point, brief, scenario, or stimulus devised and provided by the school.

Unit 2: Art and Design Exam Board-set Task (40% of the GCSE)

The early release paper will be issued in January and will provide candidates with a range of written and visual starting points, briefs, scenarios and stimuli. From these, one must be selected upon which to base their personal response.

Awarding Body: OCR

Independent Learning Expectations: For their coursework students are expected to work both at home and within the department where extra support is given after school and during school holidays. Any student with outstanding work will be required to attend specific days after school for support. For the exam students are expected to produce 20 hours of preparatory work. This will support their 10 hour controlled assessment period.

Subject Leader: Mr N Baxter

Contact e-mail: n.baxter01@pudseygrangefield.co.uk

Product Design GCSE

Course overview:

Component 1 is covered over year 9 and year 10. Students will explore Design & Technology in the 21st Century and investigate design from the past. Product Design students will produce and package a decorative gift item, make a piece of furniture, cast metal jewellery, develop skills in CAD/CAM and work with plastics and electronics. The final exam will be a mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of: technology, design and make, analysis and evaluation of design decisions and wider issues in design and technology. Students will prepare for the 2 hour written paper by completing a range of design and make projects using wood, metal, plastic, paper and board and textiles

Component 2 is the student's final Design & Make task that takes approximately 35 hours. All the practical skills developed in year 9 and year 10 will enable the students to select the most appropriate product for production. Based on a contextual challenge set by the exam board, students will: identify, investigate and outline design possibilities, design and make prototypes, analyse and evaluate design decisions and wider, issues in design and technology.

Assessment:

Component 1 - 50% of the Product Design GCSE. 2 hour exam.

Component 2 – 50% of the Product Design GCSE. 35 hour Design & Make project.

Independent Learning Expectations:

Product Design students will be expected to attend after school sessions to extend and give depth to their practical skills for metal casting and access to the CAD/CAM equipment in the department to develop their design skills further.

Awarding Body: Eduqas

Subject Leader: Ms W Nicholson

Contact e-mail: W.Nichol01@pudseygrangefield.co.uk

Science (Combined) GCSE

Course overview:

We believe that science has something to offer every student. From a trainee chef to a nuclear physicist, a construction apprentice to a cancer researcher, everyone needs some level of relevant science understanding. Combined Science: Trilogy is a 'double award' in GCSE science, it covers aspects of Biology, Chemistry and Physics. Students will explore a range of topics, some of which are quite abstract, others are directly applicable to everyday life but all will help understand how science and its applications are relevant in the real world.

Students completing Combined Science: Trilogy will be able to move into many careers with or without a scientific background as this is a complete course covering all three relevant science disciplines. Completion of Combined Science: Trilogy will enable students to progress to A-levels in any science discipline.

Assessment:

This qualification is linear. Linear means that students will sit all their exams at the end of the course. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

There is no longer any coursework but students will conduct a series of required practical activities throughout the course. 15% of each written exam will draw on the knowledge and understanding students have gained by carrying out the practical activities.

Two GCSE grades will be awarded on a scale from 1-1 to 9-9

Awarding Body: AQA

Independent Learning Expectations:

Students will be expected to complete weekly homework activities and will be assessed regularly through assignments, tests and practical write-ups. Students will also benefit from regular revision using their notes or support materials supplied by their science teacher. The department will provide a range of revision resources including revision guides, websites and required practical videos created by our own science teachers!

Subject Leader: Mrs L Panteli

Contact e-mail: l.pantel01@pudseygrangefield.co.uk

Religious Studies GCSE

Course overview:

We ensure that students undertake a rigorous study of religion, philosophy and ethics through the GCSE course.

Students begin the course by studying St. Mark's Gospel so that they have had an opportunity to directly engage with religious writing and the story of Christianity. We build on this knowledge by studying Christian beliefs and practices and widen students' understanding of religion through a study of Islam. Armed with this knowledge and understanding of religion, students apply their learning to philosophical and ethical problems. Our focus in RS is developing students who are confident in analysing and evaluating religious belief and practice and its impact, both positive and negative, on the modern world.

GCSE can lead to many A-Level subjects including Philosophy at Pudsey Grange field.

Year 9: St. Mark's Gospel and Christian beliefs & practices

Unit 1: The Life of Jesus

Unit 2: Religious, moral and spiritual truths

Unit 3: Christian beliefs

Unit 4: Christian practices

Year 10: Islamic beliefs & practices and The existence of God

Unit 5: Islamic beliefs

Unit 6: Islamic practices

Unit 7: The existence of God

Year 11: Relationship and Families & Exam preparation

Unit 8: Relationships and Families

Assessment:

This is a linear qualification with two exams in year 11. Each paper is 1 hour and 45 minutes long with a mixture of short answer questions and longer evaluative questions. Each exam is worth 50% of the GCSE.

Awarding Body: AQA

Subject Leader: Mr A Harris

Contact e-mail: a.harris01@pudseygrange field.co.uk

Sport Science (OCR Cambridge National)

Course overview:

The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance. The course is equivalent to 1 GCSE

Assessment:

Reducing the risk of sports injuries. 1 Hour written paper (60 Marks)

Students will learn how to reduce the risk of injury when taking part in sport through activities such as warm-ups, and knowing how to respond to injuries and medical conditions in a sport setting are all vital skills within the sport and leisure industry.

Applying principles of training. Centre assessed task, OCR moderated.

Students will learn the principles of training and how different methods target different components of fitness. They will also learn how to conduct fitness tests, interpret the results and design and evaluate fitness programmes.

The body's response to physical activity. Centre assessed task, OCR moderated.

Students will learn about the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles in physical activity and how to measure and record short-term and long-term effects of physical activity.

R045: Sports nutrition. Centre assessed task, OCR moderated.

Students will learn about different nutrients and supplements and their importance to different activity types. They will also learn about the effects of a poor diet on performance and health and will develop and evaluate diet plans for performers.

Awarding Body: OCR

Subject leader: Miss L Secker

Contact e-mail: l.secker01@pudseygrangefield.co.uk

Textile Design GCSE

Course overview:

Component 1 is covered over year 9 and year 10. Students will experiment, explore and develop skills in at least two of the following: fashion design, costume design and illustration, knit woven and felted textiles, printed and dyed textiles, stitched and embellished textiles, melted distressed and distorted textiles, textiles for interiors, and digital textiles. Students will create a range of portfolio pieces for the course and for design interviews in the future.

Component 2 is carried out in year 11. Students will focus on their final exam piece set by the exam board, selecting and developing the textiles specialism of their choice.

Textile students will investigate the way sources inspire the development of ideas, relevant to textile design including: How sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations. How ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints. The ways in which meanings, ideas and intentions relevant to textile design can be communicated. By investigating Textile artists and designers students will create a range of their own personal pieces.

Assessment:

Component 1 - 60% of the Textile Design GCSE.

Component 2 – 40% of the Textiles Design GCSE.

Independent Learning Expectations:

Textile students will be expected to attend after school sessions to extend and give depth to their portfolios and access the CAD/CAM equipment in the department to develop their design skills further.

Awarding Body: AQA

Subject Leader: Ms W Nicholson

Contact e-mail: W.Nichol01@pudseygrange.co.uk