



OPTIONS 2019

KEY STAGE 4 CHOICES AT ARDEN

INFORMATION FOR PARENTS

Course Types

Arden students work towards two main types of qualification - 'GCSE' and 'Vocational'.

The General Certificate of Secondary Education is a primarily exam-based qualification, which may include some coursework or practical work, depending on the nature of the subject. All GCSE examinations are taken at the end of the course and now place a greater emphasis on spelling, punctuation and grammar.

Vocational qualifications include Technical Awards, BTECs and VTCTs. The final qualification is mainly based on coursework that takes place throughout the course but all vocational courses also feature an examined element.

Some vocational qualifications may feature an assessed practical element. Vocational qualifications are usually graded Level 2 Distinction*, Distinction, Merit, Pass and Level One Pass.

The English Baccalaureate

In order to achieve the qualifications that make up the English Baccalaureate, or 'EBacc', your child will need to gain GCSEs at Grade 5 or above in English Language; Mathematics; two Sciences (includes Computer Science); a Modern Foreign Language; and either History or Geography.

Core Subjects

The core subjects studied by all students at Arden include English Language; English Literature; Mathematics; and Science; as well as the non-examined subjects of Core PE, RE and PSHE.

GCSE Reforms

The recent GCSE reforms have made courses more challenging. The grade scale for these new GCSEs now range from 1 to 9, with 9 being the highest.

How do I help my child to select the right Options?

Your child will have had the process explained to them by Deputy Headteachers, Miss Page and Mr Hooper in a special assembly. The deadline for returning your choices is Tuesday 12 March.

We would encourage you to complete the Options Form online if possible by visiting:

<https://goo.gl/forms/D4nf1JdrdbHNUtB03>

What if I have questions?

There is an opportunity for you to ask questions during our Options Evening when all the Senior Leadership Team will be on-hand to answer any queries. Please also remember that if you have any concerns or worries you can always contact any of the following:

- Mr Spence Head of Year 9
- Miss Page Deputy Headteacher
- Mr Hooper Deputy Headteacher
- Mrs Pemberton Director of Learning Support

You will find Mr Spence, Miss Page, Mr Hooper and Mrs Pemberton all very approachable. Their long experience will, I am sure, enable them to answer your questions and provide invaluable support and advice. Mr Brady, Careers Advisor and Mrs Fallis, Assistant Head Teacher in Charge of Careers Guidance are also valuable sources of information and will be available on the Options Evening.

At Arden we are not making the 'EBacc' option compulsory, however, you will no doubt be aware of the rising popularity of this course structure and the likely value it will have for students planning to apply for places in Higher Education.

Dave Warwood, Arden Associate Headteacher



INFORMATION FOR STUDENTS

Choosing the courses to study in Key Stage 4 is an exciting, important and potentially life-changing decision.

You will no doubt have been looking forward to making the key decisions for some time as this is the first time that you can make your own choice about the subject areas you wish to pursue alongside core learning such as English and Maths.

Some of you will find this an easy decision; you will already have a good idea about what you want to do in adult life and there is a clear pathway you wish to follow.

However, you may well still be undecided about your options after school and the subjects that will help achieve your goals ahead.

Regardless of which category you fall into, getting your decisions right about the subjects you pursue is hugely important in making sure you are prepared for life after these courses are completed. Today many Arden students remain at the school to study A Levels, with a high proportion going forward to Higher Education or Higher Level Apprenticeships.

You may have different plans. Whatever your vision of the future, this booklet is aimed at providing support and guidance. Please ensure you read the information provided carefully, discuss it with your parents and take your time in making the right choices for you.

Your teachers are always on-hand to discuss your ideas about the subjects you wish to pursue, the extra information they can offer may further assist you in your choices. Your Form Tutor, Mr Spence, Miss Page, Mr Hooper and Mrs Pemberton may be a first port of call, but there are many other staff at Arden who can advise and share their experience with you.

The 'EBacc' will be explained more fully in your special Options Assembly, but I would urge any student who is aiming at a Degree or other form of Higher Education after leaving Arden to aim at achieving this valuable qualification.

The significance of your next two years in school is enormous, so please make the best possible start to your Key Stage 4 studies by taking time to make the correct decisions for your future.

Dave Warwood, Arden Associate Headteacher

Make Your Choices...

Core Subjects:

Every Arden student studies our six Core Subjects; GCSE Maths, GCSE English Literature and GCSE English Language, and the non-exam subjects of PE, Advanced Learning, PSHE and RE; regardless of ability or what other courses they undertake.

Option Block 1:

Choose ONE of the following:

GCSE History

GCSE Geography

Option Block 2:

Choose ONE of the following:

GCSE French

GCSE German

GCSE Italian

GCSE Spanish

BTEC Enterprise

BTEC Sport

Cambridge National iMedia

Option Block 3:

Choose THREE of the following without duplicating a subject from Blocks 1 or 2. Please also choose TWO reserve subject options.

Vocational Courses

BTEC Enterprise

BTEC Health & Social Care

BTEC Travel & Tourism

BTEC Sport

Cambridge National iMedia

Cambridge National Engineering

VCTC Hair & Beauty

Technical Award in Music Technology

Practical, Creative and Performing Arts Courses

GCSE Art

GCSE Drama

GCSE Music

GCSE Design & Technology

GCSE Hospitality & Catering

GCSE Food & Nutrition

GCSE PE

GCSE Media

Other Courses

GCSE RE

GCSE Business

GCSE Computer Science*

GCSE Triple Science*

GCSE History

GCSE Geography

GCSE German

GCSE Italian

GCSE Spanish

* Subject to academic ability.

GCSE ENGLISH LANGUAGE

EBacc
Subject

Introduction

Every Arden student takes English Language at GCSE. It is a core subject and the skills you develop while studying the course will prove invaluable no matter what path you choose after your GCSEs. You will push the creative, analytical, evaluative and comparative skills that you developed in KS3 even further by applying them a new range of more challenging texts. There is no Foundation or Higher Tier. There is no coursework or controlled assessment. You will complete two examination papers at the end of Year 11 which form 100% of the assessment. All texts in the examination will be unseen and will range from 19th Century fiction to 20th and 21st Century non-fiction.

Paper 1

■ **Paper 1 will make up 40% of your GCSE:** The exam lasts 1 hour and 45 minutes and comprises two sections.

■ **Section A:** This is where you will be assessed on an unseen extract of 19th Century fiction. There will be four questions; two very short information retrieval and inference tasks; a task asking you to explore the impact of language and structure; and a task asking you to evaluate the success of the extract.

You will have practised these skills on a range of 19th Century unseen extracts.

■ **Section B:** This will assess your ability to write imaginatively. You will have a choice of two tasks, with one of them being based on an image printed in the question paper. There are two areas that you are being asked to demonstrate your skills in; the use and appropriateness of tone, style, register and paragraphing to shape audience response; and the use and accuracy of spelling, punctuation, grammar and vocabulary. Spelling, punctuation, grammar and vocabulary are worth a third of the marks for creative writing.

Paper 2

■ **Paper 2 will make up 60% of your GCSE:** The exam lasts 2 hours 5 minutes and comprises two sections.

■ **Section A:** You will read two unseen extracts of 20th and 21st Century non-fiction. There will be a series of questions that, again, range from information retrieval, inference, analysis to evaluation with the same mix of long and short answers. There is also a comparative element which requires an essay to be written. You will have practised these skills on a range of unseen texts that cover all relevant text types: diary entries, letters, autobiography, news articles, obituaries, guidebooks, etc.

■ **Section B:** This is called 'Transactional Writing' which means writing for a specific purpose and audience – for instance to write an article for a broadsheet newspaper or a letter of application for a specific job. The writing tasks will have a thematic connection to the texts used in Section A. The areas being assessed and the weighting of the marks are the same as for Section B of Paper 1.

What you can do to prepare?

- **Read:** Reading a range of 19th Century fiction will help; it is one of the reasons you read *Great Expectations* by Dickens.
- **Be Methodical:** Organising your English Language exercise book with care will help because the annotations of 19th Century texts will become revision material in Year 11.
- **Vocabulary:** Keeping a log of new words and new techniques as you read; this will make your sentence structures, vocabulary and style much more advanced.
- **Practice Creative Writing:** Any image can act as a stimulus and getting into the habit of using the techniques you are learning will enable you to both remember them and use them creatively in assessments.
- **Revision Guides:** There are lots of revision guides and they will be particularly useful for the 20th and 21st Century non-fiction element of the course.
- **Flashcards:** Make flashcards to revise and remember the full range of techniques.

For further information on English Language, please contact Mrs Hale, Head of English.

Virginia Wolf



GCSE ENGLISH LITERATURE

Introduction

Every Arden student will take English Literature, as well as English Language. As with English Language, everyone will sit the same two examination papers – there is no Foundation or Higher Tier. There is no coursework or controlled assessment; you will be examined at the end of Year 11, with 100% of the assessment being through the two examination papers. All examinations are ‘closed book’, so you will have to know your texts very well and you will be expected to learn key quotations. Studying the English Literature GCSE helps to develop and refine the skills which are tested in the English Language GCSE and vice versa. By exploring literary texts in class, you are able to build your confidence when it comes to exploring unseen texts alone.

Paper 1

■ **Paper 1 will make up 50% of your GCSE:** The exam lasts 1 hour and 45 minutes and comprises two sections.

■ **Section A:** This is where you will be assessed on the Shakespeare text you have studied: ‘Macbeth’. This is a closed book exam which means you will not be able to take any notes or a copy of the text into the exam. You will be given an extract from the play which you will have to analyse. Then you will write about a given theme where you will have to demonstrate knowledge of the whole play and its context.

■ **Section B:** This will assess your knowledge of the 20th Century text that you have studied. This will be a drama text and your class teacher will choose from ‘Journey’s End’ by RC Sherriff, ‘An Inspector Calls’ by JB Priestley or ‘Blood Brothers’ by Willy Russell. This is a closed book exam.

In the exam you will be given a quotation from the play and a question linked to the quotation which prompts you to write about a key theme of the text and its context. This question is worth 40 marks, of which 8 are awarded for a range of appropriate vocabulary, sentence structures and accurate use of spelling and punctuation.

Paper 2

■ **Paper 2 will make up 50% of your GCSE:** The exam lasts 2 hours 15 minutes and comprises two sections.

■ **Section A:** Here you will write about the 19th Century text you been studying. Your class teacher will have chosen from ‘A Christmas Carol’ by Charles Dickens, ‘Frankenstein’ by Mary Shelley or ‘Jekyll and Hyde’ by Robert Louis Stevenson. You will answer questions on a short extract before being asked to link this to your understanding of the whole text. This is a closed book exam.

■ **Section B:** The poetry exam is split into two parts:

Part 1: Asks you about the 15 poems you have studied in the ‘Conflict’ cluster of the anthology provided by the exam board. You will be provided with an anthology of the poems you will be learning about. This is a closed book exam. In this first part of the exam, you will be shown one poem from the cluster you have been studying and then, from memory, you choose another poem from the cluster so that you can write a comparison.

Part 2: This is the ‘unseen’ part of the exam where you will compare two poems you have never seen before.

What you can do to prepare?

- **Know your texts really well:** You need to read them all the way through more than once! It’s a good idea to buy your own copy; your teacher will be able to recommend a good edition. Keep up-to-date with all notes in class.
- **Do all of your homework and complete class tasks to the very best of your ability.**
- **Quotations:** Your teacher will help you with key quotations you need to learn. Make flashcards or posters to help you to remember them. There are also lots of revision guides available, all of which will help you to understand plot, characters and themes.
- **Theatre and Film:** If you can, go and see a live performance of the Shakespeare play or the 20th Century drama text. If this isn’t possible, take a look at some film versions – your teacher will be able to recommend appropriate performances. For the 19th Century novel, when you have read the text watch some film versions to help you to embed your knowledge of characters and plot (but remember you can only write about the text in the exam).
- **Poetry:** For the poetry, when you receive your anthology you could practise the unseen part of the exam by comparing the poems from the clusters you are not studying.
- **Revision Guides:** There are lots of revision guides available, such as York Notes and CGP Study Guides, all of which will help you to understand plot, characters and themes.

For further information on English Literature, please contact Mrs Hale, Head of English.

Richard Standing as Macbeth



NON-EXAM PHYSICAL EDUCATION

Introduction

As a core curriculum subject, Physical Education is compulsory for all Key Stage 4 students. The course has no examination and so the emphasis is placed on participation and the attainment of personal potential within the course.

There are however theoretical components covered which entail personal evaluation, as well as teacher evaluation.

Students will also be expected to focus on a variety of other roles, such as refereeing and coaching, as well as performing.

Options

You will have the opportunity to select your personal preferences from a bank that will be available at the beginning of Year 10. The sports currently on offer to Arden students are:

Badminton	Rugby
Aerobics	Netball
Trampolining	Volleyball
Tennis	Athletics
Cricket	Soccer
Rounders/Softball	Outdoor Pursuits
Fitness	Basketball
Dance	

For further information please contact Mr Hunt, Head of PE.

NON-EXAM PSHE

Introduction

Arden is committed to the education of our students beyond their examination subjects. During Key Stage 4, students will build on the strong foundations laid at Key Stage 3 by continuing with a rigorous PSHE curriculum which will help them to develop skills, attitudes and abilities, enabling them to be effective in a variety of adult situations.

Complementing the tutorial programme during Year 10 and Year 11, lessons will build students' knowledge and understanding of themselves and others, their strengths, skills, personal qualities, potential needs, attitudes and values. This learning helps to develop knowledge and understanding of the world around us, giving them the ability to make considered choices, and helping them ultimately to successfully manage the transition from school to adult life.

The lessons will cover:

- **Careers:** What do I want to do when I leave education, and how do I achieve my goals?
- **Drugs Education:** Understanding the law, the potential risks and consequences of drug use.
- **Financial Awareness:** Managing money, budgeting; how much does 'living' cost? Fraud protection and money security.
- **Health and Relationships Education:** Looking after yourself, understanding your body, and sharing your life with others. 'Sex Education' forms part of this element of the course, it is touched on with delicacy and respect for parents' views on the subject.
- **Study Skills:** Helping students to develop the skills needed for exams and future study/work.
- **Current Issues:** Understanding and dealing with relevant issues such as gang violence.

NON-EXAM RELIGIOUS EDUCATION

Introduction

During Key Stage Four, students will continue to explore their own attitudes, and those of others, to religion. Through their non-examination Religious Education lessons, students will explore religious and philosophical issues which will provide a foundation on which they can build their own religious beliefs.

Arden is a school that believes in the fundamental value of faiths, and the nurturing of spirituality and Religious Education at Key Stage Four is an important element of that.

For further information on either of the above please contact Mr Anwar, Head of PSHE.

GCSE SCIENCES

EVERY student in Years 10 and 11 will study Science.

All students will gain at least two GCSEs in this core subject. The study of science at all levels broadens understanding of the world around us.

During KS4 you will develop skills in your science lessons that you will use throughout life; including the ability to make informed decisions.

Arden offers two Key Stage 4 pathways to study Science at GCSE:

- **Combined Science:** Students are awarded two GCSE grades.
- **Triple Science:** Students are awarded three GCSE grades (Triple Science is covered in more detail later in this booklet).

DOUBLE AWARD SCIENCE

**EBacc
Subject**

The Course

This is a Core subject in which students will gain TWO GCSEs; both of which count towards an English Baccalaureate (EBacc) award; at the end of Year 11, graded on a scale from 1-1 to 9-9.

Combined science covers all aspects of a good science education; evaluating evidence and the implications of science for society; explaining, theorising and modelling in science; and procedural and technical knowledge of science practice.

Internally assessed coursework has been replaced with the inclusion of examination questions on practical skills, and investigative techniques and understanding.

Assessment

We will follow the AQA Trilogy syllabus.

Six externally assessed examinations will take place at the end of Year 11. These comprise two Biology; two Chemistry; and two Physics papers. Internally assessed coursework has been replaced with externally assessed examination questions which cover similar content and skills. Each exam is 1 hour and 15 minutes, and consists of 70 marks.

The Science Trilogy course enables students to pursue A Level science subjects or other Level 3 post-16 qualifications.

For further information please contact Dr Hayes, Head of Science.



GCSE **HISTORY**EBacc
Subject**Why take GCSE History at Arden?**

When you take GCSE History at Arden you are asking big questions in order to help yourself make sense of the world you live in. The key people and events we study during our course helped to shape the world today. How much do you know about these momentous occurrences? Why did they take place? What changed as a result of these events and are their effects still influencing the world around us today? In this way you will develop and expand your knowledge and understanding of key events, periods and societies in History - locally, nationally and internationally.

History also provides you with skills that help in many other situations both at GCSE and in later life, such as; Research skills and how to select evidence; Problem-solving; Excellent communication and writing skills; How to handle and analyse data; How to organise information to construct an argument; The ability to assess the reliability of information; And much more...

Skills you must demonstrate in the Examinations

- Demonstrate your knowledge and understanding of what you have studied, equating to 35% of the GCSE mark.
- Explain and analyse these historical events and periods, equating to 35% of the GCSE mark.
- Analyse, evaluate and use sources from the time to make judgements about the events you've studied, equating to 15% of the GCSE mark.
- Analyse, evaluate and use historians' works to make judgements about the events you've studied. You will also think about why sources might have different opinions about events, equating to 15% of the GCSE mark.

The Course

- **Paper One:** Thematic study and Historic Environment:
 - Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-18; injuries, treatment and the trenches.
 - Circa 1250-1500 (including; the Black Death, Barber Surgeons, Hippocrates and Galen).
 - Circa 1500-c1700: The Medical Renaissance in England (including; the spread of ideas, scientific approach, Vesalius and the Great Plague of London).
 - Circa 1700-c1900: Medicine in eighteenth and nineteenth century Britain (including; Germ Theory, Florence Nightingale, anaesthetics, antiseptics, and fighting Cholera).
 - Historical Environment: Medicine on the Western Front 1914-1918.
 - Circa 1900-present: Medicine in modern Britain (including; the impact of technology such as blood tests and scans, the NHS, magic bullets, antibiotics, and the fight against cancer).
- For each period we study; Ideas about the cause of disease and illness; Approaches to prevention and treatment; and Case Studies.
- Paper One is assessed through a 1 hour 15 minute written examination worth 30% of the overall qualification.**

- **Paper Two:** Period study and British depth study:
 - Early Elizabethan England, 1558-88.
 - Key topic 1: Queen, government and religion, 1558-69.
 - Key topic 2: Challenges to Elizabeth at home and abroad, 1569-88.
 - Key topic 3: Elizabethan society in the Age of Exploration, 1558-88.
- Superpower relations and the Cold War, 1941-91.
- Key topic 1: The origins of the Cold War, 1941-58.
- Key topic 2: Cold War crises, 1958-70.
- Key topic 3: The end of the Cold War, 1970-91.
- Paper Two is assessed through a 1 hour 45 minute written examination worth 40% of the overall qualification.**

- **Paper Three:** Modern Depth Study:
 - Russia and the Soviet Union, 1917-41.
 - Key topic 1: The revolutions of 1917.
 - Key topic 2: The Bolsheviks in power, 1917-24.
 - Key topic 3: Stalin's rise to power and dictatorship, 1924-41.
 - Key topic 4: Economic and social changes, 1924-41.
- Paper Three is assessed through a 1 hour 20 minute written examination worth 30% of the overall qualification.**

For further information please contact Mrs Harris, Head of History.

GCSE GEOGRAPHY

**EBacc
Subject**



Introduction

- If you enjoy finding out about the world around you.
 - If you enjoy learning about new countries and environments.
 - If you are interested in the way that other people live and work.
 - If you are interested in why rivers flood and cliffs collapse.
- ...Then GEOGRAPHY is the subject for you!

The Course

Geography helps to give you a greater understanding of world affairs and the social, economic and environmental factors that affect them.

The subject helps you to understand the 'bigger picture' as it encourages you to make links between the activities of mankind and the issues facing the world in which we live.

By understanding why patterns exist and how they can be changed or sustained, you can help to make important decisions about the future of our planet.

Assessment

At GCSE we follow the AQA specification. The course is divided into three components which combine to provide a solid grounding in this engaging and important subject. These components are:

■ Living with the Physical Environment:

Section A: The Challenge of Natural Hazards, including earthquakes, tropical storms and climate change.

Section B: The Living World, including rainforests and deserts.

Section C: Physical Landscapes in the UK, including coasts and rivers.

Assessment: This component is worth 35% of the GCSE and is assessed through a 90 minute exam.

■ Challenges in the Human Environment:

Section A: Urban Issues and Challenges, including urbanisation and sustainable living.

Section B: The Changing Economic World, including development and the UK economy.

Section C: The Challenge of Resource Management, with a focus on food management.

Assessment: This component is worth 35% of the GCSE and is assessed through a 90 minute exam.

■ Geographical Applications:

Section A: Issue Evaluation. Questions are based on a pre-released resource booklet.

Section B: Fieldwork. All students must undertake two geographical enquiries. This means that field trips are a compulsory element of the Geography course and will involve a cost to parents.

Assessment: This component is worth 30% of the GCSE and is assessed through a 60 minute exam.

For further information please contact Miss West, Head of Geography.

GCSE MODERN FOREIGN LANGUAGES

FRENCH, GERMAN, SPANISH, ITALIAN

EBacc
Subject

Introduction

Arden offers a wide range of Languages at GCSE Level: French, German, Italian and Spanish. A Modern Foreign Language is one of the key subjects that form the EBacc, which is a valuable asset for students aiming for a Degree or Higher Education course.

Being successful in another language demonstrates excellent communication skills, and a willingness and capacity to rise to a challenge. These abilities are welcomed by employers and speaking another language can certainly enhance a person's job prospects.

Research shows that with ever increasing globalisation, employees who can speak a second language are in high demand in today's international job market, be they in business, accountancy, engineering, law, the health service or many other sectors.

Studying a modern foreign language helps students to develop their ability and ambition to communicate with native speakers in both speech and writing.

The Course

- You will develop an ability to communicate and interact effectively in spoken language across a wide range of topics.
- You will take part in and initiate short and extended conversations, expressing opinions and conveying information coherently and confidently.
- You will listen to and practise the target language as much as possible in lessons.
- You will listen to and understand language spoken at near normal speed across a range of specified contexts.
- You will identify the key points, details and opinions in a variety of spoken passages, involving more complex language.
- You will use language resources to enrich vocabulary in order to increase independent use and understanding of language in a wide range of contexts.
- You will use authentic spoken and written material, including literary texts.
- You will develop an awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- You will produce clear and coherent written texts to express ideas and opinions on a wide range of topics.
- You will master the relevant grammatical structures, including a range of tenses.
- You will translate sentences and short texts to convey key messages accurately and apply grammatical knowledge appropriately.

Assessment:

Whether French German, Italian or Spanish:

- **Speaking:** Worth 25% of the final mark.
Conducted by a teacher and assessed by the exam board.
- **Listening:** Worth 25% of final mark. End of year exam.
- **Reading:** Worth 25% of final mark. End of year exam.
- **Writing:** Worth 25% of final mark. End of year exam.

The Future

Languages can broaden your horizons. Did you know that 75% of the world's population DO NOT speak English? In fact, English isn't even the most widely spoken language, Spanish is.

The UK trades with over 200 countries worldwide and that means that there is a constant need for people to have language skills at all levels in business. The great demand for Modern Languages is demonstrated in the fact that on average more language graduates find jobs on leaving university than from any other discipline, except Medical, Architectural and Pharmacology courses.

For further info please contact a member of the Languages Department or Mr. Edgington, Head of MFL.



BTEC

ENTERPRISE

Introduction

Ever thought about how you go about becoming a successful entrepreneur, businessman or businesswoman?

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses.

Students will experience a wide variety of teaching approaches as well as standard classroom delivery. There will be small group work, class discussions and visiting speakers. There will be visits to some local firms. The course develops student's business acumen through the use of a range of projects based on different business scenarios.

The Course

You will study three components:

■ **Component 1: Exploring Enterprises:** In this component, students will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success.

Students will also explore how market research helps enterprises to meet customer needs and understand competitor behaviour, as well as investigating the factors that contribute to the success of an enterprise.

■ **Component 2: Planning for and Pitching an Enterprise Activity:** In this component, students will use the research knowledge gained from Component 1 to consider a number of ideas before developing a plan for a realistic micro-enterprise activity. They will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. Students will need to take responsibility for creating and then delivering a pitch for your developed idea to an audience using your knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills.

■ **Component 3: Promotion and Finance for Enterprise:** The performance of an enterprise can be affected by both internal and external factors. To monitor and improve an enterprise's performance, students need to be aware of the impact of these factors and the strategies they can use to make the most of opportunities and minimise any threats. In this component, students will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance.

Students will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them. Students will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.

Students must also be prepared to use thinking skills to solve problems and be able to analyse and evaluate different business strategies using quantitative and qualitative data. Students will need to be able to meet coursework deadlines.

Assessment

Components are graded as Pass, Merit, Distinction, or Distinction*.

■ **Component 1:** Internally assessed by your teacher. Worth 30% of the BTEC.

■ **Component 2:** Internally assessed by your teacher. Worth 30% of the BTEC.

■ **Component 3:** Externally assessed. Worth 40% of the BTEC.

The Future

On completion of this course, students can progress on to a Level 3 vocational courses, or A Levels in Business or related subjects. Direct entry into training placements in a range of careers is another possibility open to Business students.

The course also offers a springboard from which students with a general interest in business can develop the type of skills which are invaluable to the world of work. Areas of work may include business administration, finance, marketing, human resources or customer service.



BTEC SPORT

The Course

The BTEC Level 2 Award in Sport is a course aimed at students who have a keen interest in sport and would like to gain an insight into 'sport in the workplace' and the wide ranging aspects of sport. The course is not assessed practically, so your sporting ability does not matter.

Assessment

BTEC Sport is assessed through a combination of online exam, comprising 25% of the mark and coursework, worth 75% of the final grading. There are four modules of equal importance to study:

- Health and Fitness for Sport and Exercise (Online Exam).
- Practical Sport Performance (Coursework).
- Leading Sports Activities (Coursework).
- Training for Personal Fitness (Coursework).

Most of the coursework will be assessed internally with external moderation. Examinations are a part of the assessment procedure, and there will be a one hour exam to be completed online. For the remainder of the course there are a range of assignments to be completed which vary from class presentations and discussions, to practical participation and the writing of reports and booklets.

As part of the course, students participate in various practical activities, including gym sessions, both team and individual sports, various fitness tests and preparing and delivering sports events for younger children in Primary schools. The modules combine to give you an excellent knowledge base from which to follow a career in sport.

The Qualification

On completion of the course you will gain the Extended Certificate in Sport.

Units are graded Pass, Merit, Distinction or Distinction*. A Pass is equivalent to a grade C GCSE; a Merit is equal to Grade B; a Distinction is equivalent to Grade A; and a Distinction* is considered to be the same as an A* at GCSE.

For further information please contact Mr Hunt, Head of PE.



BTEC HEALTH & SOCIAL CARE

Introduction

A wide variety of teaching approaches will be used as well as standard classroom delivery. There will be small group work, class discussions, presentations, talks from visiting speakers and independent research. At the end of the course you will gain a BTEC qualification in Health and Social Care, this Level 2 qualification is equivalent to one GCSE.

The Course

The course comprises three core units:

- **Unit 1:** Human lifespan and development (Coursework-based).
- **Unit 2:** Health and Social Care Services and Development (Coursework-based).
- **Unit 3:** Health and Wellbeing (Externally examined in Year 11).

Assessment

Each coursework unit comprises of two pieces of written work, ranging from reports to evaluations of how they communicate with others within role plays. Units are graded as Pass, Merit, Distinction, or Distinction*.

The Future

Upon completion of the course students can progress on to a Level 3 vocational courses in Health and Social Care, or related subjects.

Study of this course and the subsequent Level 3 course provides an excellent springboard from which students can enter a wide range of rewarding careers working with people, including nursing, childcare, residential care, youth work, social work, counselling, teaching and many other 'caring professions'.

The Health and Social Care course provides an opportunity for anyone with a general interest in this area to gain a stimulating learning experience, whilst also developing transferable analytical, communication and presentation skills; all of which are essential for success in the world of work.

**For further information please contact
Miss Blenkinsop or Miss Sheppard.**



BTEC

TRAVEL & TOURISM

The Course

You will study the following three mandatory units, covering the underpinning knowledge and practical skills required to work in the industry:

- UK travel and tourism sector.
- UK travel and tourism destinations.
- The travel and tourism customer experience.
- You will also study international travel and tourism destinations.

A wide variety of teaching approaches will be used as well as standard classroom delivery. There will be small group work, class discussions and visiting speakers. There will be visits to some local travel and tourism organisations to experience first-hand how the industry operates..

Assessment

Each unit is separately assessed with a mixture of teacher assessment and external examination. The external assessment comprises an examination worth 25%. Units are graded as Pass, Merit, Distinction, or Distinction*.

The Future

On completion of this course, students can progress on to a Level 3 vocational course in Travel and Tourism or related subjects. Direct entry into training placements or apprenticeships in a range of careers is another possibility open to course students.

The course also offers a chance to enter employment within a wide variety of jobs in this fast moving and growing industry.

Many young people studying Travel and Tourism have gone on to work as Travel Agents, Cabin Crew, Holiday Reps, Event Organisers and Hotel Managers.



For further information please contact Mr Pillinger.

OCR LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE IN **ENGINEERING**

The Course

This qualification studies Engineering design which is a process used to develop and enhance new products and systems as a response to market opportunities.

This qualification is an opportunity for students to develop a design specification and study the processes involved in designing new engineered products. They'll use practical skills such as drawing, computer modelling and model making to communicate design ideas. The qualification will also encourage them to consult with a client and, with its practical focus, will engage them in producing, testing and evaluating a prototype in the form of a model.

Assessment

Unit R105: Design Briefs, design specifications and user requirements.

Assessed through a 1 hour written exam question paper worth 60 marks.

- Comprises short answer and extended response questions.
- Assesses the quality of written communication.

Unit R106: Product analysis and research.

30 hours of Centre-assessed tasks worth 60 marks:

- This Unit comprises practical tasks in the context of an assignment.

Unit R107: Developing and presenting engineering designs.

30 hours of Centre-assessed tasks worth 60 marks:

- This Unit comprises practical tasks in the context of an assignment.

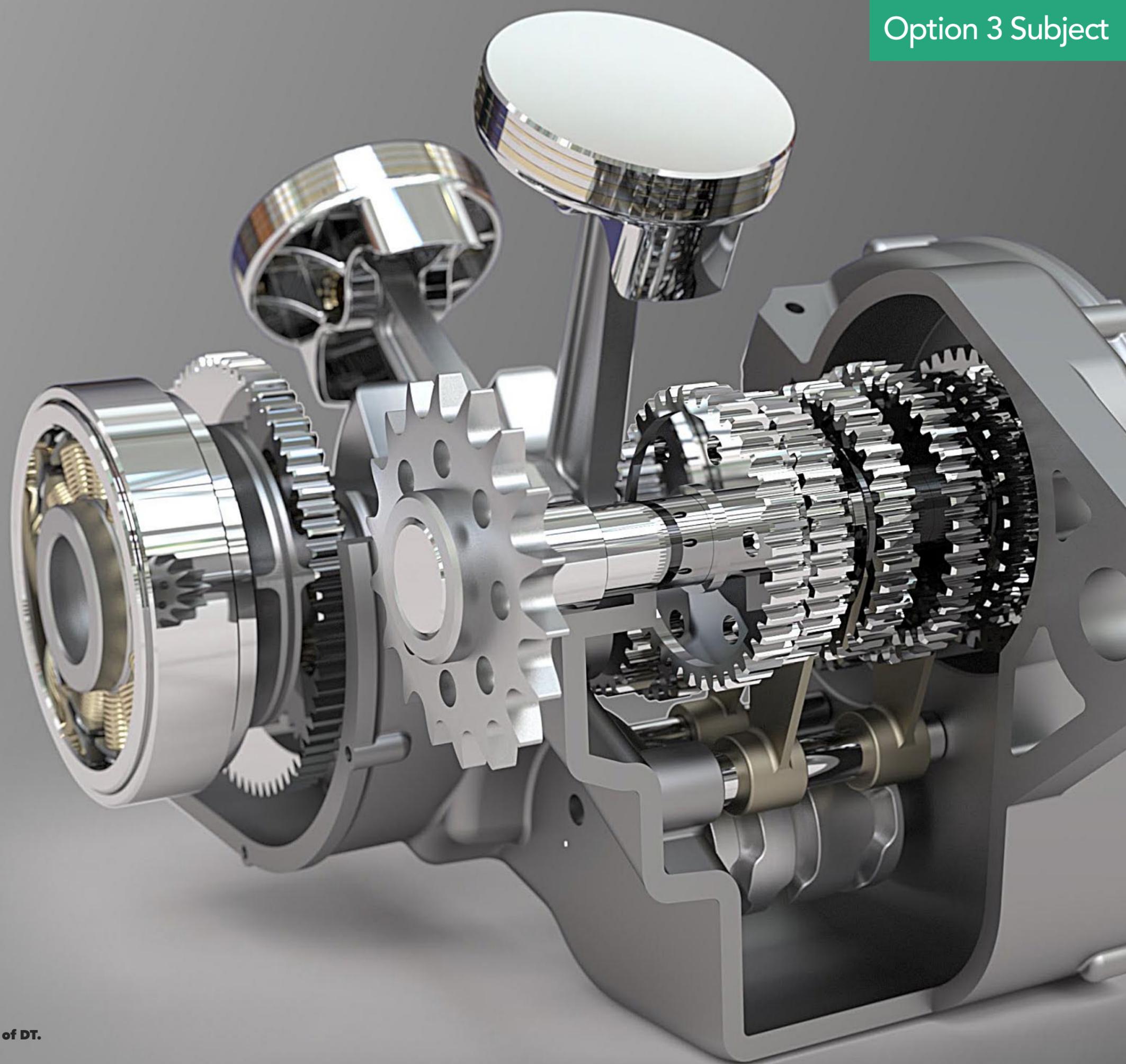
Unit R108: 3D design realisation.

30 hours of Centre-assessed tasks worth 60 marks:

- This Unit comprises practical tasks in the context of an assignment.

The course does involve the production of written coursework portfolios. Engineering techniques and processes will be underpinned with focussed practical tasks.

For further information please contact Mr Eades, Head of DT.



VTCT LEVEL 2 CERTIFICATE

HAIRDRESSING & BEAUTY THERAPY

Introduction

Are you interested in a career in the Hair and Beauty Industry? Arden Hairdressing Academy offers a nationally recognised vocational qualification.

The Course

Students will work in Arden's professional quality salon, completing a wide range written tasks relating to the Hair and Beauty Industry which include one exam unit and three written assignments. Practical activities range from developing interpersonal skills and technical skills such as shampooing, blow-drying and styling hair. Students will also develop knowledge of the theory that accompanies the practical skills they will be building in this engaging and popular course. This new course has equal equivalence to GCSE.

Assessment

The Level 2 course at Arden Hair Academy comprises four units, made up of two mandatory units and two units selected by Arden:

- Understanding the hair and beauty sector (mandatory unit).
- Hair and beauty research project (mandatory unit).
- Hair and beauty science (Arden-selected unit).
- Responding to the hair and beauty design brief (Arden-selected unit).

The Future

Students move on to post-16 training in the Hair or Beauty sector, where you can gain further qualifications as a Hair Stylist or Beautician. You may eventually want to work in a salon, in television, fashion or theatre. You could also work in a care industry, a spa hotel or on cruise ships, and could go on to run your own business and become your own boss.

Progression

There are a variety of options for progression on completion of this qualification, such as Level 2 and 3 in the Hair and Beauty Industry, or specialising in Nail Technology, Barbering or Aromatherapy for example. If preferred you can undertake work-based apprenticeship education; there are then numerous hair and beauty options, such as Hairdressing, Beauty Therapy and Beauty Therapy Make-up.

You can also progress from this qualification into A Levels, where what you've learned in Hairdressing and Beauty Therapy can contribute to subjects like; Business, Physical Education and Drama. It will also help you to develop your confidence, communication skills and other key life skills.

For further information please contact Miss Hyett.



GCSE ART & DESIGN

Introduction

This course is designed for students who have an interest and a talent in Art. It is primarily a practical course, but emphasis is also placed on studying the creative work of other artists. The development of an understanding of the work of artists, designers and craft-people is an integral part of the course.

The Course

The GCSE is a broad-based course in which students will be given help and advice in developing an individual response to thematic units of work.

Students are expected to use a wide range of drawing media and are encouraged to select other appropriate materials for independent work, including paint, modelling materials, printmaking, mixed media and digital media.

Course Aims

- To develop visual perception and understanding, including the creative, imaginative and practical skills for working in art and design.
- To develop visual literacy and an appreciation of the richness of cultural heritage through practical and critical responses to achievement in art and design.
- To develop the individual's special aptitudes and interests and foster confidence in expressing ideas in a visual form.
- To develop skills in creative thinking and independent working which are key skills in any future career.

Assessment

- **Coursework:** Students must submit one coursework unit. Advice by staff will be provided where necessary. Presented work must satisfy syllabus requirements. Comprises 60% of the final mark.
- **Examination:** A practical examination is set by OCR. This lasts for up to ten hours and is conducted under normal examination conditions. Adequate time is allowed for preparation, which includes research and idea development. The exam piece and preparation comprise 40% of the final mark.

**For further information please contact
Mrs Astle or Mrs Crawford, joint Heads of Art.**

GCSE CREATIVE iMEDIA

Introduction

The OCR Cambridge National in Creative iMedia lets learners gain knowledge in a number of creative I.T. and media related areas and is a natural replacement to the former GCSE in I.C.T. The course covers such things as pre-production skills through to digital animation, and offers a hands-on approach to learning. The Cambridge Nationals in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, and review, team working and communicating creative concepts effectively.

Pre-Production Skills

This unit will enable students to understand pre-production skills and techniques used in the sector, as well as gain the knowledge and skills to create digital media products and explore their application. It will also develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Creating Digital Graphics

Digital graphics feature in many areas of our lives, and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within products to communicate messages effectively. The aim of this unit is for students to understand the basics of digital graphics editing for the creative and digital media sector.

Plus two units, which could include: Storytelling with a comic strip, creating a multipage website, creating a digital animation, creating a digital video sequence, digital photography, designing a game concept, developing digital games.

Assessment

- **Grading:** Cambridge Nationals are graded Pass, Merit and Distinction at Level 1 or 2.
- **Pre-Production Skills:** Exam (25%) – 1 hour 15 minutes
- **Three units (75%):** Coursework.

Minimum Requirements

This course is ideal for those students who particular enjoy elements of both Computing and I.T.; the course focuses more on the functional skills of I.T. including multimedia design. Students need to be enthusiastic about all aspects of computer use and are keen to develop a range of new software skills.

What can I do next with Creative iMedia?

Graphic design, web design, television production, photography, game design, animation.

For further information please contact Mr Hughes, Head of Computing.



GCSE **DRAMA**



Introduction

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations. You will have the opportunity to create your own work as well as look at plays written by other people.

You will enjoy this course if you enjoy working as part of a team and want to study a subject that is both practical and creative. You may have done some acting before, or helped out backstage on a production - or you may always have wanted to have a go at making a play, performing, designing and making costumes, building a set, or operating the lights but simply never got the chance.

The Course

■ **Unit 1:** In preparation for your written exam you will practically explore a set text looking at the role of directors, designers and performers, highlighting amongst other areas characterisation, movement and vocal delivery. You will also explore the social and historical influences of the text. Alongside this exploration you will see a piece of live theatre that you will evaluate.

■ **Unit 2:** You will devise an original piece of drama and evaluate its success.

■ **Unit 3:** Provides you with a chance to be involved in the performance of a play from an existing script from which you will perform two extracts.

Assessment

The GCSE Drama examination is a combination of practical performance and written evaluations which is worth 60% of the course.

You will take a role in two performances, one that you have created as a group and one that is from a scripted play. You will be examined on your acting skills in the performance, or on your stage/technical design skills. These skills include set and costume design, masks and makeup and lighting and sound. The coursework consists of both your practical performance work and a written/aural portfolio of evidence.

The written exam in the summer of Year 11 is worth 40% of the total course mark.

The Future

There are many things you can go on to do with a GCSE in Drama. You could go on to take an AS or A level in Drama and Theatre Studies, or a Vocational A level in Performing Arts or a BTEC National Certificate or Diploma in Performing Arts.

You may wish to take a GCSE in Drama for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Or you might wish to go into a job where it is useful to have had experience of Drama, or where you will need to use some of the skills developed during this course. These might include careers in such fields as retail, travel and tourism, sales and marketing or any career that involves meeting people face to face.

The study of Drama can help you develop self-confidence, self-awareness and the ability to engage with large groups of people; it provides you with transferable skills which you can take into any career or job.

For further information please contact Mrs Warrender, Head of Drama.

GCSE MUSIC

**EBacc
Subject**

Introduction

Every GCSE musician loves their practical lesson; one hour every week to work individually or collaboratively on either component of your coursework. During this lesson you will have all of the Department's facilities at your disposal, including the iMac suite, the second classroom, practice rooms and the newly refurbished Recording Studio.

The Course

■ Unit 1, Performing Music:

Non-examined assessment worth 30% of the final mark.

You will prepare a solo and ensemble performance of your own choice in an style, on any instrument (including voice.) Performances may be recorded at anytime during the course.

■ Unit 2, Composing:

Non-examined assessment worth 30% of the final mark.

You will be introduced to the technical and creative skills required by a composer. Students are then encouraged to explore a range of compositional starting points and investigate techniques for developing and manipulating ideas. Two ideas will be turned into completed pieces of music, each around two minutes in length. The compositions may be completed at any time during the course. You can compose using your instrument and by sequencing on work using music software including Logic Pro, Sibelius and GarageBand.

■ Unit 3, Appraising:

Examination worth 40% of the final mark.

In this unit you will develop your listening and appraising skills through the study of music across a variety of styles and genres. The content for this unit is grouped into four Areas of Study each of which contains two set works:

Instrumental Music 1700-1820	Vocal Music
Music for Stage and Screen	Fusions

The Future

The Music GCSE is good preparation for further musical study and provides a really strong foundation for Advanced Subsidiary and Advanced GCE in Music and Music Technology.

The course also provides students with the skills to develop the subject in later life for further study or leisure and gives an awareness and appreciation of music of all types through personal involvement.

For further information please contact Dr Seago, Head of Music.

NCFE LEVEL 2 TECHNICAL AWARD IN MUSIC TECHNOLOGY

Introduction

This qualification is aimed at students with an interest in music production and recording, and allows them to gain practical skills in creating music using music technology.

Students will have access to Arden's professional quality recording studio, which includes high quality microphones, hardware preamps and synthesizers, isolation booth, software plug-ins and instruments and specialist sequencing and recording software.

The Course

- Learn how to set up and use a Digital Audio Workstation (DAW).
- Create a musical project to a specified brief, using audio and MIDI editing tools.
- Understand and experiment with musical elements in a chosen style.
- Plan and undertake a studio recording session.
- Use mixing techniques to produce a finished multi-track recording.
- Explore and create sound for film, gaming and broadcast.

Assessment

■ Internal assessment:

A Portfolio of evidence covering all of the above content.
Worth 50% of the final mark.

■ External assessment Paper 1:

A written test assessing knowledge and skills drawn from across the course, comprising of short-answer questions and listening questions.
Worth 15% of the final mark.

■ External assessment Paper 2:

A practical test assessing application of knowledge and skills.
A creative and technical task requiring manipulation of musical material to a given brief.
Worth 35% of the final mark.

The Future

The knowledge and skills gained will provide a secure foundation for a career in the music technology industry and enables learners to acquire, develop and apply skills and knowledge required for further academic and/or vocational study.

**For further information please contact
Dr Seago, Head of Music, or Mr MacDonald.**

GCSE DESIGN & TECHNOLOGY

WITH THE ABILITY TO SPECIALISE IN GRAPHICS, TEXTILES,
PRODUCT DESIGN AND RESISTANT MATERIALS

The Course

This GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- Demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice.
- Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values.
- Use imagination, experimentation and combine ideas when designing.
- Develop the skills to critique and refine their own ideas whilst designing and making.
- Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.
- Develop decision making skills, including the planning and organisation of time and resources when managing their own project work.
- Develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.
- Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.
- Consider the costs, commercial viability and marketing of products.
- Demonstrate safe working practices in design and technology.
- Use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

This qualification allows students to gain core knowledge in all areas of Design and Technology covering:

- Design and technology and our world.
- Smart materials.
- Electronic systems and programmable components.
- Mechanical components and devices.
- Materials.

General Assessment

- **Design and Technology in the 21st Century:**
Written Examination lasting 2 Hours counting for 50% of the qualification or 100 marks.

Specialism

Students can then specialise in a an area of their choice to produce a portfolio and completed practical product, areas of study are:

- **Graphics.**
- **Resistant Materials.**
- **Product Design.**
- **Textiles.**

Specialism Assessment

- **Design and Make Task in relation to your specialism:**
A portfolio of work and completed practical product counting for 50% of the qualification or 100 marks.



GCSE HOSPITALITY & CATERING

The Course

This course enables students to develop their knowledge and extend their skills within hospitality and catering in a vocational context. It is an ideal qualification for those who want to develop a broad understanding of the Hospitality and Catering industry and may wish to develop a career in the sector, for which the GCSE is a valuable preparation for those entering the world of work.

You will be making a range of skilful dishes such as using knife skills to work with vegetables, meat, fish, making pasta, bread, cakes, desserts, using different cooking methods, presenting savoury and sweet dishes. Menu and meal planning will be a major focus of dishes that you cook. We will look at all the job roles in the hospitality industry and the importance of teamwork. You will be expected to make a range of food products and develop skills related to commercial food preparation including food hygiene, food presentation and considering production in quantity and apply technical and practical expertise to ensure that food meets customer needs and preferences and is appropriate for a given occasion.

Assessment

■ Unit 1: The Hospitality and Catering Industry:

Assessed through an examination worth 40% of the final mark.

Learners apply their learning by considering all aspects of the vocational sector. The key task is to propose a new hospitality and catering provision for a specific location. Learners will use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate to meet the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

■ Unit 2: Hospitality and Catering in Action:

A controlled assessment worth 60% of the final mark.

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

The Future

Undertaking the Level 1/2 course could lead onto study at UCB as a Chef (professional Cookery), in bakery, Food and Beverage Service, Food Technology, or Hospitality with Events. Training in Hospitality and Catering at Levels 1 and 2 forms an ideal foundation for those who wish to go into the professional Restaurant, Catering, Hotel and Hospitality sectors.

For further information please contact Mrs Guest.





GCSE FOOD & NUTRITION

The Course

Your DT: Food lessons will have prepared you well, but there are many aspects to this interesting new course focussing on healthy eating, food science and practical cooking skills.

There is a brand new textbook to support the course and students will be cooking every week. The practical lessons will teach you a wide range of new skills as the coursework in Year 11 has a high proportion of marks for your practical cooking skills.

The six main areas are:

- **Food Commodities:** For example; research about cereals, fruit and vegetables, sugars, dairy, fats, meat/fish and vegetarian alternatives. The course will look at their value in the diet, their working characteristics, experiments to understand changes occurring during cooking and also current recommended guidelines for a healthy diet.
- **Principles of Nutrition:** The role of the main nutrients in the diet, their sources, function and deficiency diseases. For example the importance of iron in the diet and the foods that supply it.
- **Diet and Good Health:** Looking at how food choice can have a positive or negative impact on health.
- **The Science of Food:** Finding out how different ingredients work and how we use them. For example how versatile eggs can be and how their properties are used to make a lemon meringue pie.
- **Where food comes from:** Looking at the global food market and the impact of cultures and transport on our food choice. You could investigate food miles and seasonal foods.
- **Cooking and Food Preparation:** lots of cooking and free choice about recipes. You will be encouraged to develop high order preparation skills such as makes a variety of sauces as well as using a wide range of equipment and cooking techniques.

Assessment

■ Written Examination at the end of Year 11: Principles of Food Preparation and Nutrition.

A 1 hour 45 minute written examination worth 50% of the final qualification.

■ Coursework A:

Food science practical experiment with written report.

Set in September of Year 11, this could be a variety of tasks set by the exam board for example: Investigate the best type of flour to use for bread making.

Recommended time allowed 8 hours.

Completed in school and worth 15% of the final qualification.

■ Coursework B:

The Food Preparation Assessment with written report.

Prepare, cook and present a menu which assesses your knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Recommended time allowed 22 hours.

Completed in school and worth 35% of the final qualification.

■ Three hour practical test making at least three dishes:

Supported by a written report to include research, planning and evaluations.

The Future

This course is an ideal starting point for those students who wish to develop a career as a Chef, Dietician, Sports Nutritionist, Food Product Developer or Environmental Health Officer, or within Hospitality Management or Event Planning.

For further information please contact Mrs Bennett.

GCSE PHYSICAL EDUCATION

Introduction

GCSE Physical Education is an excellent choice if you wish to further your understanding and skill level in sport.

The course is ideal for anyone who enjoys playing, coaching or leading in sport. In addition to developing your theoretical knowledge the course will also help to improve your communication, cooperation, leadership, organisational and team working skills; valuable, transferable skills that you will carry with you into adulthood.

The Course

■ Unit 1: Physical factors affecting performance:

Applied anatomy and physiology.
Physical training.

■ **Unit 1 Assessment:** A 1 hour written paper worth 60 marks, or 30% of the final GCSE.

■ Unit 2: Socio-cultural issues and sports psychology:

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

■ **Unit 2 Assessment:** A 1 hour written paper worth 60 marks, or 30% of the final GCSE.

■ Performance in Physical Education:

Practical activity assessment
Evaluating and Analysing Performance (AEP).

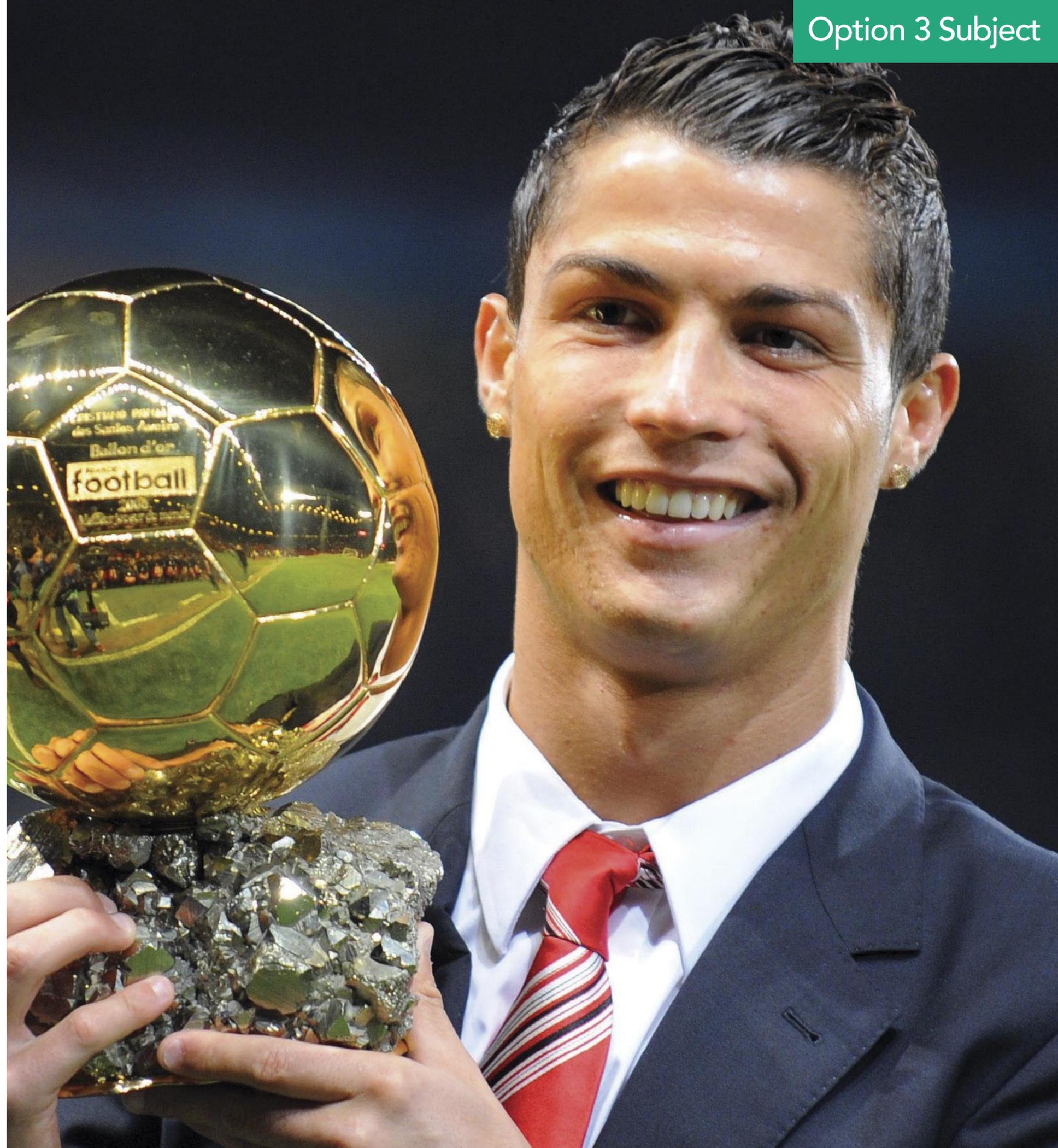
■ **Performance Assessment:** Non-exam assessment worth 80 marks, or 40% of the final GCSE.

The Future

The GCSE Physical Education course will help you to develop vital attributes such as teamwork and leadership skills that Sixth Forms, Universities and Employers value very highly.

Amongst the numerous careers where fitness is particularly important, taking Physical Education at GCSE can ultimately lead to a career as a Physiotherapist; Referee or Umpire; Sports Manager; Sports Medic; Fitness Instructor; Dietician or Nutritionist; Coach or Trainer; Teacher; Choreographer; Sports Administrator; or as a Sports Journalist; Sports Psychologist; or Sport Scientist.

For further information please contact Mr Hunt, Head of PE.



GCSE MEDIA STUDIES

The Course

In Media Studies you will learn about both media theory and practice, covering the Media Industries and the variety of different media – including websites, films, TV programmes and magazines, as well as new technologies. The skills you learn in Media Studies will help you in English too! Transferable skills include analysing texts, communicating findings and being imaginative and creative.

The first unit provided an introduction to the four Key Concepts (Media Language, Representation, Media industries and audiences) and how they relate to a number of varied media forms including magazines, film, newspapers and video games. Set media texts are prescribed by the exam board and include GQ magazine cover, the film poster from Spectre, The Sun and Pokemon Go.

Component 1: Exploring the Media

Written Examination: 1 hour 30 minutes (40% of the GCSE)

Media Studies gives you the opportunity to create your own media products, like film trailers or music videos. You will be involved in hands-on learning, analysing and producing pieces of media, using Arden's Mac Suite, Recording Studio and video cameras for an exciting and enriching learning experience.

Component 2: Understanding Media Forms and Products

Written Examination: 1 hour 30 minutes (30% of the GCSE)

This unit builds on the introduction through the detailed analysis of a number of audio-visual products set by the exam board including Television Crime Drama and the Music Video and related online media promotion. Set products in this unit include Luther (2010), Taylor Swift, Pharrell Williams and Michael Jackson.

Component 3: Creating Media Products (30% of the GCSE)

Students create an individual media product for an intended target audience in response to a choice of briefs set by the exam board. The following media topics will form the basis of all set briefs: Television or Music Promotion, Film advertising and marketing and Magazines.

For further information please contact Mrs Hill, Head of Media.



GCSE RELIGIOUS STUDIES

Introduction

- Are you curious about the universe, cultural concepts of right and wrong and human nature?
- Are you interested in examining and analysing Christian and Muslim beliefs?
- Do you enjoy 'big thinking' i.e. exploring questions that don't have easy answers?
If you enjoy critical thinking, GCSE Religious Studies may be for you.

The Course

GCSE Religious Studies reflects the demands of a truly modern and evolving religious studies environment. It will allow you to apply a wide range of concepts allowing you to confidently interpret, contextualise and analyse the expressions of religions and world views you encounter.

You will develop knowledge and understanding of two religions: Christianity and Islam as well as non-religious beliefs, such as atheism and humanism. This enables you to understand and articulate your own and others' beliefs, values and commitments.

The GCSE also develops students' ability to construct well-argued, well-informed, balanced and structured written arguments and provides opportunities for you to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.

The course is made up of two units:

- **Religion and Ethics focuses on Christianity:** You will be studying the following four content sections: Belief in God, Marriage and the Family, Living the Religious Life & Matters of Life and Death.
- **Religion and Peace and Conflict focuses on Islam:** You will be studying the following four content sections: Belief in God, Crime and Punishment, Living the Religious Life & Peace and Conflict.

Assessment

You will be assessed through two externally set examination papers. These are 1 hour 45 minutes in length and your grade will be determined by 100% examination. The paper may include short questions, open response questions and extended writing questions.

The Future

GCSE Religious Studies develops analytical and critical thinking skills to enable you to present a wide range of well-informed and reasonable arguments, aiding in progression to A Level study.

Religious Studies is an excellent qualification for almost all careers; particularly for those who wish to work with people. Professions such as the media, social and personnel work and teaching all benefit from the debating and philosophical skills that the course nurtures. Sections of the GCSE are also particularly valuable for those wanting to go into medicine or the law where ethics is a central theme.

Arden's Religious Studies GCSE encompasses numerous topics, giving you time to explore relevant issues and current affairs in depth and enabling you to get to grips with the ethics and philosophy of faith perspectives as well as the increasing popularity of Humanism.

For further information please contact Mrs Dereza, Head of RE.



GCSE BUSINESS

Introduction

Do you dream about becoming an entrepreneur or working in business in the future? Business is a fascinating subject to be studying in the current commercial and economic climate. The syllabus allows students to apply their knowledge to practical situations and develop their spirit of entrepreneurship. Students will gain knowledge and understanding into different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students will also explore these contexts and how this impact on business behaviour. Students will participate in group activities, role plays, and presentations as well as work independently.

Students are encouraged to develop a keen interest in current affairs and bring their own knowledge and experiences to the classroom. Students must also be prepared to use thinking skills to solve problems and be able to analyse and evaluate different business strategies using quantitative and qualitative data.

The Course

There are several topics of study:

- Marketing
- Recruitment & Training
- Government & Business
- Human Resources
- Finance
- Business Organisation
- Production Methods

Assessment

Students are assessed through two written examinations. They are both 1 hour 45 minutes in length and worth half the total marks:

- **Examination Paper 1:** Influences of Operations and HRM on Business activity. Worth 50% of the total marks.
- **Examination Paper 2:** Influences of Marketing and Finance on Business activity. Worth 50% of the total marks.

The Future

Pupils who have studied Business have high level skills that employers look for such as the ability to research markets, analyse performance data, make key business decisions and manage finances

Many pupils who study Business at GCSE continue on this academic pathway through A Level and on to University. GCSE Business has also enabled students to enter apprenticeship schemes or the world of work.

**For further information please contact
Mrs Anton, Head of Business.**



EBacc
Subject

GCSE COMPUTER SCIENCE

Introduction

Are you interested in learning just how a computer actually works? Are you someone who thinks logically and is able to solve problems? Keen to learn how to create programs? If the answer is YES, a GCSE in Computer Science is for you! Where else can you learn the skills that are needed for the 21st Century?

The Course

Throughout the course pupils are assessed using both examination and practical programming tasks which are tested through controlled assessment. The content has been designed not only to allow you to build a solid basis of understanding but to get you thinking about real world application.

GCSE Computer Science will help you to understand and apply the fundamental principles of abstraction, decomposition, logic, algorithms and data representation. You will be designing, writing and debugging programs. You will learn about the components that make up digital systems, and how they communicate with one another. Importantly, you will develop your understanding of the impacts of digital technology to the individual and to wider society.

Assessment

■ Unit 1: Computer Systems.

Externally Assessed and worth 50% of the final mark.

■ Unit 2: Computational Thinking, Algorithms and Programming.

Externally Assessed and worth 50% of the final mark.

■ Unit 3: Programming Project.

Internally Assessed.

The Future

Thanks to your newly acquired computing knowledge and analytical skills (not to mention the fact that you'll now be a whizz at problem solving) when it comes to potential careers, the world is pretty much your oyster.

For further information please contact Mr Hughes, Head of Computing.



GCSE TRIPLE SCIENCE

**EBacc
Subject****Introduction**

The Triple Science qualification is also an option for Arden students at GCSE level, it counts as THREE GCSE subjects.

Triple Science is aimed at students who have a strong understanding and interest in all three science subjects. It will take the material covered in the Double Science course and move it forward by increasing the depth and level to which each subject is studied. It is not just a course for those wishing to pursue a career in science, you will learn a whole raft of skills that will improve your ability to succeed in any subject post-16 and be valuable to any employer.

Students who study Triple Science often select at least one science subject at A Level. However it is not essential to have studied Triple Science in order to progress to A Level, since the rigour and breadth of the Double Science route is sufficient preparation for any A Level science subject.

The Course

Triple Science results in students gaining three individual GCSEs; Biology, Chemistry and Physics.

Students studying Triple Science will have a total of twelve science lessons per fortnight and lengthier examination papers compared to those studying Double Science.

Your acceptance onto this course will be based on academic ability.

Assessment

Arden follows the AQA Trilogy syllabus.

Internally assessed coursework has been replaced with examination questions in the externally assessed examinations which cover similar content and skills.

All externally assessed examinations will take place at the end of Year 11. There will be TWO exams for each of the three Triple Science GCSEs, making six in total. Each paper will be 1 hour 45 minutes in length, and will be worth 100 marks.

For further information please contact Dr Hayes, Head of Science.