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Dear Parents and Carers,

**Year 8 Options**

As you will be aware throughout Years 7 and 8 all students cover a compulsory range of subjects. As students move into their Key Stage 4 studies there is some element of choice as students select their options. The courses offered allow students to develop their personal interests whilst retaining the breadth of knowledge and skills necessary for them to be successful after they leave the Sixth Form. RS forms part of our core curriculum as it addresses key elements of PSHE and SRE education and will ensure that all students will now have the opportunity to gain a qualification in it.

Throughout this term students will be working with staff regarding their option choices. It is important that course choices are selected carefully to ensure the very best for your son/daughter. The increased content required by the new English and Science syllabi has led to the decision to increase the curriculum time allocated to both subjects as they both account for a minimum of 2 GCSEs. As a result, all students will now be offered three rather than four option subjects to ensure they have adequate curriculum time to achieve to potential.

During the option process we make every attempt to meet individual preferences, however there are occasions when this is not possible due to lack of interest in a particular course that year.

All students have an opportunity to meet with a member of staff to discuss their option choices. In addition, there will be taster sessions to allow students to experience the subjects first-hand and make informed choices.

We recognise the importance of effective Information, Advice and Guidance in relation to careers, apprenticeships and Higher Education. This advice is delivered across all year groups. Details of these can be found on the school website. We are very fortunate to have our own careers advisor in school, Mrs McKay.

All information about individual subjects is available on the school website and we ask you to carefully consider this information in discussions with your son/daughter.

On Thursday, 6th February, there will be a meeting in school for Year 8 parents/carers and students to explain the options process.

We kindly ask that Year 8 parents arrive for 5.45pm, where a schedule and a presentation will be given.

This will be supplemented by taster sessions of the option subjects on Thursday 6th February 2020.

Please do not hesitate to contact Mr Shields in the first instance should you require any further assistance.

Yours sincerely,

Ms Walsh  
Headteacher
### IMPORTANT DATES FOR THE OPTIONS PROCESS

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>27th November</td>
<td>Option Assembly – introduction to the options process to all Year 8 students</td>
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<tr>
<td>9th January</td>
<td>Option workbooks issued – students will work through these in tutor time to develop their understanding of the importance of the options process</td>
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<tr>
<td>14th January – 28th February 2020</td>
<td>Year 8 careers interviews – every student will meet with Ms McKay to discuss their career aspirations.</td>
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<tr>
<td>w/b 20th January 2020</td>
<td>Options assemblies – Learning leaders will outline key learning foci and requirements to study their subjects. External speakers from different employment backgrounds will talk about their pathways to their chosen career.</td>
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<tr>
<td>30th January 2020</td>
<td>Year 8 Parents evening – Opportunity to speak to all subject staff to discuss your child’s progress.</td>
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<tr>
<td>31st January 2020</td>
<td>Choices for Options Taster Day – students choose 5 subjects to attend on Taster day (these are not their option choices at this stage). It is an opportunity to experience subjects they are considering</td>
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<tr>
<td>6th February 2020</td>
<td>Options Taster Day – students receive information and guidance on career paths as well as attend lessons based on their choices for Taster day.</td>
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<tr>
<td>6th February 2020 (5:45pm – 8:00pm)</td>
<td>Options Evening – Presentation in theatre to all parent/carers and talks given by all Option subjects explaining the GCSE/KS4 curriculum.</td>
</tr>
<tr>
<td>23rd February 2020</td>
<td>Year 8 Option Choices Deadline using Insight (insight.coxgreen.com)</td>
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<tr>
<td>Early March 2020</td>
<td>Personalised meetings with some students following option choices</td>
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<tr>
<td>Before the end of March 2020</td>
<td>Letters to parents confirming option choices</td>
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CORE SUBJECTS AND OPTIONS

Core Subjects

Students will study all of the core subjects below:

- English Language and English Literature
- Mathematics
- Science
  - Combined Science (two GCSEs)
  - Three Separate Science (Biology, Chemistry & Physics GCSEs)
- Religious Studies
- Core PE (non-GCSE)

Option Subjects

Students will study three of the options subjects below:

- Art, Craft & Design or Graphics - only one can be selected
- Business Studies
- Computer Science or Computing iMedia - only one can be selected
- Drama
- French
- Geography
- History
- Hospitality & Catering
- Media Studies
- Music GCSE or Music BTEC - only one can be selected
- Physical Education
- Product Design
- Psychology
- Spanish
- Statistics (you must be achieving grade 5/6 in maths to select this option)
CORE SUBJECTS

Students will study all of these subjects
Aim of the Course

English Language and Literature GCSEs will enable students to:

• Develop the habit of reading widely and often;
• Read a wide range of texts, including classic literature, fluently and with good understanding and make connections across their reading;
• Read critically, and use knowledge gained from wide reading to inform and improve their own writing;
• Write effectively and coherently using Standard English appropriately;
• Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language;
• Use grammar correctly, punctuate and spell accurately.

Course Content and Assessment

English Language

English Language Paper 1: Explorations in Creative Reading and Writing
• Written exam: 1 hour 45 minutes (50% of English Language GCSE)

English Language Paper 2: Writers' Viewpoints and Perspectives
• Written exam: 1 hour 45 minutes (50% of English Language GCSE)

English Literature

English Literature Paper 1: Shakespeare and the 19th -century novel
• 19th-century novel: Strange Case of Dr Jekyll and Mr Hyde
• Shakespeare: Macbeth
• Written exam: 1 hour 45 minutes (40% of Literature GCSE)

English Literature Paper 2: Modern texts and poetry
• Modern prose or drama texts: DNA
• The poetry anthology: Power and Conflict
• Unseen poetry
• Written exam: 2 hour 15 minutes (60% of Literature GCSE)

The Future

Achieving a good grade (5 or above) in GCSE English is very important. All employers and higher education establishments now look for this. Further details of the qualifications are available from staff in the English Department. Students who study English typically move onto careers in: writing, journalism, marketing, editing, publishing, public relations, media and ICT.
Aim of the Course

The aim of the course is to encourage students to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society. It will provide a strong mathematical foundation for students who go on to study mathematics at a higher level post-16.

Course Content and Assessment

Mathematics includes the following areas:

- Number;
- Algebra;
- Ratio, proportion, rates of change;
- Geometry;
- Probability & Statistics.

The assessment time is 4.5 hours consisting of three (1.5 hour) papers worth 80 marks each. There is one non-calculator paper. All three papers give a combined total of 240 marks.

The Future

Achieving a good grade (5 or above) in GCSE Maths is very important. Studying maths helps you develop skills in logical thinking and statistical or strategic knowledge, which are valued by employers across many job sectors and most employers and higher education establishments now look for this.

Careers which use qualifications in maths include aerospace engineer, chartered accountant, computer scientist, corporate investment banker, insurance underwriter, investment analysis, meteorologist, programming, quantity surveyor and software tester.
SCIENCE

Combined Science GCSE (Trilogy) or Separate Sciences (Biology, Chemistry & Physics)

Exam Board: AQA Science A
Learning Leader: Miss L Winchcombe

Aim of the Course

This course should encourage students to:

• Develop their interest in, and enthusiasm for science;
• Develop a critical approach to scientific evidence and methods;
• Acquire and apply skills, knowledge and understanding of how science works and its essential role in society;
• Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

Course Content and Assessment

There are two different Science courses offered at GCSE which are described below:

Combined Science (double award GCSE)

The National Curriculum programme of study covers all three sciences, each of which carry equal weighting.

Each unit can be identified as biology, chemistry or physics. In addition to these, there are 16 required practicals which will be assessed in the final exams.

There are six papers which need to be sat at the end of the course, two biology, two chemistry and two physics. Each exam paper is 1 hour 15 minutes long and consists of multiple choice, structured, closed, short answer and open response questions.

Separate Science (Biology, Chemistry & Physics GCSEs)

For those students who are targeted a grade 6 or above in Combined Science at the end of Year 10, there is the opportunity to study Biology, Chemistry and Physics as three separate GCSE subjects in Year 11. The course will be followed during the usual timetabled lessons for science. This course is designed to challenge our most able science students. Each of the science subjects will cover more content than the GCSE Combined Science programme of study. In the same way as the Combined Science course, students will be required to complete set practicals although there are 8 per subject, which equates to 24 in total.

There are two, 1 hour 45 minute papers for each subject. The papers are equally weighted with each being worth 50% of the overall grade for one Science.

The Future

The skills and knowledge that science graduates obtain make them employable with virtually any type of organisation. There is no physics industry as such, but physicists can find graduate jobs in practically any career sector. Some positions require technical skills and scientific knowledge while others simply exploit the positive characteristics of a physics-trained brain. There are a wide range of graduate careers involving biology, including agriculture, bioinformatics and biomedicine and the environment and food and drink. A degree in chemistry could lead you to a graduate career in: analytical chemistry, forensic science, materials research, dentistry, medicine, veterinary science and pharmaceuticals to name a few.
Aim of the Course

AQA Religious Studies specification encourages learners to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing an understanding of non-religious beliefs alongside the study of two religious beliefs.

Students will be expected to develop and show an understanding of religious beliefs, teachings, and sources or wisdom and authority for the religions studied. Students will develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. Students will be encouraged to engage with questions of belief, value, purpose, truth and their influence on human life. Alongside the exploration of religious teachings students are expected to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt.

Course Content

The course is divided up into two components:

**Component One: Beliefs and teachings and practices of two religions. Two x 1 hour exams. (50% of grade)**

Students at Cox Green School will study the beliefs, teachings and practices of Christianity and Islam

**Component Two: Thematic units – application of religious teachings to topical philosophical and ethical issues. One x 2-hour exam (50% of grade)**

Students will study different philosophical and ethical arguments and their impact and influence in the modern world exploring non-religious and religious attitudes towards them.

The themes studied at Cox Green School are as follows:
- Theme A: Relationship and families;
- Theme D: Religion, peace and conflict;
- Theme E: Religion, crime and punishment;

Students will be assessed on their knowledge and understanding of the specification content and on their ability to analyse and evaluate the aspects of the religions they have explored. Throughout the course students are regularly assessed within class, ensuring they are developing the skills needed to be successful in the subject.

The Future

Students study theology, philosophy or cultural studies at degree level typically go onto jobs in both the public and private sectors. As such, they are eagerly sought after by employers. In the public sector, jobs include academic and academic related jobs (e.g. lectureships, administrative posts on research boards), policy groups, political advisors, and the civil service. In the private sector, jobs include consulting, public relations, human resources and publishing. RS is invaluable to people working in public relations based jobs as cultural awareness is key to personal interactions.
OPTION SUBJECTS

Students will select three of these subjects
Art, Craft and Design GCSE  (Only Art or Graphics can be studied - not both)

Exam Board:   AQA
Learning Leader:  Miss R Williams

Aim of the Course
If you enjoy being creative and want to develop your knowledge and skills of a range of art disciplines then this is the course for you. The GCSE course allows you to explore drawing, painting, printmaking, photography and 3-D design and/or to specialise within one discipline area. Students will study history of art as a complement to their practical work, developing their contextual understanding and giving visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others ways of seeing the world. Our students are introduced to a variety of media and techniques designed to develop their skills. They will then be required to develop their own creative outcomes to themes as the course progresses.

Course Content

Component 1 - Portfolio.
This is worth 60% of the final grade at GCSE and consists of two or three coursework units based on a given theme which are produced throughout year 9, 10 and 11. Year 9 is mainly skills based, taught through a variety of workshops. Projects are structured in accordance to the AQA assessment objectives and will cover a variety of artistic approaches, working methods and materials. During year 11, students are encouraged to become more independent with their work.

Component 2 – Externally set assignment (Exam unit) approximately 10 school weeks + 10 hour exam.
A controlled unit is set to a theme by the exam board and is given to students in January of year 11. Students then sit a ten hour exam at the end of the preparatory period in which they produce their final outcome. The unit in its entirety is worth 40% of their final grade.

Visits to art galleries and the study of works of particular artists will help with ideas and project development. It is expected that students carry out several gallery visits throughout the course. Suggested galleries may include Tate Modern/ Tate Britain, Saatchi Gallery, V & A, The Royal Academy of Arts, British Museum, National Gallery/ National Portrait Gallery, Design Museum, Hayward Gallery.

The Future
The skills learnt during the GCSE course are a foundation for studies at A level and therefore students must complete the GCSE Art course achieving a level 6 or above if they wish to continue onto A level in this subject. This can then lead to Art Foundation courses or indeed various Degree courses at a range of colleges and universities. The department has a history of successful applications at all levels and can give valuable advice about the content of interview portfolios.

Art materials
A standard art pack will be offered to students at the start of the course at cost price. Specialist art materials may need to be purchased by students during the three year course.
Aim of the Course
Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Course Content
Students study six units and are assessed in two exam papers

- 3.1 Business in the real world both units
- 3.2 Influences on business both units
- 3.3 Business operations Unit 1
- 3.4 Human resources Unit 1
- 3.5 Marketing Unit 2
- 3.6 Finance Unit 2

Students develop an understanding of how these contexts impact on business behaviour:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making;
- how different business contexts affect business decisions;
- the use and limitation of quantitative and qualitative data in making business decisions.

Course Assessment
Students are assessed by two papers. Each paper is 1 hour 45 minutes long, is worth 90 marks each and accounts for 50% of the final mark. Both papers consist of multiple choice questions and questions which require responses to case studies. The papers differ by content:

- Paper 1: Influences of operations and HRM on business activity (Unit 3.1 – 3.4);
- Paper 2: Influences of marketing and finance on business activity (Units 3.1, 3.2, 3.5 and 3.6).

The Future
This course not only gives an excellent grounding in business, but also introduces and/or develops the use of a wide range of transferable skills such as presentation and essay writing, which can be used in further education.

The subject can be taken further with students moving on to study at advanced level. It can also be used as an excellent basis for those wishing to take business-based courses at a higher level. It develops analytical skills and encourages students to develop their own justified opinions.
COMPUTER SCIENCE

Computer Science GCSE

Exam Board: OCR
Learning Leader: Ms Chaudhry

Aim of the Course

GCSE Computing enables students to:
• Develop an understanding of current and emerging technologies and how to apply this in a range of contexts;
• Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming;
• Use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies.

Course Content

<table>
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<th>Component 01</th>
<th>Computer Systems</th>
<th>Written paper: 1 hour and 30 minutes</th>
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<tr>
<td></td>
<td>Systems architecture</td>
<td>50% of total GCSE 80 marks</td>
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<td></td>
<td>Memory and storage</td>
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<td></td>
<td>Computer networks, connections and protocols</td>
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<td></td>
<td>Network security</td>
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<td></td>
<td>Systems software</td>
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<td></td>
<td>Ethical, legal, cultural and environmental impacts of digital technology</td>
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<th>Component 02</th>
<th>Computational Thinking, Algorithms and Programming</th>
<th>Written paper: 1 hour and 30 minutes</th>
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<tr>
<td></td>
<td>Algorithms</td>
<td>50% of total GCSE 80 marks</td>
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<td>Programming fundamentals</td>
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<td>Producing robust programs</td>
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<td></td>
<td>Boolean logic</td>
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<td></td>
<td>Programming languages and integrated Development Environments</td>
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The Future

Computer Technology is the fastest developing technology in the world, and the requirement for graduates with the skills to work in this field is continuing to grow, whilst the actual supply of graduates with the skills is dropping worldwide. The transferable skills will be of use, not only throughout a students’ school career, but also in the future world of work, for example: Games Developer, Network Engineer and IT Consultant.

NB: The Computer Science requires a student to have very strong numerical skills in order to be successful therefore it is recommended that only students with a predicted grade of 5 or above in maths choose it as an option.
### Aim of the Course

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

By using these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

The ‘hands on’ approach that will be required for both teaching and learning has strong relevance to the way young people use the technology required in creative media. It will underpin a highly valid approach to the assessment of their skills as is borne out by what teachers tell us.

The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

### Course Content

<table>
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<th>Unit R081</th>
<th>Pre-production skills</th>
<th>Written paper: 1 hour 15 minutes</th>
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<tr>
<td></td>
<td>This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.</td>
<td>60 marks</td>
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<tr>
<th>Unit R082</th>
<th>Creating digital graphics</th>
<th>Centre-assessed tasks</th>
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<td></td>
<td>The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners’ understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.</td>
<td>60 marks</td>
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<tr>
<th>Unit R085</th>
<th>Creating a multipage website</th>
<th>Centre-assessed tasks</th>
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<td></td>
<td>This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.</td>
<td>30 marks</td>
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The Future

A detailed knowledge of ICT is a requirement of virtually any job or career. Even students who do not wish to pursue a career, as a specialist in ICT, will still need to have a good all-around knowledge of the subject. Completing the Cambridge National is a way of showing future employers, colleges and universities that you can work through a wide range of ICT problems and have a good all round awareness of different software applications.
Aim of the Course

- Develop practical, technical and communication skills.
- Encourage continuous self-evaluation and independent learning.
- Encourage students to apply their knowledge and skills in a practical context.
- To explore a variety of drama mediums and forms as well as scripted text.
- To write a review on a live show discussing your own interpretation and opinion.
- To explore the use of drama skills and discuss them in a documentary response.

Course Content

Component 1: Devising Theatre (40%)
- Students will devise performances and complete a portfolio that documents the work.
- Internally assessed, externally moderated.
- Performance, portfolio and written evaluation.

Component 2: Performing from a text (20%)
- Students will learn and perform a piece from a script.
- Externally assessed by a visiting examiner.
- Students will study two extracts from the same play text.

Component 3: Interpreting Theatre (40%)
- Written examination: 1 hour 30 minutes.
- Section A: Set Text.
- Section B: Live Theatre Review.

The Future

The course aims to develop skills which students can usefully apply to any chosen study or career path with its focus on practical learning and problem solving as part of a creative team. Students will need to be able to discuss work both orally and in a written response. Typically students move into careers such as: acting, stage management, education, drama therapist, radio and TV production, social work and journalism.

Please note:
- Students will be required to attend rehearsals after school for the practical elements of the course.
- There is a cost implication as students have to attend theatre trips in order to complete the course.
Aim of the Course

A GCSE in French helps students to develop confidence to use the language in real life situations and to deal with the unexpected by adapting the language learned in class. As well as being useful for work, travel and tourism, a language can also improve communication skills and literacy across the curriculum.

Course Content

The new GCSE specification is designed to provide students with a broader understanding of not only the language, but also the culture of France and of French-speaking countries across the world. We build on learning from KS3 to create independence in students and build on their ability to use language purposefully.

The Future

Taking a language is a great way to get to know and understand other people. It’s a multilingual world - not everyone speaks English. 75% of the world does not speak English at all.

Languages can of course be used in language specific careers such as teaching, translating or interpreting but they are also useful in many jobs from the leisure and tourism industries to top level management, law and economics, and can often be the deciding factor between students.
Aim of the Course

This dynamic and exciting course enables students to learn and understand the world we live in and develop skills that will help in other subjects and future employment such as ICT and research. This course will enable students to complete work away from the classroom and will allow students to develop their team working and investigation skills.

The course looks at different aspects of the world we live in, taking inspiration from current events on a human and physical scale. It offers students a chance to further their understanding of this world as well as providing vital skills to take with them into further education and beyond.

Course Content

The course is divided into four units:

- Physical Geography;
- Human Geography;
- Geographical Applications;
- Geographical Skills.

Students should be able to select and use a variety of techniques appropriate to geographical enquiry, including investigation in the field, and where appropriate information technology in order to:

- Identify geographical questions and issues and establish appropriate sequences of investigation;
- Identify evidence required and collect, record, present and describe it;
- Analyse and interpret evidence, draw conclusions and communicate findings;
- Evaluate the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions.

Geography students will attend field trips which require additional costs. Teachers will endeavour to keep costs down.

The Future

Geography is regarded as a very valuable subject to have studied and is one of the facilitating subjects universities prefer. Geography graduates are employed in a wide range of sectors, including the public sector, education, commerce, industry, transport and tourism.

Geography graduates have excellent transferable skills, which also attract employers from business, law and finance sectors.
Aim of the Course

Graphic communication is defined as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. This course is for anyone who is passionate about the creative process. Students will explore ways in which meanings, ideas and intentions relevant to graphic communication can be translated using different forms of representation, brand identity and intended message for a target audience. As part of this course students will explore printmaking, typography, drawing and illustration, digital and/or non-digital photography, hand rendered working methods and digital working methods. Students will develop their knowledge of the formal elements, visual language techniques, camera skills and contextual references. Emphasis is placed on imagination and creativity as well as technical ability. Students will show evidence of trying to extend their own and others’ ways of seeing the world and will be required to develop their own creative outcomes as the course progresses.

Course Content

Component 1 - Portfolio.
This is worth 60% of the final grade at GCSE and consists of two-three coursework units based on a given brief. In year 9 students will build their knowledge, skills and understanding through a series of short projects and taught workshops before beginning their coursework units. Projects are structured in accordance with the AQA assessment objectives and will cover a variety of photographic approaches, working methods and graphic communication techniques. During year 11 students are encouraged to become more independent with their work.

Component 2 - Externally set assignment (Exam unit) approximately 10 school weeks + 10 hour exam.
A controlled unit is set to a theme by the exam board and is given to students in January of year 11. Students then sit a ten hour exam at the end of the preparatory period in which they produce their final outcome. The unit in its entirety is worth 40% of their final grade.

Visits to photography/art galleries and the study of works of particular graphic designers will help with ideas and project development.

The Future

The skills learnt during the GCSE course are foundation for studies at A level and therefore students must complete either the GCSE Graphics or Art course achieving a level 6 or above if they wish to continue onto A level Fine Art/Photography. This can then lead to Art Foundation courses or indeed various Degree courses at a range of colleges and universities. The department has a history of successful applications at all levels and can give valuable advice about the content of interview portfolios.

Photographic Equipment
We would recommend that students wishing to take this course to have their own digital camera and PC. Please do speak to a specialist teacher to ask for our recommendations.
Aim of the Course

This subject aims to give students:

- An understanding of the past;
- The ability to investigate historical events, changes, people and issues;
- An understanding of how the past is interpreted;
- The ability to use historical sources and interpretations critically;
- The ability to draw conclusions;
- The skill of arguing your point successfully;
- Writing extended pieces of work;
- To grasp an understanding of fundamental issues in the UK and wider world;
- Develop a wide range of skills useful for the future.

Course Content

The course focuses on four key topics:

- Germany 1890-1945 - Democracy and Dictatorship;
- Conflict and Tension 1918-1939 - a depth study;
- Health and the people. C1000-present day;
- Norman England 1066-1100 with a focus on a specific historical environment.

The Future

Studying History is valued by employers and further education alike. Skills include the ability to research a topic, to make sense of conflicting evidence and develop logical and coherent arguments. GCSE History typically leads on to students studying History at A level in the Sixth Form.

As aforementioned, History is a desirable subject for many employers. For example, National and local government and the public services attract History graduates; particularly the civil service, NHS management, the police and armed services. In addition, International development organisations, charities, heritage organisations, museums, games production, newspapers, magazines and libraries are also potential employers.
HOSPITALITY & CATERING

Level 1 or 2 Hospitality and Catering

Exam Board: EDUQAS WJEC
Learning Leader: Mrs S Darby

Aim of the Course

EDUQAS WJEC LEVEL 1 OR 2 HOSPITALITY & CATERING is a creative and innovative course which focuses on nurturing the students’ understanding of research and the development of food skills; the application of the principles of food science and nutrition and the understanding of local and global hospitality and catering industry. In addition, the qualification supports students to develop the essential employability skills that are valued by employers, further and higher education.

Course Content and Assessment

The course is a vocational course that counts on the league table towards Progress 8. The grading is L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction* and consist of Unit 1 and Unit 2 which is assessed theoretically and practically controlled (NEA- none exam assessment) respectively.

Unit 1: Theory of Food, Nutrition and Hospitality and Catering Industry.

The theoretical assessment is weighed as:

- 40 % of the qualification;
- The online exam duration is 1 hour 30 minutes.

Unit 2: Hospitality and Catering in action.

The NEA is assessed as:

- 60% of the qualification. Assignment and Practical examination-research, planning, preparation and presentation;
- The duration is 9 hours in total. 5 hours producing the Coursework and 4 hours for the Practical session.

The subject links are Science, Geography, MFL, Media, Photography and PE &/ Sports and the opportunities during the course are experimental and practical work, presentations, competitions, taster sessions, visits & visiting members from the Hospitality & Catering, Travel & Tourism industries and the department of Food Science.

The Future

This course supports a range of courses at University such as Clinical Dietetics, Food and Nutrition Management, Public Health Nutrition, Education and Research, Consultant/Private Practice, Related Health Professionals (e.g. M.D., PA), Risk Assessment Management, Business and Industry, Human Resource Manager and Media and Food Journalism. The course is also beneficial for vocational pathways and is transferable for apprenticeships/ in-house training in the Hospitality & Catering Industry, Food Service Management, Travel and Tourism. As a life skill, the course prepares students to develop both spatial and cognitive thinking and independent skills for lifelong learning.

For further information, refer to: [http://www.wjec.co.uk/qualifications/hospitality-and-catering/](http://www.wjec.co.uk/qualifications/hospitality-and-catering/)
MEDIA STUDIES

Media Studies GCSE

Exam Board: Eduqas
Learning Leader: Miss K Stockwell

Aim of the Course

• To educate students in media literacy.
• To learn how to read and de-construct different mediums.
• To learn how to design, construct and edit media products.

Course Content and Assessment

The course divides up into three components and focus on the theoretical frameworks of REPRESENTATION, INDUSTRIES, MEDIA LANGUAGE, AUDIENCES and CONTEXT.

Component 1: Exploring the Media (Exam – 1 hour 30 mins -40% of qualification)

Section A: Exploring Media Language and Representation.
This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are two questions in this section, one assessing media language and one two-part question assessing representation in relation to one set product and one unseen resource in the same media form.

Section B: Exploring Media Industries and Audiences.
This section assesses two of the following media forms: film, newspapers, radio, video games. It includes: One stepped question on media industries and one stepped question on audiences.

Component 2: Understanding Media Forms and Products (Exam - 1 hour 30 mins- 30% of qualification)

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television
One question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination.

Section B: Music (music videos and online media)
One question on either media language or representation.
One question on media industries, audiences or media contexts.

Component 3: Creating Media Products Non-exam assessment (30% of qualification)

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

The Future

Within the ever expanding world of media there are and will be a variety of jobs and careers available to students. The skills that you learn on the course are transferable to many subjects as well as later in life.

This course is a route into A Level Media Studies and beyond into higher education. Students typically move into careers such as Film and TV production, Multimedia Specialist, Software Engineer, Broadcaster, Runner, Marketing, Publishing and animation to name a few.

Miss K Stockwell, Learning Leader - Media
k.stockwell@coxgreen.com
MUSIC

Music GCSE
Exam Board: AQA
Learning Leader: Mr T McDonough

Aim of the Course

- To stimulate and develop an appreciation and enjoyment of music through an active involvement in the four musical activities: composing, performing, listening and appraising
- To develop individual performing skills to enable students to participate in the wide range of musical activities that can be found at present in the school and in the community
- To encourage the reading of music, the development of memory, analysis, inventiveness and coordination
- To provide knowledge, promote understanding and develop skills as a basis for further study, leisure or both
- To continue, and develop, musical activities previously undertaken in the classroom.

Course Content and Assessment

Composing, performing, listening and appraising: Music is a subject that demands involvement, students will gain valuable personal experience from the pursuit of a variety of musical activities. Parental encouragement is essential for practising daily, critical listening and concert-going. All students should be having individual vocal/instrumental tuition.

Most of the coursework will be tackled individually, through performing and composing. Students will need to listen to all styles of music at school, home and online. All students will be expected to participate in at least one extra-curricular musical activity; including choir.

Enthusiasm and a willingness to practise daily on the chosen musical instrument is essential for this GCSE course.

It is very advantageous for students to bring their own laptops to lessons. Software can be provided for the duration of the course to enable them to work in school and at home on their individual coursework projects.

Throughout this course the students are regularly assessed.

The Future

We hope that participation in this course will encourage students to broaden their insight into different kinds of music and enable them to be more proficient performers and perhaps go on to take A Level Music. Vocal/Instrumental Graded Examinations VI, VII & VIII now equal 20-120 UCAS points.

Students can go into careers such as: musician, session musician, singer, songwriter, musical director, conductor, music journalism, marketing, press and promotions officer, tutor, teacher and events management to name a few.
Music BTEC Tech Award

Exam Board: Edexcel
Learning Leader: Mr T McDonough

Aim of the Course

- Through the new BTEC Tech Award in Music students learn about the various music products, develop valuable skills and techniques in music creation, performance and production, and explore potential careers in the industry.
- **Component 1**: Explore musical styles and techniques, and gain an understanding of roles in the industry
- **Component 2**: Develop musical knowledge, skills, and techniques and apply them to a music product
- **Component 3**: Put skills into practice by responding to a brief as a composer, performer or producer

Course Content and Assessment

**Component 1: Exploring the music industry (30%)**
Assessment: internally assessed assignments
- During Component 1 students will: 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, and investigate relationships between different areas of the music industry.

**Component 2: Developing music skills (30%)**
Assessment: internally assessed assignments
- During Component 2 students will: Reflect on their progress, and on areas for improvement, choose a job role and explore the skills needed to fulfil it, develop a range of skills, and apply those skills and techniques in a music performance, creation or production.

**Component 3: Responding to a music brief (40%)**
Assessment: externally assessed task
- During Component 3 students will: Choose an area of the industry that excites them (composer, performer, or producer), explore the brief and come up with possible responses and ideas, use relevant resources, skills and techniques to develop and refine musical material, present their final response (solo or in a group) and review and reflect their approach to the brief and their final outcome.

The Future

During the course, students can see whether the industry is one they want to be in, where they could go, and gain the knowledge and skills they need to succeed in their next steps. After completing the course, students can continue on to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships. What's more, the transferable skills students master during their studies such as self-reflection, communication, teamwork and problem solving will also support their progress.

Students can go into careers such as: musician, session musician, singer, songwriter, musical director, conductor, music journalism, marketing, press and promotions officer, tutor, teacher and events management to name a few.
Aim of the Course

As well as allowing students to be assessed on their practical abilities, the course of study in Physical Education contributes to students’ understanding of socio-cultural influences and well-being in physical activity and sport. The specification provides opportunities for students to explore the human body and movement in physical activity and sport.

Course Content

The course is divided into two components; Component 1: Fitness and Body Systems (written exam 36%), Component 2: Health and Performance (written exam 24%), Personal Exercise Programme (coursework 10%) and the practical performance section comprised with 3 sports (30%). Students selecting this option should be aware that 3 out of 4 lessons are in the classroom working on theoretical content and 1 lesson is provided for practical development; students and are given the opportunity to take part in a wide range of physical activities where they will be assessed as a performer.

Students will be expected to attend at least one extra-curricular Sports Club or activity and are expected to be playing at least one sport competitively outside of school.

Course Syllabus

- Applied anatomy and physiology.
- Movement analysis.
- Physical training.
- Use of data.
- Sports psychology.
- Socio-cultural influences.
- Health, fitness and well-being.

Students are regularly assessed throughout the course.

The Future

GCSE Physical Education is excellent preparation for those students who would like to continue to A Level Physical Education. The course will allow students to develop a wide range of key skills in leadership, teambuilding, cooperation, coaching, planning and evaluating which will be valuable throughout life. It is especially relevant to those students considering a career in the sports and leisure and physical education industries.
Aim of the Course
The course aims to develop knowledge, skills and understanding in Design and Technology and also to encourage and develop the capability to design and make quality products using various materials.

Course Content and Assessment
This course covers aspects relating to the small and large scale design and manufacture of products in common materials namely, wood, metal, plastic, card, paper, textiles and composites. It covers the properties of these materials, how they can be modified and joined, and the practical skills and tools required to work with them. In addition, aspects of product evaluation, good working practice and health and safety are also included.

The course is a mixture of workshop based activities that will involve practical work and problem solving using a variety of materials and processes as well as understanding the theory aspects. It covers designing and making skills and develops the students’ knowledge and understanding of how to use them in an industry setting as well as in a school based context. Students will have to design and manufacture products from various materials of their own choosing as well as prescribed projects.

Final Examination: 50% of total marks
Students sit a 2 hour written paper. The paper will test the students’ knowledge and understanding of technology through questions on materials, manufacturing processes - fabrication (joining), forming and cutting processes, tools and adhesives, health and safety, finishes, mechanism, designers and design influence, sustainability and environmental issues and CAD/CAM using the materials listed above.

Coursework: 50% of total marks
The coursework will consist of a design and make project chosen from a list of twelve given by the exam board. This represents around 40-50 hours of supervised work, during which time the student will be expected to design and make a quality product using materials which can be either paper or ICT based relevant to their chosen problem. The submission must include a comprehensive design folder (approximately 25 A3 pages) as well as the completed product.

The Future
The skills covered in the Product Design course will provide students with a firm foundation for work in a construction or engineering field, or for continued study at either City and Guilds or AS/A2 Level Design & Technology. As well as any career that involves practical skills such as construction and jobs that involve problem solving.
PSYCHOLOGY

Psychology GCSE
Exam Board: Edexcel
Learning Leader: Mrs M Olmos

Aim of the Course

GCSE Psychology encourages students to develop a personal interest and enthusiasm for psychology and prepare them to make informed decisions about further learning opportunities and career choices.

This programme of study enables students to:
- Engage in the process of psychological enquiry to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds;
- Develop an awareness of why psychology matters;
- Acquire knowledge and understanding of how psychology works and its essential role in society;
- Develop an understanding of the relationship between psychology and social, cultural, scientific and contemporary issues, and its impact on everyday life;
- Develop an understanding of ethical issues in psychology;
- Develop an understanding of the contribution of psychology to individual, social and cultural diversity;
- Develop a critical approach to scientific evidence and methods.

Course Content and Assessment

The GCSE consists of two units.

Unit 1:
- Development - How did you develop?
- Memory - How does your memory work?
- Psychological problems - How would psychological problems affect you?
- The brain and neuropsychology - How does your brain affect you?
- Social influence - How do others affect you?

Unit 2:
- Criminal psychology - Why do we become criminals?
- Sleep and dreaming - Why do you need to sleep and dream?
- Research methods - How do you carry out psychological research?

Throughout this course the students are regularly assessed.

The Future

Studying psychology gives students a broad range of skills that span both science and the arts and opens up opportunities with a wide variety of employers. The scientific aspects of psychology courses, including the application of a reasoned approach, problem solving and manipulation of data, provide useful tools for careers in healthcare, law enforcement, finance, IT and research. Knowledge of human behaviour and motivation, ability to critically analyse a problem, formulate a considered response, create an argument and generate new ideas and lend themselves well to careers in the creative industries, the legal sector, government administration and education.
Aim of the Course

Being the second most widely spoken language in the world, a GCSE in Spanish opens up a whole wealth of opportunities. We live in a world of multi-national employers where languages are highly valued and desirable in the workplace. As well as being useful for work, travel and tourism, a language can also improve communication skills and literacy across the curriculum and help gain an insight into other cultures.

Course Content

The new GCSE specification is designed to provide students with a broader understanding of not only the language, but also the culture of Spain and of Spanish-speaking countries across the world.

We build on learning from KS3 to create independence in students and build on their ability to use language purposefully.

The Future

Learning a language provides a fantastic opportunity to learn about other people and their culture. We live in a multilingual world where not everyone speaks English. 75% of the world does not speak English at all.

Languages can of course be used in language specific careers such as teaching, translating or interpreting, but they are also useful in many jobs from the leisure and tourism industries, to top level management, law and economics, and can often be the deciding factor when potential employers and universities/colleges are recruiting.
Statistics GCSE

Exam Board:   Edexcel
Learning Leader:  Mr A Haghazali

Aim of the Course

This course is aimed at helping students acquire a knowledge and understanding of statistical techniques and concepts. It encourages statistical problem solving and develops students’ understanding of the importance and limitations of statistics. It also supports progression through statistics and other related disciplines.

Course Content and Assessment

- Planning and Data Collection.
- Processing, representing and analysing data.
- Reasoning, interpreting and discussing results.
- Probability.

Assessment

Assessment is based on two written exam papers:

Paper 1

One written paper consisting of 62.5% of the overall mark, lasting 1 hour 45 minutes and out of 100 marks.

1. The collection of data.
2. Processing, representing and analysing data.
3. Probability.
   (assessing statistical methods)

Paper 2

One written paper consisting of 37.5% of the overall mark, lasting 1 hour 30 minutes and out of 60 marks.

1. The collection of data.
2. Processing, representing and analysing data.
3. Probability.
   (assessing how the content can be applied in decision making)

The GCSE will be offered at 2 different tiers.

- Foundation Tier – offering grades 1-5.
- Higher Tier – offering grades 4-9.

The Future

Statistics is a rewarding and often an exciting career choice. Statisticians work with the data that is all around us and the opportunities for work are endless. If you are forward thinking, IT-savvy, interested in finding practical solutions to problems in society and the world we live in and you enjoy working with numbers and people, this could be the career for you. You may be surprised at just how many interesting jobs there are for statisticians, for example: Actuary, Environmental, Forensic, Government, Sports or Medical statisticians, University lecturers and School teachers to name just a few.

NB: There will be very limited spaces available so please ensure a second choice is made.
Committed to Achievement