



COX
GREEN
SCHOOL

Committed to Achievement



Options Booklet 2018

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MESSAGE FROM THE HEADTEACHER

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.

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.

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, 25th January, 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 further taster sessions of the option subjects on Thursday 18th January 2018.

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

Yours sincerely,



Ms Walsh
Headteacher

OPTION CHOICES

Compulsory Core Subjects	Mandatory Options	Open Options
<p>English and English Literature Maths Science – Combined Science (two GCSES) and Three Separate Science (Biology, Chemistry & Physics GCSEs)</p>	<p>Computer Science French Geography History Spanish</p>	<p>*Art, Craft & Design or *Photography Business Studies Computer Science Drama French Geography History Hospitality & Catering Media Studies **Music GCSE or **Music BTEC Religious Studies (RS) Physical Education Product Design Psychology Spanish Statistics</p>
<p>The above subjects will be studied by all students.</p>	<p>Students choose <u>two</u> of the above subjects and one as a reserve.</p> <p>Any of the above that are chosen should not be selected again in the Open Options. For example if French is chosen as a Mandatory Option. It cannot be chosen in the Open Options.</p> <p>However, it is possible to choose two of the above plus two of the Mandatory subjects in the Open Options. For example, if French and Spanish are chosen in the Mandatory Options, then Geography, History, or Computer Science can be chosen in the Open Options.</p>	<p>Students choose <u>two</u> of the above subjects and one as a reserve.</p> <p>*Please note a student can only choose Art, Craft & Design or Photography not both.</p> <p>**Please note a student can only choose Music GCSE or Music BTEC not both.</p>

Please Note: We will make every attempt to ensure the options are met, however when demand is low this is not always possible.

IMPORTANT DATES FOR THE OPTIONS PROCESS

Date	Event
wb 4th December	Option Assembly – Learning Leaders outline key learning and requirements to study their subject
5th January	Option workbooks issued – students will work through these in tutor time to develop their understanding of the importance of the options process
wb 8th January	Year 8 careers interviews commence until 19th January
9th January	Choices for Options Taster Day – students choose 4 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
18th January	Options Taster Day – students receive information and guidance on career paths as well as attend lessons based on their choices for Taster day
25th January (5:45pm – 8:00pm)	Options Evening – Presentation in theatre to all parent/carers and talks given by all Option subjects explaining the GCSE/KS4 curriculum
29th January	Year 8 Parents evening – Opportunity to speak to all subject staff to discuss your child’s progress as well as information about the subject at GCSE
31st January	Year 8 Option Choices Deadline using Insight (insight.coxgreen.com)
Mid-February	Personalised meetings with some students following option choices
Mid-March	Letters to parents confirming option choices

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)

Mandatory Options

Students will select *two options* from the following subjects:

- Computer Science
- French
- Geography
- History
- Spanish

Open Option Choices

Students will select *two further options* from the following subjects:

- Art, Craft & Design or Photography (you can only choose one of these)
- Business Studies
- Computer Science
- Drama
- French
- Geography
- History
- Hospitality & Catering
- Media Studies
- Music GCSE or Music BTEC (you can only choose one of these)
- Physical Education
- Product Design
- Psychology
- Religious Studies
- Spanish
- Statistics (this will be limited to a number of students able to do it)

CORE SUBJECTS

Students will study a number of core subjects

ENGLISH LANGUAGE AND ENGLISH LITERATURE

English Language and English Literature GCSE

Exam Board: AQA

Learning Leader: Mrs G LaRocque

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.

MATHEMATICS

Mathematics GCSE

Exam Board: Edexcel

Learning Leader: Mr A Haghazali

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: Mr A Shields

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.

MANDATORY OPTIONS

Students will select *two options* from the following subjects:

COMPUTER SCIENCE

Computer Science GCSE

Exam Board: OCR

Learning Leader: Mr W Burton

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

Component 01	Computer Systems	1 hour 30 minutes
	<ul style="list-style-type: none">• Systems architecture• Memory• Storage• Wired and wireless networks• Network topologies, protocols and layers• System security• Systems software• Moral, legal, cultural and environmental concerns	40% of the total GCSE
Component 02	Computational Thinking, Algorithms and Programming	1 hour 30 minutes
	<ul style="list-style-type: none">• Algorithms• Programming techniques• Producing robust programs• Computational logic• Translators and facilities of languages• Data representation	40% of the total GCSE
Component 03	Programming Project	20 hours
	<ul style="list-style-type: none">• Programming techniques• Analysis• Design• Development• Testing and evaluation and conclusions	20% of the total GCSE

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.

FRENCH

French GCSE

Exam Board: AQA

Learning Leader: Miss H Stevenson

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 they learn 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.

GEOGRAPHY

Geography GCSE

Exam Board: AQA

Learning Leader: Miss J Allen

Aim of the Course

This new 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 new course looks at different aspects of the world we live in taking inspiration from current events on a human and physical scale and 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.

HISTORY

History GCSE

Exam Board: AQA

Learning Leader: Mr J Burrow

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

Course Content

Many interesting topics are studied including:

- Germany 1890-1945. Democracy and Dictatorship
- Conflict and Tension depth study
- Health and the people. C1000-present day
- Norman England 1066-1100 with a history around us study

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 AS/A level in the Sixth Form.

National and local government and the public services attract History graduates, particularly the civil service, NHS management, the police and armed services. International development organisations, charities, heritage organisations, museums and libraries are also potential employers.

SPANISH

Spanish GCSE

Exam Board: AQA

Learning Leader: Miss H Stevenson

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.

OPEN OPTION CHOICES

Students will select a further *two options* from the following subjects:

ART, CRAFT AND DESIGN

Art, Craft and Design (Only Art or Photography can be studied - not both)

Exam Board: AQA

Learning Leader: Mrs Linford-Relph (acting Learning Leader)

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. Pupils 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 pupils 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. 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 pupils in January of year 11. Pupils 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 pupils carry out several gallery visits throughout the two year 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 foundation for studies at A level and therefore pupils must complete the GCSE Art course achieving a B grade 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 pupils at the start of the course at cost price. Specialist art materials may need to be purchased by pupils during the three year course.

BUSINESS STUDIES

Business Studies GCSE

Exam Board: AQA

Learning Leader: Mr W Burton

Aim of the Course

Following a general introduction and overview, the course is divided into a number of units or modules. Students use a variety of learning methods, including case studies to learn about the different aspects of business. These are often based on local examples. Word processing, data handling and spreadsheets are used during the course and students are expected to make use of a range of computer skills. This is likely to be a very good subject choice for any student thinking of a career in business. Students must be prepared to learn and use a wide range of specialist terms.

Course Content

Most aspects of business behaviour within the United Kingdom are covered including the following:

For Year 8

- Business Activity
- Influences on Business
- Business Operations
- Marketing
- Finance

For Year 9

- Business Activity
- Influences on Business
- Business Operations

Throughout this course the students are regularly assessed. If appropriate they may be offered a vocational route in this subject.

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: Mr W Burton

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
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Component 01	Computer Systems	1 hour 30 minutes
	<ul style="list-style-type: none">• Systems architecture• Memory• Storage• Wired and wireless networks• Network topologies, protocols and layers• System security• Systems software• Moral, legal, cultural and environmental concerns	40% of the total GCSE
Component 02	Computational Thinking, Algorithms and Programming	1 hour 30 minutes
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DRAMA

Drama GCSE

Exam Board: Eduqas

Learning Leader: Miss A Stead

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.

FRENCH

French GCSE

Exam Board: AQA

Learning Leader: Miss H Stevenson

Aim of the Course

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GEOGRAPHY

Geography GCSE

Exam Board: AQA

Learning Leader: Miss J Allen

Aim of the Course

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

HISTORY

History GCSE

Exam Board: AQA

Learning Leader: Mr J Burrows

Aim of the Course

This subject aims to give students:

- An understanding of the past
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- The ability to draw conclusions
- The skill of arguing your point successfully
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Course Content

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National and local government and the public services attract History graduates, particularly the civil service, NHS management, the police and armed services. International development organisations, charities, heritage organisations, museums and libraries are also potential employers.

HOSPITALITY & CATERING

Hospitality & Catering GCSE Level 1/2

Exam Board: EDUQAS WJEC

Learning Leader: Ms Ismail

Aim of the Course

EDUQAS WJEC LEVEL 1/2 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 GCSE
- The examination duration is 1 hour 30 minutes

Unit 2: Hospitality and Catering in action.

The NEA is assessed as:

- 60% of the GCSE Assignment and Practical examination-research, planning, preparation and presentation.
- The duration is 1 hour for the Time plan and 3 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/>

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 in to three components and focus on the theoretical frameworks of REPRESENTATION, INDUSTRIES, MEDIA LANGUAGE, AUDIENCES and CONTEXT.

Component 1 Exploring the Media (Exam – 1hour 40 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.

One question on media industries, audiences or media contexts.

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
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MUSIC

Music GCSE

Exam Board: AQA

Learning Leader: Mr 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 their 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 AS/A2 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

Music BTEC Tech Award

Exam Board: Edexcel

Learning Leader: Mr McDonough

Aim of the Course

- 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 your 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.

PHOTOGRAPHY

Photography GCSE (Only Art or Photography can be studied - not both)

Exam Board: AQA

Learning Leader: Mrs Linford-Relph (acting Learning Leader)

Aim of the Course

This course is for anyone who loves observing and recording the world around them. Students will enjoy visual imagery and will want to express their ideas to others. Those studying this course will be imaginative and creative and able to develop ideas for narrative photography, exploring various photographic genres from a given theme. Pupils 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 three coursework units based on a given theme which are produced throughout year 9, 10 and 11. Projects are structured in accordance to the AQA assessment objectives and will cover a variety of photographic approaches, working methods and techniques including digital editing. 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 pupils in January of year 11. Pupils 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 photographers will help with ideas and project development. It is expected that pupils carry out several gallery visits throughout the two year course. Suggested galleries may include Tate Modern/ Tate Britain, Saatchi Gallery, Somerset House and The Photographers Gallery.

The Future

The skills learnt during the GCSE course are foundation for studies at A level and therefore pupils must complete either the GCSE Photography or Art course achieving a B grade 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.

Photographic Equipment

We would recommend that pupils wishing to take this course to have their own SLR digital camera or at minimum a compact camera for carrying out shoots off site. Please do speak to a specialist teacher to ask for our recommendations.

PHYSICAL EDUCATION

Physical Education GCSE

Exam Board:	Edexcel
Director of PE, Sport & Health:	Mr M Gullick

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 30%), Component 2: Health and Performance (written exam 30%), Personal Exercise Programme (coursework 10%) and the practical performance section comprised with 3 sports (30%). Students selecting this option must be prepared that 3 out of 4 lessons are in the classroom working on theoretical content and 1 lesson is provided for practical development 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.

PRODUCT DESIGN

Resistant Materials Level 2 GCSE

Examination Board: AQA

Learning Leader: Miss S Rapsey

Aim of the Course

The course aims to develop knowledge, skills and understanding in Technology and also to encourage and develop the capability to design and make quality products using select 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 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 them. In addition, aspects of product evaluation, good working practice and health and safety are also addressed.

The course is a mixture of workshop based skills that will involve practical work and problem solving using a variety of materials as well as understanding the theory behind processes and materials. It will cover designing and making skills and develop the specialist knowledge and understanding needed to manufacture products in these materials. Students will have to design and manufacture products from materials of their own choosing and prescribed projects during the course.

Final Examination: 50% of total marks

Students will enter for one tier and sit a written paper. The papers will test a student's 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.

Coursework: 50% of total marks

The coursework will consist of one 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 the materials that are 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.

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 lend themselves well to careers in the creative industries, the legal sector, government administration and education.

RELIGIOUS STUDIES

Religious Studies GCSE

Examination Board: OCR GCSE in Religious Studies (Philosophy and Applied Ethics)

Learning Leader: Miss L Kiely

Aim of the Course

OCR 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 teachers and practices of two religions

Based on academic demographic of the cohort, students at Cox Green School will study Christianity and one religion from the following: Buddhism, Hinduism, Islam or Judaism.

Component Two: Religion, philosophy and ethics in the modern world from a religious perspective

Students will study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of one of the religions they studied in Component One. This will be Christianity.

The topics are as follows:

- Relationship and families
- The existence of God
- Religion, peace and conflict
- Dialogue within and between religions

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 this course students are regularly assessed within class, ensuring they are developing the skills needed to be successful in the subject.

The Future

Students 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.

SPANISH

Spanish GCSE

Exam Board: AQA

Learning Leader: Miss H Stevenson

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

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.



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