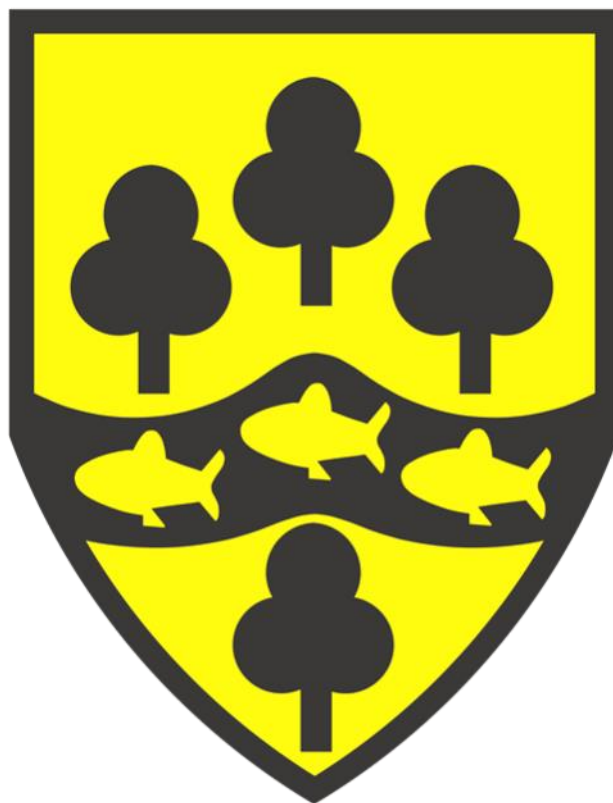


Option Choices



A guide to help you through your
KS4 Option Choices



Year 8
2022/ 2025

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KEY STAGE 4



Welcome to the Option Choices Process. This is an important, exciting and sometimes difficult process, so please read the booklet carefully to find out about the subjects on offer.

The booklet also gives important dates for your diary, updates to new GCSEs and offers key advice.

When selecting your options consider:

- Which subjects do you enjoy most and would be willing to work conscientiously at over the next three years?
- Which subjects/courses do you think you may wish to continue studying at college or beyond? Have you selected the best subjects to support this? Start to carry out some research and find out which qualifications you need if you have a particular career in mind.
- Talk to your Tutor, teachers and students in Years 9, 10 and 11 about the subjects you can take. Find out what they are really like. What helped others with their decision-making?
- Make decisions for yourself, do not choose subjects because of your friends or because it is something you have not studied before.
- Do not choose a subject because you think that it will be 'easy'. There are no easy subjects.
- You are not guaranteed to get your choices. In some subjects, places are limited, or in some cases there may not be enough students to run a subject.
- Your attitude, progress and behaviour will help determine if your application is successful for the subjects you wish to study.
- Your options will have to be agreed with your parents/carers and teachers.

KEY STAGE 4



The Online Key Stage 4 Options Evening will provide an opportunity to make appointments to speak with the lead teachers in each subject. Before this, please watch the relevant Loom video about each subject so that you understand the expectations and demands of each course that is offered.

At Testwood School, we feel that the thorough advice and guidance that we offer all our students will help them to identify the appropriate subject package for them. The choices they make will enable them to make progress to their next steps in education and training.

All students will be provided with the necessary advice and guidance to enable them to make the most suitable curriculum choice.

The process is intended to be an open decision for all students, but one which is informed by the most appropriate pathway for them which provides challenge and prepares them best to achieve their full potential.

We will not direct individuals to undertake any subjects without prior discussion with both parents and student.

Advice and Support

There are a number of ways to obtain further information for both students and parents.

- Year 8 Online Key Stage 4 Options Evening is on **Thursday 27th January**. This booklet only provides a snapshot of the subjects on offer. During the Options Evening, you will have the opportunity to gain more information. Therefore, this is a vital evening for both students and parents to access the 'evening' via our school website (www.testwoodschool.co.uk)
- Year 8 Online Parents' Evening on **Thursday 17th March** will give students and parents a chance to discuss the progress and achievements in each subject and determine whether it is a suitable GCSE course to continue studying.
- Contact the relevant members of staff whose email addresses are listed on the back page of this publication.



Option Forms to be returned by Friday 25th March, 2022

Every Child, Every Step, Every Day

The Structure of Key Stage 4

All students study the following subjects:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science (leading to two GCSEs)
- Core PE

Students will study a further four subjects during Key Stage 4, allocated from their list of preferred subjects.

All subjects are three year courses and will therefore be studied over the duration of Years 9, 10 and 11.

Due to the advisability of studying a broad range of subjects it will not usually be permitted to study both Fine Art and Photography, both Fine Art and Textiles or both Computer Science and Creative iMedia (ICT). Please contact Mr Webber if you feel an exception should be made.

Please note:

Whilst we endeavour to provide the most up-to-date information within this booklet, the information it contains is subject to change. There may have to be amendments during the process to meet the demands of any curriculum change at a national level.

We may also, unfortunately, not be able to run a course if the numbers of students who opt are insufficient or if, for any reason, we are no longer able to offer a subject. We will, of course, keep you informed of any relevant developments as and when they may arise.



AQA GCSE English Language Compulsory AQA GCSE English Literature

Each qualification is worth one GCSE. Students will receive two individual grades. However, they will study both subjects alongside each other.

Qualifications in this subject are graded 9–1

STRUCTURE	ASSESSMENT
Poetry Anthology Study – Conflict and Power Modern Prose – An Inspector Calls Pre 20 th Century Fiction – Dr Jekyll & Mr Hyde including creative writing and reading Shakespeare Study – Romeo and Juliet Non-Fiction Study – Viewpoints and attitudes Full revision in the spring/summer term	End of term examination for all three topics. Interim assessments within classroom – both reading and writing Spelling tests (as appropriate) Speaking and Listening assessment (endorsement only) Summer – Mock examination for both subjects

By studying this course, students will learn the following skills:

- Writing creatively and persuasively
- Interpreting language and structure of texts
- Extracting information to support
- Reading for meaning and comprehension
- The cultural, social and historical background of the texts

Careers for which this subject is either a requirement or useful are:

All further study/employment requires a grade 4 in GCSE English and/or Literature. However, specific careers could include:

- Digital copywriter
- Editorial assistant
- English as a foreign language teacher
- Lexicographer
- Magazine journalist
- Newspaper journalist
- Publishing copy-editor/proofreader
- Writer
- Advertising and marketing
- Teaching (all ages)
- Public relations
- Academic librarian

Useful websites to support students' learning in this subject are:

www.bbc.co.uk/schools/gcsebitesize/english
Youtube – Mr Bruff

You can support your child in this subject by:

Supporting them in reading non-fiction texts – the 'I' newspaper is excellent
Watching BBC adaptations of specified texts with your child
Encouraging writing of shopping lists, Christmas cards etc.



Edexcel GCSE Mathematics Compulsory

This qualification is worth one GCSE

Qualifications in this subject are graded 9–1. This qualification has 2 tiers of entry. Students either sit a Foundation exam (grades 1 to 5) or a Higher exam (grades 4 to 9).

STRUCTURE	STRUCTURE
Foundation: <ul style="list-style-type: none"> Fractions Area and perimeter Compound measures Statistical charts and averages Linear graphs Algebraic expansion and index laws Circles Percentages Construction and loci Surface area Quadratic expansion Linear equations and real life graphs Volume of shapes Frequency tables Estimation Plotting quadratic graphs Transformations Ratio Proportion Scatter graphs and probability Inequalities Simultaneous equations Quadratic brackets Trigonometry Percentages Tree diagrams Similarity and congruence Angles Bearings Substitution Prime factorisation. 	Higher: <ul style="list-style-type: none"> Factorising quadratics Circle Volume of compound shapes Iteration Percentages Construction and loci Transformations and Venn diagrams Quadratic sequences Pythagoras Trigonometry Solving quadratic equations Linear and quadratic graphs Surface area Velocity/time graphs and calculations with surds Cubic, reciprocal and trigonometric graphs Direct and inverse proportion Simultaneous equations Similarity and congruence Conditional probability Upper and lower bounds and advanced trigonometry Angle laws Circle theorems Vectors Advanced trigonometry Rearranging formulae Capture/recapture Algebraic proofs Algebraic fractions and applied quadratics Stratified sampling Advanced linear graphs Velocity time graphs Calculating gradient of curves Histograms

Throughout the course, students will be assessed formally in December and March, when the students will complete mock exams. Class teachers do set class assessments through the terms to support these formal assessments.

Careers for which this subject is either a requirement or useful are:

- Accountant
- Engineering
- Scientific related careers
- Public Relations Account Executive
- Recruitment Consultant
- Sales Executive
- Stockbroker
- Systems Analyst/IT Consultant

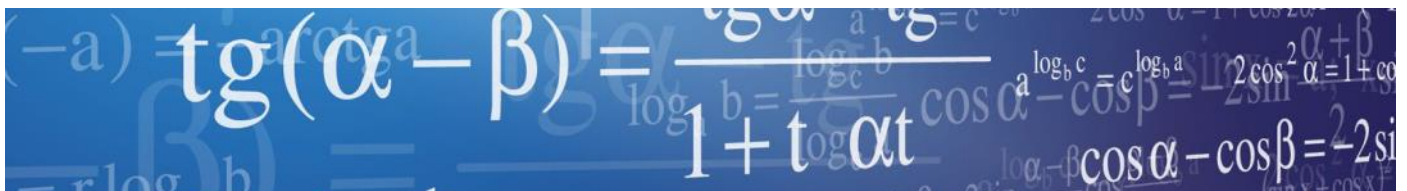
However, most colleges require you to have Maths at GCSE at grade 4 or above.

Useful websites to support students' learning in this subject are:

www.corbettmaths.co.uk

www.mathsworkout.co.uk

www.onmaths.com



AQA GCSE Science Compulsory

This qualification has tiers of entry. Students will either be entered at the Foundation or Higher level.

Each exam carries an equal weighting towards the final GCSEs (16.7%) and have equal marks (70).

STRUCTURE	ASSESSMENT
<p>Biology Students will cover cell biology, organisation, infection and response, bioenergetics, homeostasis, inheritance, variation and evolution and ecology.</p> <p>Chemistry Atomic structure, bonding, quantitative chemistry, chemical and energy changes, rates of reaction, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.</p> <p>Physics Forces, energy, waves, electricity, magnetism, particle model of matter, atomic structure and space physics.</p> <p>Other: Students will be expected to continue to develop their Science skills at home and during after-school Science clubs.</p>	<p>At the end of Year 11, there will be two 1 hour 15 minute exams in each subject specialism of Biology, Chemistry and Physics (six exams in total).</p> <p>Each exam carries an equal weighting towards the final GCSEs (16.7%) and have equal marks (70).</p> <p>The course contains 16 required practicals that will be assessed during exams.</p>

By studying this course, students will learn the following skills:

Development of Scientific ideas over time.
Impact of Science on Society.
How to approach Problem Solving.
How to understand and analyse data.
Limitations of scientific data.
Drawing conclusions from Scientific data.

Careers for which this subject is either a requirement or useful are:

Chemical Engineering, Astro physics, Environmental Scientist, Space Science, Civil Engineering, Technology. Pharmacists, Forensic scientist, Robotics, Surgeon, Technician, Aeroplane design, and thousands of other related careers.

Whilst combined Science does support the majority of the same career options it would not be suitable for candidates who seek a careers in Medicine (e.g. Doctor or Surgeon), Veterinary Medicine, or are considering Entry for Science. Some colleges may prefer Triple Science if your child is intending to study one or more Sciences at Science at A-Level but generally this should not be a barrier to taking A level Sciences.

Useful websites to support students' learning in this subject are:

www.bbcbitessize.co.uk
www.freesciencelessons.co.uk
www.seneca.com

You can support your child in this subject by:

Helping your child to maintain a general interest in Science through watching Scientific documentaries or reading scientific books. Good documentaries include:

Anything by Sir David Attenborough, "Perfect Planet"
Dr Alice Roberts, "The incredible Human Journey"
Jim Al-kalili, " The Beginning and End of the universe"
Maggie Aderin Pope "The Sky at Night"
Prof. Brian Cox "The wonders of the Universe", "Forces of Nature"

Purchasing the CGP Revision guides for Combined Science and or the revision cards that go with the course. These are excellent refreshers for quick revision.



OPTION SUBJECTS



Option Subjects

Please take time to read the following pages carefully, as they contain details of all the option subjects available. If you have any questions, don't hesitate to speak or email the Curriculum Leader with any questions.

All students must choose to study **at least one** of the following subjects:

- Computer Science
- French
- Geography
- History
- Triple Science

Mr Jenkins, Mr Webber and the tutors are more than happy to help or answer questions. You will find email addresses on each curriculum page and on the back page of the booklet.

OCR: Computer Science (J277)

This qualification is worth one GCSE

Qualifications in this subject are graded 9-1

The structure and content of this course of study is:

STRUCTURE	ASSESSMENT
<p>Component 01: Computer Systems</p> <p>This component Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software.</p> <p>It also looks at ethical, legal, cultural and environmental concerns associated with computer science</p>	<p>Written exam worth 50% of overall grade to be taken in the Summer Term in Year 11.</p> <p>Calculators are not allowed.</p> <p>Externally Assessed.</p>
<p>Component 02: Computational thinking, algorithms and programming</p> <p>Students apply knowledge and understanding gained in component 01.</p> <p>They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.</p>	<p>Written exam worth 50% of overall grade to be taken in the Summer Term in Year 11.</p> <p>Calculators are not allowed.</p> <p>Externally Assessed.</p>
<p>Practical programming</p> <p>Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language.</p>	<p>Students will be assessed on these skills during the written examinations, in particular component 02 (section B).</p>

By studying this course, students will learn the following skills:

This programming-based GCSE is aimed towards students who are independent learners and are passionate about programming. It gives them an excellent opportunity to investigate how computers work and how they're used to develop computer programmes.

Students will undertake mathematically based research into the inner workings of the CPU, design robust algorithms and practice programming in languages such as Python. Students will understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Computer Science students will be able to analyse problems in computational terms through practical experience of solving such problems including designing, writing and debugging programs. As a highly mathematical subject, students will be able to apply their mathematical skills to Computer Science.

Careers for which this subject is either a requirement or useful are:

The study of computer science is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Students who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone.

Useful websites to support students' learning in this subject are:

www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/

www.codio.com

Www.usingpython.com

www.python.org

You can support your child in this subject by:

Encouraging your child to develop their programming skills at home through creating Python programs. The most successful students in the subject are those who enjoy developing their own programs and finding and fixing their own errors.



OCR Cambridge Nationals Creative iMedia Level 2 Certificate(600/7090/7)

This qualification is worth the equivalent to one GCSE

Qualifications in this subject are graded Level 2 Distinction* - Level 1 Pass

Please note that the format of this course is subject to change due to a decision by OFQUAL.

STRUCTURE	ASSESSMENT
R093: Creative iMedia in the media industry In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.	Written exam worth 40% of overall grade to be taken in the Summer Term in Year 10. Calculators are not allowed. Externally Assessed.
R094: Visual identity and digital graphics In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.	Worth 30% of overall grade. This unit is a coursework project which will be internally assessed in school and moderated by the exam board externally.
R095: Characters and comics In this unit you will learn how to plan, create and review comics which contain original characters.	Worth 30% of overall grade. This unit is a coursework project which will be internally assessed in school and moderated by the exam board externally.

By studying this course, students will learn the following skills:

This practical-based qualification will develop the application of creative media skills through their practical use. It will provide students with opportunities to review how existing media is planned, reviewed and implemented through a series of projects and tasks set as if the students were working within a planning team for a company.

This qualification allows students to develop their creative skills through applying their imagination to their work. It provides students with many opportunities to create unique and inspiring digital pieces through software such as Photoshop. Through the completion of the units of coursework, this qualification will encourage independence, creativity and awareness of the digital media sector.

Careers for which this subject is either a requirement or useful are:

The study of ICT is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life.

Students who want to go on to higher study and employment in the field of ICT, Advertising, Digital Graphics, Games Design, Journalism, Marketing and jobs within Social Media will find it provides a superb stepping stone.

Useful websites to support students' learning in this subject are:

www.bbc.co.uk/bitesize/subjects/zqmtsbk

www.creativecommons.org.uk

www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/

You can support your child in this subject by:

Discussing and reviewing digital advertising with your child to encourage them to consider how digital marketing takes place. You can review a number of YouTube videos displaying how stunts take place and discussing the impact that digital concepts have on the target audience.



BTEC Tech Award Level 1/2**This qualification is worth the equivalent to one GCSE****Qualifications in this subject are graded Level 2 Distinction* - Level 1 Pass,****The structure and content of this course of study is:**

STRUCTURE	ASSESSMENT
<p>Component 1 - Exploring the Performing Arts</p> <p>This component will give you an understanding of practitioners work and the processes & practices that contribute to a range of dance styles.</p> <p>A minimum of three professional works will be studied, all with a different style of dance.</p> <p>Action content, costumes, lighting, music, stage design and the stimulus will be explored.</p> <p>Professional Works examples; <i>Ghost Dances, Christopher Bruce</i> <i>Emancipation of Expressionism, Kenrick Sandy</i> <i>A Linha Curva, Itzik Galili</i> <i>Cinderella, Matthew Bourne</i></p>	<p>Worth <u>30%</u> of overall grade.</p> <p>Work will be internally assessed.</p> <p>The learning of the professional work will occur in a classroom setting and that work will be marked and put forward as their final grade.</p> <p>Once all works have been studied, one professional works will be collated into a project linking to a pre-released stimulus from the exam board.</p>
<p>Component 2 - Developing Skills and Techniques in the Performing Arts</p> <p>This component focuses on the development of dance and performance skills, whilst analysing your own performances and identifying how to make improvements.</p> <p>Professional works will be the starting point and using existing repertoire will help to shape a performance and assessment.</p> <p>Individual Skills; Kicks, turns, and leaps will be the starting point before moving on to more technically difficult skills.</p> <p>Professional works; All practical work from component 1 will be filmed, to identify the best performance for assessment.</p>	<p>Worth <u>30%</u> of overall grade.</p> <p>Work will be internally assessed.</p> <p>Written analysis of strengths and weaknesses. Target setting on how to improve.</p> <p>Rehearsals will be filmed for milestone evidence.</p> <p>Performances will be filmed and assessed.</p>
<p>Component 3 - Performing to a brief</p> <p>January of year 11, an externally set task will be released, whereby the pupils are given a stimulus to develop and shape a dance performance.</p>	<p>Worth <u>40%</u> of the overall grade.</p> <p>Work will be externally assessed by an Examiner.</p>

By studying this course, students will learn the following skills:

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

Students will study a range of dance styles and style fusions.

- Physical skills and attributes, including posture, flexibility and control.
- Technical skills including turns, floor work, dynamic content and stylistic actions.
- Expressive skills including projection, focus, musicality and spatial awareness.
- Mental skills and attributes during performances, including movement memory, concentration and commitment.
- Safe working practices including correct clothing, warm up, nutrition and safe execution.

Careers for which this subject is either a requirement or useful are:

Dance is not only a performing arts, but it builds confidence to work with others. This can lead to;

- A dance performer
- A dance choreographer
- A director
- A performing arts teacher
- A public speaker

Useful websites to support students' learning in this subject are:

A Linha Curva, Rambert Dance Company - <http://www.rambert.org.uk/performances/a-linha-curva/>
Infra, Wayne McGregor - <http://waynemcgregor.com/productions/infra>
Emancipation of Expressionism, Boy Blu Entertainment - <http://breakinconvention.com/videos/boy-blue-entertainment-emancipation-expressionism>
Ghost Dances - <http://www.rambert.org.uk/performances/ghost-dances/>
Some Like it Hip Hop, Kate Prince - <https://zoonation.co.uk/>

You can support your child in this subject by:

Encouraging your child to take part in a separate dance club to build upon basic technical skills.

Asking your child to talk about or demonstrate what has been learned in class.

Encouraging your child to practise at home, in front of a mirror, where possible.

Watch live performances.



AQA Drama GCSE 8261

This qualification is worth one GCSE

Qualifications in this subject are graded 9-1

The structure and content of this course of study is:

STRUCTURE	ASSESSMENT
Component 1 - Understanding Drama Throughout the course, students will learn about and analyse live theatre, a set Drama text and the theatre world. They will be able to articulate the choices they and others make in the devising and performing of theatre.	Written Examination taken in Year 11 Summer term - Worth 40 % of overall GCSE grade.
Component 2 - Devising Drama Students will learn to devise performances through a range of different styles, form and stimulus. They will devise a performance that is filmed and accompanied by a detailed portfolio detailing their process.	Filmed practical performance and written Portfolio - Worth 40 % of the overall GCSE. Will be completed in the Summer term of Year 10.
Component 3 - Texts in Practice Students will be asked to interpret and perform script extracts, with the influence on creating a realistic performance that achieves its artistic intentions. Students will get many opportunities throughout the course to perfect their acting skills leading up to the final practical exam in Year 11.	Students will rehearse and perform two script extracts to an external examiner. Takes place in Year 11 Spring term. Worth 20% of the overall grade.

EXAMINATIONS:

Understanding Drama - This is assessed by a written paper, which has a mixture of short and long answer questions.

Devising Drama - This is assessed by the class teacher in film and portfolio form and then sent off to the examining body.

Texts in Practice - This is assessed by an external examiner in a live theatre performance.

By studying this course, students will learn the following skills:

The course offers students the opportunity to explore Drama as a practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will be introduced to key practitioners, theoretical influences and influential playwrights, whilst developing and building their core practical performance skills.

In the practical components, students may specialise in performing, lighting, sound, set and/or costume. Whilst there is a fundamental emphasis on the practical element in this course, the building up of a lively portfolio full of inspiration, ideas, collaboration, experimentation and finally evaluation, is also a central part of the course.

Drama is an exciting, creative and challenging course, which will allow you to take part in drama workshops in order to develop your rehearsal, performance and analysis skills. You will also study live productions seen at the theatre.

Careers for which this subject is either a requirement or useful are:

The study of Drama is a great way to develop critical thinking, creativity, confidence, presentation skills, team work, leadership and problem-solving skills, which can be transferred to further learning and to everyday life. Students who want to go on to higher study and employment in the field of performing arts or subjects such as Law and Public Service, will find it provides a superb stepping stone.

Careers in particular that GCSE Drama would be useful include:

- Actor / performer
- Theatre director/ producer
- Any theatre industry technical role e.g. set designer/ lighting technician.
- A Performing Arts teacher
- A public speaker
- Teaching

Useful websites to support students' learning in this subject are:

www.aqa.org.uk/resources/drama

BBC Bitesize- GCSE Drama

Useful texts:

Reading as many of the set plays as possible will also help students, e.g. Blood Brothers, A Midsummer Night's Dream, Noughts and Crosses, The Crucible, The 39 Steps. Also, reading any other plays will help to develop a wider understanding and appreciation of theatre.

You can support your child in this subject by:

Asking your child to show you their work and discuss how they have acted on feedback from their teacher and peers. Encourage them to see as much live theatre as possible (professional or amateur). Encourage your child to take part in as much extracurricular Drama as possible to develop their performance skills and confidence on stage.



OCR Cambridge Nationals Enterprise and Marketing Level 1/2 Certificate - J819 (603/0646/4)

This qualification is worth the equivalent to one GCSE

Qualifications in this subject are graded Level 2 Distinction* - Level 1 Pass

The structure and content of this course of study is:

STRUCTURE	ASSESSMENT
R067: Enterprise and marketing concepts External Exam (Worth 50% of final grade)	Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.
R068: Design a business proposal Centre-assessed task, OCR moderated (Worth 25% of final grade)	Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.
R069: Market and pitch a business Centre-assessed task, OCR moderated (Worth 25% of final grade)	Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

By studying this course, students will learn the following skills:

- Application of numbers
- Communication and ICT
- Improving own learning and performance
- Working with others
- Problem-solving and independent thinking

Careers for which this subject is either a requirement or useful are:

- Accountant
- Advertising Account Executive
- Banker: Investment/Commercial
- Banking Manager
- Buyer (Industrial or Retail)
- Commodity Broker
- Distribution/Logistics Manager
- Insurance Underwriter
- Management Consultant
- Marketing Executive
- Market Research Executive
- Human Resources Manager
- Public Relations Account Executive
- Recruitment Consultant
- Retail Manager
- Sales Executive
- Stockbroker
- Systems Analyst/IT Consultant

Useful websites to support students' learning in this subject are:

www.businessstudiesonline.co.uk

www.bbc.co.uk/schools/gcsebitesize/business/

www.s-cool.co.uk/gcse

You can support your child in this subject by:

Discussing news events in order to broaden their knowledge outside the classroom.

Discussing your job and the business you work, in or have worked in, so that they are able to understand a variety of business models.



Eduqas Religious Studies GCSE

This qualification is worth one GCSE.

Religious Studies is assessed through three externally assessed exams awarded using the grades 9-1.

The structure and content of this course of study is:

STRUCTURE	ASSESSMENT
<p>Component 1: A study in Moral and Ethical Issues based on the beliefs within Christianity, Judaism, Buddhism and Humanism</p> <p>Theme 1-Issue of relationships Theme 2-Issues of life and death Theme 3-Issues of good and evil Theme 4-Issue of Human Rights Revision</p>	<p>Learners will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts.</p> <p>2 hour written examination worth 50% of overall mark.</p>
<p>Component 2: A study in a world Religion - Christianity Beliefs and Practices</p> <p>This includes</p> <ul style="list-style-type: none"> • The nature of God • Creation • Jesus • The afterlife • Forms of worship • Pilgrimage • Christianity in the UK and the World 	<p>The compulsory nature of this component ensures that learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, but also diverse and include the following religious and non-religious traditions.</p> <p>1 hour written examination worth 25% of overall mark.</p>
<p>Component 3: A study in a world religion - Jewish Beliefs and Practices</p> <p>This includes</p> <ul style="list-style-type: none"> • Synagogue • Shekinah • Shabbat • Kosher • Torah • Messiah • Covenant 	<p>Learners should be aware that Judaism is one of a diverse range of religious and nonreligious traditions and beliefs in Great Britain today.</p> <p>1 hour written examination 25% of overall mark.</p>

By studying this course, students will learn the following skills:

Following this GCSE course will deepen understanding of religions and their effect on society. It will develop your competence in a wide range of skills and approaches and enable you to become a religiously informed and thoughtful, engaged citizen.

You will develop your skills of reasoning, empathy, tolerance and debate. As well as this, you will also become more independent thinkers, develop enquiry skills, literacy skills and analytical skills. You will develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of understanding of the subject.

It challenges you to reflect on and develop your own values, beliefs and attitudes in the light of what you have learnt and contributes to your preparation for adult life in a pluralistic society and global community. It will help deepen your understanding of the relationship between people and become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed.

These skills are vitally important in many careers.

Careers for which this subject is either a requirement or useful are:

This course is suitable for many careers, especially professions within the health service, teaching, social services, armed forces, police force, the law, in fact any profession that brings you into contact with other people.

Useful websites to support students' learning in this subject are:

<http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>

<http://www.bbc.co.uk/education/subjects/zb48q6f>

You can support your child in this subject by:

Asking your child to show you their work and discuss how they have acted on feedback from their teacher. It would also be beneficial to discuss current events from around the world to get them thinking about their opinions.



AQA GCSE Art and Design: Fine Art (8202)**This qualification is worth one GCSE****Qualifications in this subject are graded 9-1****The structure and content of this course of study is:**

STRUCTURE	ASSESSMENT
<p>COMPONENT 1: PORTFOLIO</p> <p>Year 9:</p> <p>Foundation Skills</p> <p>Students develop and perfect core artistic skills of drawing, painting, printing and ceramics, as well as developing skills in photography. These core skills will allow students to work independently and with confidence through their GCSE Portfolio projects.</p> <p>Project One - Alphabet Surrealism</p> <p>Students develop their own and unique surreal painted final outcome, based on their research of Mike Wilkes and Surrealist Artwork and their observations of their chosen alphabet letter.</p> <p>Year 10:</p> <p>Project Two - I, Me, Mine</p> <p>Students will use themselves as the basis for their autobiographical artwork. They will look at the work of a variety of artists to help develop their understanding and skills of critical analysis. They will develop their own personal final outcome based on their research and observations on their developed theme.</p> <p>Mock Exam</p> <p>Students will be given a previous GCSE paper and will choose one of the seven themes for them to develop their own independent work on.</p> <p>Students will have approximately six school weeks of lessons and homework to complete the preparatory work needed and a timetabled exam period to complete their final outcome</p> <p>Year 11:</p> <p>Continue Mock Exam</p> <p>Students will be given a previous GCSE paper and will choose one of the seven themes for them to develop their own independent work on.</p>	<p>The projects and the mock exam can be entered for Component 1: Portfolio which is worth 60% of the total GCSE Fine Art grade.</p> <p>Every project and mock exam will be marked out of 96 marks and will need to cover all four Assessment Objectives.</p> <p>Each of the Assessment Objectives are equally marked and so worth 25% of a project.</p> <p>The Assessment Objectives are:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>

Students will have approximately seven school weeks of lessons and homework to complete the preparatory work needed and a timetabled exam style period to complete their final outcome.	
COMPONENT 2 The Externally Set Task Students will choose one of the seven themes to develop their own independent work on from the externally set task. Students will have approximately eight school weeks of lessons and homework to complete the preparatory work needed and a timetabled period of ten hours to complete their final outcome.	The final project is Component 2: Externally Set Task which is worth 40% of the total GCSE Fine Art grade. It will be marked out of 96 marks and will need to cover all 4 Assessment Objectives in the same way as Component 1. Component 1 and 2 are marked internally by the school and moderated externally by AQA

By studying this course, students will learn the following skills:

Alongside the practical expertise you'll develop, you'll also learn transferable skills valued in both higher education and the world of work: analytical thinking, creative problem-solving, working independently, researching, understanding how context shapes meaning and how to communicate effectively.

Careers for which this subject is either a requirement or useful are:

- Advertising art director
- Animator
- Architect
- Art gallery curator
- CAD technician
- Ceramics designer maker
- Community arts worker
- Costume designer
- Fashion designer
- Fine artist
- Florist
- Furniture designer
- Graphic designer
- Hat designer
- Illustrator
- Interior designer
- Jewellery designer/maker
- Landscape architect
- Make-up artist
- Medical illustrator
- Photographer
- Product designer
- Prop maker
- Set designer
- Signwriter
- Stonemason
- Tattooist
- Textile designer
- Visual merchandiser
- Web designer

Useful websites to support students' learning in this subject are:

Galleries in London - www.tate.org.uk ; www.saatchigallery.com ; www.nationalgallery.org.uk

Galleries in New York - www.moma.org ; www.guggenheim.org ; www.metmuseum.org

Galleries in Europe - www.louvre.fr/en ; www.centrepompidou.fr/en ;

You can support your child in this subject by:

Encouraging your child to complete observation drawings at home to develop their skills; to experiment with a range of media to develop their skills; to research artists whose work inspires them; to visit Southampton City Art Gallery to see the range of art work from both traditional and contemporary artists.

Please also encourage your child to take the opportunity to practise skills or continue classwork in the in the GCSE Fine Art support sessions at lunch and after-school, where students are able to work independently with the Art department's resources. It is expected that students complete an average of three hours a week of independent artwork.



AQA GCSE French

This qualification is worth one GCSE

Qualifications in this subject are graded 9-1. This qualification has tiers of entry. Students will be entered at either the Foundation or the Higher level.

STRUCTURE	ASSESSMENT
<p>Theme 1: Identity and culture</p> <ul style="list-style-type: none"> • Me, my family and friends (Relationships with family and friends, marriage/partnership) • Technology in everyday life (Social media, mobile technology) • Free-time activities (Music, cinema and TV, food and eating out, sport) • Customs and festivals in French-speaking countries/communities <p>Theme 2: Local, national, international and global areas of interest</p> <ul style="list-style-type: none"> • Home, town, neighbourhood and region • Social issues (Charity/voluntary work, healthy/unhealthy living) • Global issues (The environment, poverty/homelessness) • Travel and tourism <p>Theme 3: Current and future study and employment</p> <ul style="list-style-type: none"> • My studies • Life at school/college • Education post-16 • Jobs, career choices and ambitions 	<p>Students will be assessed on the four skills of Listening, Speaking, Reading and Writing with a final exam in each skill at the end of Y11.</p> <p>Each skill represents 25% of the final grade and all components of the exam are externally marked.</p> <p>There will be ample opportunities to practise exam skills throughout the course, especially developing confidence in speaking.</p> <p>There will also be mock exams throughout the Key Stage.</p>

By studying this course, students will learn the following skills:

- Grammar and literacy
- Confident speaking
- Communication and listening
- Reading for detail
- Improving own learning and performance
- Working with others
- Problem-solving and independent thinking
- Empathy with other cultures

Careers for which this subject is either a requirement or useful are:

- Buyer (Industrial or Retail)
- Catering and Service Industry
- Defence Industry
- Insurance Negotiator
- International Trade Negotiator
- Management Consultant
- Marketing Executive
- Military
- Retail Manager
- Sales Executive
- Translator/Interpreter
- Travel Consultant

Useful websites to support students' learning in this subject are:

www.quizlet.com

www.thisislanguange.com

www.busuu.com

www.languagesonline.org.uk

www.bbc.co.uk/schools/gcsebitesize/French/

www.language-gym.com

You can support your child in this subject by:

Talking to them about what they are learning in class and taking an interest in the French speaking world through the news or other media.

Asking them to show you how they are learning their vocabulary and testing them on a regular basis.

Asking them what homework they are doing and how long they have spent on it.

Discouraging the use of Google translate and valuing the importance of "knowing your stuff"

Encouraging them to listen to French music and radio, and watch French films.

Ensuring that regular revision is done on the topic being studied, including working from an AQA revision guide if appropriate.



AQA GCSE Geography

This qualification is worth the equivalent to one GCSE

Qualifications in this subject are graded 9-1

The structure and content of this course of study is divided into three main themes:

STRUCTURE	ASSESSMENT
<p>Section 1: Living with the physical environment In this section, study will focus on the challenge of natural hazards, including volcanoes, earthquakes and tropical storms. Weather and climate change is also a focus, followed by physical landscapes of the UK, including coasts and rivers. Finally, the living world, which includes ecosystems such as tropical rainforests and hot deserts or cold environments.</p> <p>Section 2: Challenges in the human environment This section covers population, urban growth, the changing economic world and global development. Resource management including the global distribution of food, water and energy and in particular detail the demand for water resources globally are also a focus.</p> <p>Section 3: Geographical applications and skills This section involves the undertaking two different fieldwork tasks that will be assessed in the final examinations at the end of Year 11. Pre-released material is received 12 weeks prior to the examination, which will be studied in lesson time.</p>	<p>Paper 1 – Living with the Physical Environment Written exam: 1 hour 30 minutes worth 35% of the GCSE</p> <p>Paper 2 – Challenges in the Human Environment Written exam: 1 hour 30 minutes worth 35% of the GCSE</p> <p>Paper 3 – Geographical Applications (issue evaluation, fieldwork and geographical skills) – pre-release resources booklet available 12 weeks before the exam Written exam: 1 hour 15 minutes worth 30% of the GCSE</p>

By studying this course, students will learn the following skills:

- Interpretation and use of a range of maps, atlases and photographs
- Construct appropriate graphs, charts and tables
- Improve their numerical skills and be able to analyse statistics
- Improve their critical thinking and problem-solving skills
- Improve their literacy skills through written communication
- Learn numerous fieldwork techniques and skills

Careers for which this subject is either a requirement or useful are:

- Teacher
- Social Worker
- Advertising executive
- Human resources officer
- Market research analyst
- Marketing
- PR (Public Relations) Officer
- Travel Agent
- Leisure Centre Management
- TV researcher
- Travel Writer
- Tour Guide
- Tourist information Officer
- Accountant

Useful websites to support students' learning in this subject are:

www.coolgeography.co.uk/gcsen/revision_zone.php

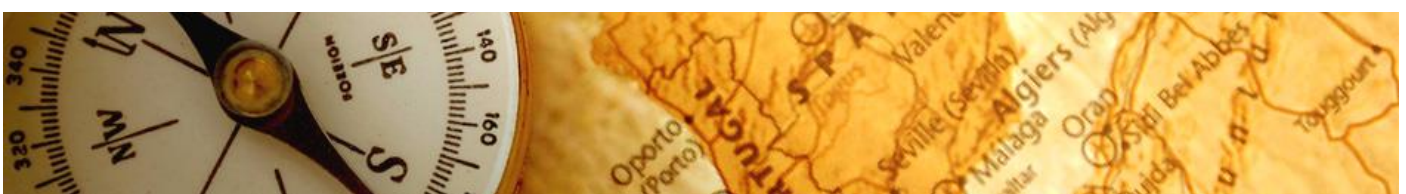
www.bbc.co.uk/schools/gcsebitesize/geography/

www.senecalearning.com

You can support your child in this subject by:

Discussing news events in order to broaden their knowledge outside the classroom.

Encouraging them to watch the news or follow an app such as BBC news.



Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care (603/0395/5)

This qualification is worth the equivalent to one GCSE

Qualifications in this subject are graded Level 2 Distinction* - Level 1 Pass

STRUCTURE	ASSESSMENT
<p>Component 1: Human Lifespan Development:</p> <p>Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.</p>	<p>Worth <u>30%</u> of the final grade</p> <p>Assessment: internally assessed assignments</p>
<p>Component 2: Health and Social Care Services and Values:</p> <p>Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.</p>	<p>Worth <u>30%</u> of the final grade</p> <p>Assessment: internally assessed assignments</p>
<p>Component 3: Health and Wellbeing:</p> <p>Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.</p>	<p>Worth <u>40%</u> of the final grade</p> <p>Assessment: externally assessed task</p>

By studying this course, students will learn the following skills:

- Independent research and referencing
- Application of theory to real-life examples
- Communication and ICT
- Improving own learning and performance
- Working with others
- Problem solving and independent thinking

Careers for which this subject is either a requirement or useful are:

Careers in healthcare, e.g. medicine, dentistry, nursing, midwifery, physiotherapy.

Careers in social care, e.g. care assistant, youth worker, social worker, support worker.

Careers in early years learning, e.g. nursery nurse, play worker, early years practitioner.

Useful websites to support students' learning in this subject are:

www.nhs.uk

www.nhs.uk/healthier-families

www.scie.org.uk

www.babycentre.co.uk

www.bhf.org.uk

You can support your child in this subject by:

Watching out for free events at Southampton General Hospital and University of Southampton.

Watching documentaries on health and social care related subjects, e.g. 'Trust Me I'm a Doctor'.

Discussing health campaigns featured in the media, e.g. Dry January, Stoptober. Watching 'Operation Ouch' on BBC iPlayer to gain knowledge of basic health conditions and an insight into working in health and social care.



OCR GCSE History B (Schools History Project)

This qualification is worth one GCSE

Qualifications in this subject are graded 9-1

The structure and content of this course of study is:

STRUCTURE	ASSESSMENT
<p>The Health of the People c1250 to the present Examines continuities and changes in the health of the people in history of medicine, from the Middle Ages, Renaissance, Industrial Revolution and the growth of modern medicine.</p> <p>The Norman Conquest 1065-1087 Anglo-Saxon England, the contenders for the throne in 1066, the Battle of Hastings, the development of castles and the impact of Norman rule on England.</p> <p>Living in Nazi Germany 1933-45 How Hitler was able to come to power in Germany, how Hitler controlled Germany and what it was like to live in Nazi Germany, particularly the persecution of the Jews and other groups and the Holocaust.</p> <p>The Making of America 1789-1900 Examines the expansion of America 1789-1838, the 'Wild West' 1839-1860, the Civil War and reconstruction, settlement and conflict of the Plains, American cultures 1877-1900, including Plains Indians and African Americans.</p> <p>History around us This is the study of a site in its historical context, for example Portchester Castle. Students will learn about the physical features of the site, how it has changed and developed and the wider historical context. This will involve a field trip to the historic site.</p>	<p>EXAMINATIONS:</p> <p>Paper 1 – History Around Us - Portchester Castle Written exam: 1 hour worth 20% of the GCSE</p> <p>Paper 2 – Thematic Study and Depth Study Written exam: 1 hour 45 minutes worth 40% of the GCSE</p> <p>Paper 3 – Period Study and World Depth Study Written exam: 1 hour 45 minutes worth 40% of the GCSE</p>

By studying this course, students will learn the following skills:

- Independent thinking
- Enquiry skills (finding evidence to support your thinking)
- Good literacy and analytical skills
- Communication
- Developing an argument
- Problem-solving and independent thinking

Careers for which this subject is either a requirement or useful are:

- Accountancy
- Advertising
- Archiving
- Archaeology
- Academic History
- Business and Finance
- Civil Service
- Criminal Investigation
- Heritage Sector
- Journalism
- Lawyer
- Library Service
- Management Consultancy
- Marketing
- Media
- Human Resources
- Public Relations
- Recruitment Consultancy
- Teaching

Useful websites to support students' learning in this subject are:

www.bbc.co.uk/schools/gcsebitesize/history/

<http://www.schoolshistoryproject.co.uk/resource/3-gcse/>

<http://www.english-heritage.org.uk/visit/places/portchester-castle/>

You can support your child in this subject by:

Encourage your child to 'read around' the subject and watch related documentaries and films to enrich their understanding. Visit historic sites and museums to help them develop their contextual understanding and curiosity of the past.



WJEC Level 1/2 Vocational Award

This qualification is worth the equivalent to one GCSE

Qualifications in this subject are graded Level 2 Distinction* - Level 1 Pass

The structure and content of this course of study is:

STRUCTURE	ASSESSMENT
Unit 1: The Hospitality and Catering Industry Understand the environment in which hospitality and catering providers operate. Understand how hospitality and catering provision operates. Understand how hospitality and catering provisions meets health and safety requirements. Know how food can cause ill health.	40% of overall grade. Work will be externally assessed. 80 minute exam paper, worth 80 marks. Short and extended questions based on applied situations, active food industry areas, kitchens, restaurants, food courts, etc.
Unit 2: Hospitality and Catering in Action Understand the importance of nutrition when planning menus. Understand how to plan a menu. Will be able to demonstrate cooking a range of dishes. Will be able to comprehensively evaluate dishes and menu planning.	60% of overall grade. Work will be internally assessed. The final meal preparation will be under controlled conditions. Pupils will prepare, cook and present nutritional dishes alongside front of house duties.

By studying this course, students will learn the following:

- Develop an understanding of the two different types of hospitality and catering provisions; commercial and non-commercial.
- The service type offered to commercial and non-commercial provisions.
- Identify how to use standards and ratings of establishments.

- Employment types, roles and responsibilities within the industry.
- Understand specific personal attributes, qualification and experience an employer would look for.
- Understand the different types of employment and working hours and benefits.
- The costs incurred within the industry, economically and environmentally.
- Develop a range of technical skills in the kitchen.

Careers for which this subject is either a requirement or useful are:

- Chef
- Waiter
- Front of House
- Catering Business
- Managers
- Business Owner
- Function Catering

Useful websites to support students' learning in this subject are:

- YouTube videos of sewing techniques- will help to improve skill level
- Food Network Channel
- Masterchef
- The Great British Bake Off

You can support your child in this subject by:

- Cooking at home, preparing meals.
- Experiencing a range of eating establishments.
- Encouraging work experience or employment in a Hospitality and Catering business.



BTEC Tech Award in Music Level 1/2**This qualification is worth the equivalent to one GCSE****Qualifications in this subject are graded Level 2 Distinction* - Level 1 Pass****The structure and content of this course of study is:**

STRUCTURE	ASSESSMENT
Component 1 Exploring the music industry: Through focused listening and music-making activities, learners will explore a variety of musical styles and understand the key stylistic features of different genres of music. They should apply stylistic features to performance, composition and music production activities.	Worth <u>30%</u> of the final grade Assessment: internally assessed assignments
Component 2 Developing musical skills: Learners will explore personal and professional techniques for musicians and how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development. Learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following 3 disciplines: <ol style="list-style-type: none"> 1. Music Performance 2. Creating Original Music 3. Music Production. They will then select and develop their individual musical and professional techniques appropriate to context and style and demonstrate the application of these skills and techniques in the creation across two of the three disciplines.	Worth <u>30%</u> of the final grade Assessment: internally assessed assignments
Component 3 Responding to a music brief: Learners will put skills into practice by responding to a brief as a composer, performer or producer.	Worth <u>40%</u> of the final grade Assessment: externally assessed task

By studying this course, students will learn the following skills:

- Personal discipline: organising rehearsals and constant good quality practice
- Teamwork and leadership: can you help others play your piece, and know what to do for theirs?
- Creativity
- Social empathy
- Historical understanding
- Analytical / evaluative thinking

Careers for which this subject is either a requirement or useful are:

Studying music can give you a great mix of social, technical and business skills, which can all help in acquiring the seven skills that define employability; put together in the '*working towards your future joint report*' by the National Union of Students and the Confederation of British Industry.

Many roles within the industry would benefit from having a Music GCSE, such as performer, teacher, administrator, songwriter, conductor, composer, recording engineer, marketer, manager, promoter or music publisher. The range of roles can seem quite endless!

There are also more jobs than ever in music business related areas, such as: careers in digital marketing, social media, PR, technology, label services, ticketing and merchandising. It is also common to find music graduates in business consultancy, finance, banking, music therapy and legal jobs.

Useful websites to support students' learning in this subject are:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html>
www.bbc.co.uk/education/subjects/zpf3cdm

You can support your child in this subject by:

Encouraging your child to practise frequently on their instrument and to listen to a wide variety of styles of music including World, Classical, Pop and Film Music. Students are also expected to take an active role in extra-curricular Music at Testwood.



AQA GCSE Art and Design: Photography (8206)

This qualification is worth one GCSE

Qualifications in this subject are graded 9-1

The structure and content of this course of study is:

STRUCTURE	ASSESSMENT
<p>COMPONENT 1: PORTFOLIO</p> <p>Year 9:</p> <p>Project One - Photography 101 - The Skills Students develop their knowledge and understanding of photography: the camera - how to control it, exposure - the relationship of light on the image, darkroom photography - experimentation of chemicals and light, digital photo-manipulation - Photoshop skills.</p> <p>Project Two - Fantastic and Strange Students develop their own explorative photographic journey and develop a series of personal outcomes that demonstrate their creative ideas based on the theme - Fantastic and Strange.</p> <p>Year 10:</p> <p>Project Three - Distortion Students will look at the work of experimental photographers who explore the theme of Distortion in their work. Students will develop and produce their own personal final outcome based on their research and photographic observations on their developed subject and theme of Distortion.</p> <p>Mock Exam Students will be given a previous GCSE paper and will choose one of the seven themes for them to develop their own independent work on. Students will have approximately eight school weeks of lessons and homework to complete the preparatory work needed and a timetabled exam style period to complete their final outcome.</p> <p>Year 11:</p> <p>Continued Mock Exam Students will be given a previous GCSE paper and will</p>	<p>The projects and the mock exam can be entered for Component 1: Portfolio which is worth 60% of the total GCSE Photography grade.</p> <p>Every project and mock exam will be marked out of 96 marks and will need to cover all four Assessment Objectives.</p> <p>Each of the Assessment Objectives are equally marked, and so worth 25% of a project.</p> <p>The Assessment Objectives are:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>

<p>choose one of the seven themes for them to develop their own independent work on.</p> <p>Students will have approximately eight school weeks of lessons and homework to complete the preparatory work needed and a timetabled exam style period to complete their final outcome.</p>	
<p>COMPONENT 2 The Externally Set Task</p> <p>Students will choose one of the seven themes to develop their own independent work on from the Externally Set Task.</p> <p>Students will have approximately ten school weeks of lessons and homework to complete the preparatory work needed and a timetabled period of ten hours to complete their final outcome.</p>	<p>The final project is Component 2: Externally Set Task which is worth 40% of the total GCSE Photography grade. It will be marked out of 96 marks and will need to cover all four Assessment Objectives in the same way as Component 1.</p> <p>Component 1 and 2 are marked internally by the school and moderated externally by AQA.</p>

By studying this course, students will learn the following skills:

These courses will teach you to look at the world in a creative way. The creative potential stimulated in this course will enable you to apply creative, analytical and critical thinking and problem-solving, in order to visually communicate ideas through photography. Students will develop critical analyses of artists' work, helping to develop their own ideas through reaction, practical application and written reflections.

Careers for which this subject is either a requirement or useful are:

- Advertising
- Commercial work
- Editorial
- Fashion
- Film
- Food
- Forensics
- Industrial
- Architectural
- Aerial
- Portraiture
- Wedding photography
- Sports
- Travel

Useful websites to support students' learning in this subject are:

Photography Galleries - www.tate.org.uk ; www.michaelhoppengallery.com ; www.vam.ac.uk/page/p/photography/?imageid=im00268

You can support your child in this subject by:

Encouraging your child to go out and about with their camera and to constantly shoot images that inspire and to capture the world around them; to experiment with their ideas; to visit galleries and exhibitions; to practise and develop their drawing/art skills.

Please also encourage your child to take the opportunity to practise skills or continue classwork in the in the GCSE Photography support sessions at lunch and after-school, where students are able to work independently with the Art department's resources. It is expected that students complete an average of three hours a week of independent work.



OCR Sport Studies Award Level 1/2

This qualification is worth the equivalent to one GCSE

Qualifications in this subject are graded level 2 Distinction* to Level 1 Pass

The structure and content of this course of study is:

STRUCTURE	ASSESSMENT
<p>Contemporary Issues in Sport</p> <p>Understanding issues which affect participation in sport. Know about the role of sport in promoting values. Understand the importance of hosting major sporting events. Know about the role of national governing bodies in sport.</p>	<p>40% of overall grade.</p> <p>Students will undertake a written exam, lasting 75 minutes.</p> <p>The exam will be externally marked.</p> <p>The exam will occur in the summer of Year 10.</p>
<p>Developing Sport Skills and Leadership</p> <p>Be able to use skills, techniques and tactics / strategies / compositional ideas as an individual and team performer in a sporting activity. Be able to officiate in a sporting activity. Be able to apply practice methods to support improvements in a sporting activity. Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership. Be able to plan a sports activity session. Be able to deliver a sports activity session. Be able to evaluate own performance in delivering a sports activity session.</p>	<p>30% of overall grade.</p> <p>A mixture of practical and theoretical content.</p> <p>Students are internally assessed.</p> <p>Student evidence is moderated externally.</p>
<p>Sport in the Media</p> <p>Know how sport is covered across the media. Understand the positive and negative effects that the media can have on sport. Understand the relationship between sport and the media. Be able to evaluate media coverage of sport.</p>	<p><u>30%</u> of overall grade.</p> <p>This is a written coursework module.</p> <p>Students will be internally assessed.</p> <p>Student evidence will be moderated externally.</p>

By studying this course, students will learn the following skills:

Sport is regarded as a subject where you play games. Although this has some elements of truth, sport gives a person so much more.

Students will learn a wide range of roles and responsibilities within sporting activities:

- Leadership skills
- Communication skills
- Practical skills
- Teamwork and social skills
- How to officiate a game
- Wider aspects of sport, such as the effect of the media

Careers for which this subject is either a requirement or useful are:

Sport builds confidence to work with others. This can lead to:

- A sports performer
- A sports teacher/coach
- A job within the media
- An official
- A public speaker

Useful websites to support students' learning in this subject are:

OCR Sport Studies Award - <http://www.ocr.org.uk/Images/82412-specification.pdf>

BBC Bitesize - <http://www.bbc.co.uk/education/levels/z98jmp3>

Sport England - <https://www.sportengland.org/>

Lance Armstrong, drugs cheat - <https://www.youtube.com/watch?v=PgRBxsW26vY>

International Olympic Committee - <https://www.olympic.org/the-ioc>

International Paralympic Committee - <https://www.paralympic.org/>

You can support your child in this subject by:

Encouraging your child to take part in a separate sports club to build upon basic technical skills.

Asking your child to talk about or demonstrate what has been learned in class.



BTEC Tech Award Level 1/2

This qualification is worth the equivalent to one GCSE

Qualifications in this subject are graded Level 2 Distinction* - Level 1 Pass,

The structure and content of this course of study is:

STRUCTURE	ASSESSMENT
<p>Component 1 – Creative Practice in Art and Design</p> <ul style="list-style-type: none"> • Use investigation and experimentation processes- trying out different techniques • Generate and communicate ideas- researching what others have done • Develop practical skills through application and review- create your piece and evaluate your success • Record and communicate skills development- present work in a sketchbook/ portfolio 	<p>60% of overall grade.</p> <p>Work will be internally assessed.</p> <p>Practical research of artists and designers to help students create a final piece.</p> <p>Once all skills and techniques have been studied, these will be applied to a project linking to a pre-released stimulus from the exam board</p>
<p>Component 2 – Responding to a Brief</p> <p>A set stimulus is given to the students from the exam board.</p> <ul style="list-style-type: none"> • Demonstrate understanding of the requirements of a design brief- research ideas for a final piece • Develop and produce a response to a brief- come up with ideas and then create a final piece • Present a response to the brief 	<p>40% of overall grade.</p> <p>Work will be externally assessed.</p> <p>Students will develop and produce textiles work in response to a creative brief.</p> <p>Students will then present their final piece through a PowerPoint presentation, sketchbook, vlog, photographs etc</p>

By studying this course, students will learn the following skills:

- A range of textiles skills- hand sewing, machine sewing, embroidery, applique, printing, construction techniques, mending and repairing
- How to research the work of others and apply to their own work
- How to work both independently and collaboratively
- How to present their work in a range of formats- sketchbook, annotated photos, practical work, PowerPoint etc
- How to be resilient and not give up when something is tricky
- An understanding of elements of the textiles industry and how to get started
- An appreciation of sustainability and the impact of the textile industry on the world
- How to be creative and use textiles as a form of expression and escape
- To develop their own personality and textile style

Careers for which this subject is either a requirement or useful are:

Textiles can lead to a really diverse range of career paths:

- Costume designer
- Costumer maker
- Dress maker
- Embellishment and textile designer
- Fashion designer
- Fashion photographer
- Footwear designer
- Garment Technologist
- Hand sewer
- Tailor

Useful websites to support students' learning in this subject are:

YouTube videos of sewing techniques- will help to improve skill level

BBC iPlayer- Watching the Great British Sewing Bee- lots of inspiration on there

Websites of textile artists- Jessica Grady, Victoria Villasana etc

You can support your child in this subject by:

- Watching The Great British Sewing Bee with them and discussing design ideas- what they would create, what you would create, how would they do it differently
- Discussing their lessons, projects and design ideas with them
- Encouraging them to practice their hand stitching- scrap fabric, repairs etc
- Discuss costumes and garments that you see at the theatre/ on the TV/ in movies



Controlled Assessment/Exam Ratio: At the end of year 11, there will be two 1 hour 45 minute exams in each subject specialism of Biology, Chemistry and Physics (six exams in total). These qualifications have tiers of entry. Students will either be entered at Foundation or Higher level.

Each exam carries an equal weighting towards the final GCSE (50%) and have equal marks (100).

What is this subject about?

The Triple Science GCSE enables students to attain a GCSE in each of the separate Sciences : Biology, Chemistry and Physics.

The course is aimed at students who wish to continue their Science studies to post-16 course and University. Students will study the Trilogy GCSE topics and also extra modules in each of the three sciences, which are designed to extend their knowledge and bridge the gap between GCSE and AS-Level.

What key skills are needed to succeed in this subject?

Exceptionally good numeracy and literacy skills are essential in order to achieve in these subjects. Students need to be able to listen carefully, work independently, as well as in pairs and teams. Outstanding problem-solving and analytical skills will be essential.

What is involved in the subject?

Biology is the study of life, playing a crucial role in our everyday existence. It encompasses many areas of study to interest and excite, all of which impact upon our lives and the world around us.

Chemistry is an incredibly fascinating field of study because it is so fundamental to our world. Chemistry plays a role in everyone's lives and touches almost every aspect of our existence. It is essential for meeting our basic needs of food, shelter, clothing, clean air etc.

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It challenges our imaginations with concepts like relativity and it leads to great discoveries that lead to technologies, which change our lives.

As part of the course, there will be eight required practicals per subject area, which are assessed during normal examination.

Other: Students will be expected to continue to develop their Science skills at home and during after-school Science clubs.

By studying this course, students will learn the following skills:

Development of Scientific ideas over time.
Impact of Science on Society.
How to approach Problem Solving.
How to understand and analyse data.
Limitations of scientific data.
Drawing conclusions from Scientific data.

Careers for which this subject is either a requirement or useful are:

Medicine, Veterinary Medicine, Chemical Engineering, Astro physics, Environmental Scientist, Space Science, Civil Engineering, Technology, Pharmacists, Forensic scientist, Robotics, Surgeon, Technician, Aeroplane design. And thousands of other related careers.

Useful websites to support students' learning in this subject are:

www.bbcbitessize.co.uk
www.freesciencelessons.co.uk
www.seneca.com

You can support your child in this subject by:

Helping your child to maintain a general interest in Science through watching Scientific documentaries or reading scientific books. good documentaries include:

Anything by Sir David Attenborough, e.g. "Perfect Planet"
Dr Alice Roberts, "The incredible Human Journey"
Jim Al-kalili, " The Beginning and End of the universe"
Maggie Aderin Pope "The Sky at Night"
Prof. Brian Cox "The wonders of the Universe", "Forces of Nature"

Purchasing the CGP Revision guides for Combined Science and or the revision cards that go with the course. These are excellent refreshers for quick revision.



CONTACT DETAILS

Please do not hesitate to contact the relevant person should you require any further information during the options process.

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Every Child, Every Step, Every Day