

YEAR 9

GUIDED CHOICES

Sep 2023 Options

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FULL LIST OF SUBJECTS

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Core Curriculum - these are compulsory for all students

English Language & Literature
Maths
Science - Combined Trilogy & Triple Award
Religious Education

All students are expected to pick at least one highlighted EBacc* subject. Many careers and top level universities will expect you to have **BOTH a language and a humanity subject at GCSE.**

French
Spanish
History
Geography

Optional subjects: All Students are expected to pick their free option(s) subject from the following choices.

Art
Performing Arts
Design Technology (Graphics)
Design Technology (Textiles)
Food Preparation & Nutrition
Music
PE
Sports Science
Business
IT
Citizenship
Psychology

THE ST MARK'S VISION

Our vision is to provide an outstanding quality of education, dedicated to **academic and character excellence** and underpinned by the inclusive Christian values of **love, hope and trust**. We are committed to seeing '**transformation for all**': we want all young people, of all faiths and none, to be '**transformed by the renewing of their minds**' (Romans 12:2) through learning, and to live '**life in all its fulness**' (John 10:10). Above all, students will **realise their God-given potential** and ensure they have the ambition, confidence, cultural capital and employability skills to be **successful in their future university and professional career**. They will **genuinely celebrate equality and diversity** as benchmarks for a just, liberating and thriving society.



*At St Mark's , I am transforming to become a better student..
My teachers believe in all their students and give help us
through realise our full potential . They work with our classes to
push each student, even thoguht we are all at different starting
points. I am studying 2 EBACC and one free option and I love
the mix of improving in subjects I know, as well as starting new
subjects.*

Year 10 student



INTRODUCTION TO GUIDED CHOICES - OPTIONS

This booklet will provide you with important information about the **options** that you can choose, the way that they are assessed and the skills that the subject will provide you. The aim of your options is to prepare you to join St Mark's Sixth Form at the end of Year 11, and go on to successful career or university choices.

Core Subjects

Some subjects have to be studied as part of the national curriculum and these subjects make up the core curriculum:

- Maths
- English Language
- English Literature
- Science - Triple Award and Double Award
- Religious Education

Options subjects

Some subjects are chosen by students and these fall into two groups:

- **EBacc Subjects** - Humanities (Geography and History) and Languages (French and Spanish)
- **Free Options*** - Art, Business Studies, Citizenship, Drama, Design Technology, ICT, Music, PE, Psychology, Textiles

When picking your options, you can pick **three** choices. It is important that you have a **broad and balanced** spread of subjects.

It is recommended by **universities** and **employers** that students select **two EBacc subjects** (one language and one humanities) **and one free option**. This keeps young people's options open for higher education and future careers**

The **options subjects** are chosen by students in a process that we call **guided choices**. This guidance will take a number of forms and each student will have the opportunity to complete surveys, experience taster lessons and have 1 to 1 meetings with staff. For students with SEND needs, these conversations will take place with the support of the SEND team.

This process will take place between **December 2022 and March 2023**, with **final allocations** being shared in **Summer 2023** once timetabling has been completed.

Please use this booklet to gather information about the options you should select. Take your time to read through the information and speak to your **coach or progress leader** if you have any questions.

** Course are offered based on student numbers and course availability may change based on uptake. We will do our best to accommodate all students getting their first choice subjects but this may not always be possible. We will ensure that all students are given access to a broad and balanced offer that will not limit their future chances of a successful future.*

***For some students a model with 2 free options is more suitable and this will be discussed with students on a case by case basis.*

HOW SHOULD I CHOOSE MY GCSE OPTIONS

There is no “right” way to choose your GCSE options, but it does help if you think about your future when making your decisions. For example, if you know whole-heartedly that you want to be a doctor, then choosing subjects related to that job like EBACC subjects or social sciences will be useful.

WHAT CAREER DO I WANT TO HAVE?

You should also consider whether your chosen career will require you to get more qualifications in the future. For example, in order to become a lawyer, you'll also need to have A-levels and then go on to study law at university. Although it may seem like a long way away, you might want to consider what qualifications you'll need to get into university (if that's your plan) because the subjects you take at GCSE level could have an impact.

SHOULD I KEEP MY GCSE OPTIONS OPEN?

On the other hand, if you don't have a clue what career you want in the future (like most students in Year 10 and 11), then you should probably aim to keep your options open. Studying a range of subjects will provide you with a good overview of different topics and different ways of studying, which can help you identify what subjects you're best at. Talk to your coach to see if you can get a feel for what kind of career you might like to do using online support.

ASK YOURSELF THESE QUESTIONS...

- Which subjects do I like?
- Which subjects am I good at?

Remember it is not picking the subject with your favourite teacher.

- Do I need a particular subject for a higher educational course or the career I have in mind?
- Do I like practical subjects?
- Am I good at exams?
- Am I good at coursework?
- Which subjects do I know enough about to make a good and informed choice?
- Which subjects do I need to find out more about?
- Have I discussed my choice(s) with my parents or carers?

MAKING THE RIGHT CHOICES

It is very important that students and their parents and carers think carefully about the choice of study at GCSE level.

THERE ARE SEVERAL FACTORS WHICH NEED TO BE CONSIDERED:

- Level of interest and ability in a particular subject
- Future education and career aspirations. Some university courses will require students to have studied specific subjects at GCSE level and certain career paths will require specific subjects.
- Previous students progress in a subject.
- Advice and guidance from Subject Leaders.

STUDENTS SHOULD SELECT A COURSE BECAUSE:

- The student is good at a particular subject and will enjoy the subject.
- It links to a career idea/aspiration.
- It fits well with other subject choices and plans for KS5.
- It will help develop knowledge and skills of interest to the student.
- The student wants to continue to study the subject at Post 16 level.
- Student research shows that it will interest and motivate students. We emphasise that enjoyment of a subject should be the most important criteria for making option choices.

CAREER PLANS AND SIXTH FORM

Some students may have a clear idea about their career plans. However, there is no need to worry at this stage if they do not have a particular career in mind. It is wise to consider options for KS5 study when considering what to study in Yr 10. These all link together to put students on a trajectory for a successful future. You can find out more about St Mark's Sixth Form on our [website](#).

WHAT STUDENTS CAN DO

Making future choices can be quite daunting, but it is actually the opportunity for students to take control of their education and shape their future. Everyone needs help with decision-making. Option choices are too important to leave to chance so students need to make sure they all get the help and support needed. Students should be seeking advice, information and guidance from Parents and Carers, Subject Teachers, their coaches and their Progress Leader. Students can also speak to those in Yr 10 and 11 who made these choices over the past couple of years.

SOME USEFUL WEBSITES:

<http://www.careerpilot.org.uk/info/your-choices-at-14>
<https://icould.com/stories/choosing-your-gcse-options/>
<https://www.bbc.co.uk/bitesize/articles/zrjh92p>
[https://nationalcareersservice.direct.gov.uk/www.sciencecareerpathways.com](https://nationalcareersservice.direct.gov.uk/www/sciencecareerpathways.com)
<http://www.careersadviceforparents.org/2015/01/choosing-gcse-subjects-essential-guide.html>
<https://www.studential.com/GCSEs/choosing-your-GCSE-subject-options>
<https://www.theuniguide.co.uk/advice/gcse-choices-university/how-important-are-gcse-choices-when-it-comes-to-university>
<https://www.stmarksacademy.com/sixth-form>

“ English language is a strange paradise.
It's where fish flies and sparrow swims. ”

Vishal Yadav

EXPLORATIONS IN CREATIVE READING AND WRITING

The aim of this paper is to engage you as students in a creative text and inspire you to write creatively yourselves by:

- **In section A**, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- **In section B**, writing your own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

WRITERS' VIEWPOINTS AND PERSPECTIVES

The aim of this paper is to develop your insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage you to demonstrate your skills by:

- **In section A**, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader
- **In section B**, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A

PAPER 1 (Component 1)	PAPER 2 (Component 2)	COMPONENT 3 (Speaking and Listening)
50% of total qualification	50% of total qualification	You need to pass it but it does not contribute to the overall grade
Exam 1 hour 45 min	Exam 1 hour 45 min	-

“ *Today a reader, tomorrow a leader* ”
Margaret Fuller

PAPER 1: SHAKESPEARE AND THE 19TH CENTURY NOVEL

- **Section A** Shakespeare: You will answer one question on *Romeo and Juliet*. You will be required to write in detail about an extract from the play and then to write about the play as a whole.
- **Section B** The 19th-century novel: students will answer one question on *A Christmas Carol*. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

PAPER 2: MODERN TEXTS AND POETRY

- **Section A** Modern texts: You will answer one essay question from a choice of two on *An Inspector Calls*
- **Section B** Poetry: You will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict cluster
- **Section C** Unseen poetry: You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem

PAPER 1 (Component 1)	PAPER 2 (component 2)
40% of total qualification	60% of total qualification
Exam 1 hour 45 min	Exam 2-hour 15 min

AIMS/ INTRODUCTION OF THE COURSE:

Mathematics plays a central role in pupils' education at St Marks Academy. It is an essential skill for the pupils, teaching them good work practices, and is often of great benefit to other subjects. The pupils enjoy the rigour and discipline needed to tackle the trickier problems, and thrive under the high expectations set by the Department.

The Mathematics Department aims to have high expectations of all pupils and to differentiate effectively, so that all pupils are appropriately challenged. We wish to instil in all pupils a love and understanding of Mathematics, whatever their ability level, and to ensure they achieve their potential.

SPECIFICATION:

We follow the Pearson Edexcel GCSE (9-1) in Mathematics (1MA1) specification. The specification aims to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

THE ASSESSMENTS WILL COVER THE FOLLOWING CONTENT HEADINGS:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Two tiers are available: Foundation and Higher (content is defined for each tier). Each student is permitted to take assessments in either the Foundation tier or Higher tier

ASSESSMENT METHOD

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long. Each paper has 80 marks. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded. Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9 (grade 3 allowed).

“ *The important thing is not to stop questioning. Curiosity has its own reason for existence* ”

Albert Einstein

AIMS/ INTRODUCTION OF THE COURSE:

“Is climate change real?”, “Do vaccinations cause autism?”, “Are GM foods bad for our health?”, “What do we do if we run out of oil?”, “What is the car of the future?”, “How is the Corona Virus transmitted?”, “Can we clone human beings?”,

We live in a world that is full of theories, questions and answers, and regardless of your chosen career, a knowledge of Science will mean being able to make decisions and have opinions on issues with a full understanding of the facts. Students will get an insight into how scientists work and the exciting developments in technology due to the research carried out worldwide.

It is a government requirement that all GCSE students study Science at this level. The Science GCSE provides students with skills and knowledge to better understand the world around them.

GCSE CONTENT

BIOLOGY	CHEMISTRY	PHYSICS
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 8. Key ideas	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics (Triple only)

PATHWAYS

All students will be allocated one of two pathways based on their academic performance and teacher judgement. This pathway is subject to change and the final exam entry will not be completed until January 2023.

PATHWAY 1: GCSE TRILOGY SCIENCE (DOUBLE AWARD)

This course focuses on scientific explanations and models, and gives students an insight into how scientists develop scientific understanding of ourselves and the world we inhabit. The course enables students to study Science at A Level but is taught at a pace suitable for all abilities. The examinations consist of 6 papers of 75 minutes each. 2 papers for each of Biology, Chemistry and Physics. All 6 papers are counted equally to give a combined average mark. This will result in 2 GCSE qualifications.

BIOLOGY (2 X 16.7%)		CHEMISTRY (2 x 16.7%)		PHYSICS (2 x 16.7%)	
Paper 1	Paper 2	Paper 1	Paper 2	Paper 1	Paper 2
75 min	75 min	75 min	75 min	75 min	75 min

PATHWAY 2: GCSE TRIPLE SCIENCE

This course focuses on more advanced scientific explanations and models, and gives students a deeper insight into how scientists develop scientific understanding of ourselves and the world we inhabit. The course enables students to study Science at A Level and is taught to include the foundations of topics covered in the A Level specification. The examinations consist of 6 papers of 105 minutes each. 2 papers for each of Biology, Chemistry and Physics. This will result in 3 GCSE qualifications; Biology, Chemistry and Physics.

BIOLOGY (2 X 50%)		CHEMISTRY (2 X 50%)		PHYSICS (2 X 50%)	
Paper 1	Paper 2	Paper 1	Paper 2	Paper 1	Paper 2
105 min	105 min	105 min	105 min	105 min	105 min

WHERE NEXT?

A Level Biology, Chemistry of Physics

BTEC Applied Science or Health and Social Care.

Degrees: Medicine, Science, Dentistry, Engineering, Optometry, Environmental Science, Forensic, Veterinary Science, Radiography, Nursing, Physiotherapy

Career: Doctor, Dentist, Nurse, Food Scientist, Engineer, Researcher, Pharmacologist, Veterinarian

AIMS/ INTRODUCTION OF THE COURSE:

This course gives students the opportunity to tackle questions and make decisions on some of the biggest questions in life and belief, through discussion debate and engagement. Students will need to be able to construct a process of reasoning and reach justified conclusions based on evidence, examples and argument. Topics covered include:

PAPER 1:

- Christian Beliefs
- Christian Practices
- Islamic Beliefs
- Islamic Practices

PAPER 2

- Theme A: Relationships and Families: covering issues such as sex outside of marriage, divorce, the use of contraception and gender equality.
- Theme B: Religion and Life: covering issues such as the use and abuse of the environment, abortion, euthanasia and life after death.
- Theme C: The Existence of God and Revelation: including the difference between general and special revelation, ideas about the divine and various arguments for and against the existence of God.
- Theme E: Religion Crime and punishment: The causes of crime, the treatment of prisoners, the use of corporal punishment and the death penalty.

PAPER 1 (50%)	PAPER 2 (50%)
Christianity & Islam	Themes Paper
Exam: 1 hour 45 min	Exam: 1 hour 45 min

AIMS/ INTRODUCTION OF THE COURSE:

The French GCSE curriculum will extend each student's knowledge of a range of vocabulary and grammar concepts to allow them to use the language independently, purposefully and creatively to confidently express their own ideas and opinions. Students will also develop their cultural understanding of the world around them, focusing on French speaking countries.

We will focus equally on the four key skills (listening, reading, speaking and writing) and use authentic sources where possible to enable students to both understand and use the language successfully. We believe that our programme of study will develop confident and passionate linguists, with a desire to use their skills to communicate and explore the wider world.

GCSE CONTENT

The course in French covers five main themes:

1. Identify and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study and work
5. International and global dimensions

WHY STUDY FRENCH?

- Speak one of the most popular European languages and one of the most important for worldwide business
- Develop communication and creative skills
- Learn about a wide range of topics with links to Science, Geography, Art and Culture
- Build confidence and public speaking skills
- Improve literacy and vocabulary
- Travel easily to neighbouring France and other French-speaking countries

ASSESSMENT

100% Exam assessment in the summer of Year 11.

PAPER 1		PAPER 2		PAPER 3		PAPER 4	
Foundation	Higher	Foundation	Higher	Foundation	Higher	Foundation	Higher
35 min	45 min	8-9 min	10-12 min	45 min	1 hour	1 hour 10	1 hour 20

There is the option to be entered into Higher or Foundation level GCSE. The maximum grade achievable is a grade 9 in the Higher Tier and a grade 5 in the Foundation tier

WHERE NEXT?

A Level French

Degrees: degree in French, International Relations, French with other subjects such as Business, Economics and Law

Careers: business, interpretation, translation, opportunities for travel, journalism

Did you know? Research shows that by 2025, French will surpass German as the most spoken language in Europe!

AIMS / INTRODUCTION OF THE COURSE:

The Spanish GCSE curriculum will extend each student's knowledge of a range of vocabulary and grammar concepts to allow them to use the language independently, purposefully and creatively to confidently express their own ideas and opinions. Students will also develop their cultural understanding of the world around them, focusing on French speaking countries.

We will focus equally on the four key skills (listening, reading, speaking and writing) and use authentic sources where possible to enable students to both understand and use the language successfully. We believe that our programme of study will develop confident and passionate linguists, with a desire to use their skills to communicate and explore the wider world.

GCSE CONTENT

The course in French covers five main themes:

1. Identify and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study and work
5. International and global dimensions

WHY STUDY FRENCH?

- Speak one of the most spoken languages
- Develop communication and creative skills
- Learn about a wide range of topics with links to Science, Geography, Art and Culture
- Build confidence and public speaking skills
- Improve literacy and vocabulary
- Travel with ease to Spain and South American countries

ASSESSMENT

100% Exam assessment in the summer of Year 11.

PAPER 1		PAPER 2		PAPER 3		PAPER 4	
Foundation	Higher	Foundation	Higher	Foundation	Higher	Foundation	Higher
35 min	45 min	8-9 min	10-12 min	45 min	1 hour	1 hour 10	1 hour 20

There is the option to be entered into Higher or Foundation level GCSE. The maximum grade achievable is a grade 9 in the Higher Tier and a grade 5 in the Foundation tier

WHERE NEXT?

A Level Spanish

Degrees: degree in Spanish, International Relations, Latin American studies, Spanish with other subjects such as Business, Economics and Law





Careers: business, interpretation, translation, opportunities for travel, journalism

Did you know? There are more than 400 million native speakers of Spanish, making it second only to Chinese in terms of the most spoken languages in the world.

AIMS/ INTRODUCTION OF THE COURSE:

Studying history for GCSE at St. Mark's will mean that you continue to learn about the big ideas in our history curriculum. You will focus on explaining how history has changed the way humans live together leading to the world that we see every day.

GCSE CONTENT

Paper 1		
Thematic Study	Crime and Punishment Through Time. Historic Environment: Jack the Ripper and Whitechapel	
Paper 2		
Period Study	Superpower Relations and the Cold War (1945-1991)	
British Depth Study	Elizabeth I (1558-1588)	
Paper 3		
Modern Depth Study	Weimar and Nazi Germany	

ASSESSMENT

History GCSE contains a range of questions from short 4-mark source analysis to longer comparative essays worth 16 marks.

Paper 1	Paper 2	Paper 3
30%	40%	30%

“ *Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them.* ”

*Michael Palin CBE
Past President of the Royal Geographical Society (with I.B.G.)*

WHY STUDY GEOGRAPHY?

Geography helps you to make sense of the world around you. It is hands on, it is relevant, and it is fun. The current GCSE course is a good mix of topics such as urban issues, world development, extreme environments, rivers, and hazards to name but a few. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.

There are so many ways of learning in geography. It is very practical with opportunities to learn new skills such as modern map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork, or working outside the classroom is a really important part of geography. We will visit the River Tillingbourne in the Surrey hills and Stratford in London. Whether you go locally or get the chance to travel further away it will be a brilliant opportunity to experience some of the things you have learnt about in class, see things differently and of course have fun.

WHAT CAN YOU EXPECT FROM THE GEOGRAPHY DEPARTMENT?

Our aim to is to inspire geographers and continue to nurture a love of the subject as well as strive for exam success.

Every lesson follows the demands of the curriculum and these are taught through a variety of activities to challenge and develop students as geographers.

Over the course of the GCSE course, your child will have plenty of opportunity to develop their exam technique. These skills will be crucial for exam success.

ASSESSMENT

UNIT 1 EXAM: PHYSICAL ENVIRONMENT

Section A: The challenge of Natural Hazards

- Natural Hazards
- Tectonic Hazards
- Weather Hazards
- Climate Change

Section B: The Living World

- Ecosystems
- Tropical Rainforests
- Hot Deserts

Section C: Physical Landscapes in the UK

- UK Physical Landscapes
- Coastal Landscapes and River Landscapes

UNIT 2 EXAM: HUMAN ENVIRONMENT

Section A: Urban Issues and Challenges

- The Urban World
- Urban Change in the UK
- Sustainable Urban Development

Section B: The Changing Economic World

- The Development Gap
- Newly-Emerging Economies
- The Changing UK Economy

Section C: The Challenge of Resource Management

- Resource Management
- Food Management

UNIT 3 EXAM: GEOGRAPHICAL APPLICATION

Section A: Issue Evaluation:

You'll get some material 12 weeks before the exam. You have to analyse and interpret it, then answer the questions about a related issue in the exam.

Section B: Fieldwork

In the exam, you'll have to write about fieldwork techniques and analyse some data that you're given. You'll also have to answer questions about your own fieldwork enquiries.

ASSESSMENT

UNIT 1	UNIT 2	UNIT 3
Exam	Exam	Exam
1 hour 30 min	1 hour 30 min	1 hour 15 min

IS GEOGRAPHY THE RIGHT CHOICE FOR ME?

You must enjoy both physical and human aspects of geography.

You must be able to learn examples of geographical theory and remember a variety of facts about them.

You must be committed to learning exam technique.

You must be willing to learn new cartographical (maps) and graphical skills.

You must be focused and willing to work to the best of your ability in lessons.

AIMS / INTRODUCTION OF THE COURSE:

You will develop your drawing and painting skills as well as exploring print making, mixed media (including textiles), photography, sculpture and installation art depending on your personal interests! You will also learn how to hone your analytical skills and how to develop your ideas and your individual, artistic personality.

The majority of the work is carried out in class and is therefore informally supervised. Some work which aids the development of the submission (homework, research, gallery visits) may be completed without direct supervision. The 10-hour sustained focus is formally supervised at the end of year 10.

The Art Department has an open door policy; students are welcome to work at lunchtime and after school either independently or with help from staff.

Where possible, you will be expected to visit galleries, museums and exhibitions. There will be a school visit to an Art Gallery (London based) as part of the personal portfolio. In addition, you need to explore locations within your environment for research purposes which will assist you in the development of your individual project work.

You will need a sketch-book for each unit. We encourage/recommend that students buy a set of sketching pencils, small paint brush and if possible a set of gouache paints and/or acrylics. A set of oil pastels is also useful. Access to a camera will be necessary for research and development work.

The acquisition of a visual language and good basic drawing skills forms a desirable part of an Art course and students must be prepared to keep sketchbooks to record observations both in school and at home. You will have the opportunity to explore and experiment with different materials, methods and techniques of image making. Your ideas, the work in progress, as well as any finished pieces of work are the subject of assessment and evaluation.

ASSESSMENT

COMPONENT 1	COMPONENT 2
Controlled Assessment (Personal Portfolio)	Externally Timed Assessment
60%	40%

Controlled Tests: This is an externally set question paper. It contains a theme which you will interpret in a medium of your choice. You will have eight weeks to carry out research, make preparations and then ten hours to produce the final test piece in school, under examination conditions.



Enthusiasm, willingness to work independently and self-motivation are essential for this course. These qualities are more of a priority than ability. At least 2 hours minimum a week must be devoted to art project work as 'homework'

“ Love the art in yourself and not yourself in the art.
Remember: there are no small parts, only small actors.
Unless the theatre can ennoble you, make you a better
person, you should flee from it. ”
Konstantin Stanislavski

AIMS / INTRODUCTION OF THE COURSE:

Studying the BTEC Level 1/Level 2 Tech Award in Performing Arts qualification as part of Key Stage 4 learning will help Students to make more informed choices for further learning, either generally or in this sector. The choices that students can make post-16 will depend on their overall level of attainment and their performance in the qualification

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve
- Study of Performing Arts post-16 through the study of a technical certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the performing arts sector.

COURSE CONTENT

COMPONENT 1	COMPONENT 2	COMPONENT 3
<ol style="list-style-type: none"> 1. Creative intention and purpose. 2. Performance and non-performance roles and related responsibilities. 3. The processes, techniques and approaches used by practitioners 4. The interrelationships between constituent features within the created performance work. 	<ol style="list-style-type: none"> 5. Select a performance strand, associated style and role. 6. Discuss the requirements in terms of technical and interpretative skills. 7. Develop technical and interpretative skills. 8. Apply rehearsal skills during. 9. Performing, learn and memorise a chosen piece of repertoire. 10. Interpret and design an element of repertoires. 11. Apply technical, stylistic and interpretative skills to the workshop performance. 12. Reflect on development & application of skills& 	<p>Synoptic External Assessment. Students will be assessed on 4 Activities...</p> <ol style="list-style-type: none"> 1. Understand how to respond to a brief 2. Select and develop skills and techniques in response to a brief. 3. Apply skills and techniques in a workshop performance in response to a brief. 4. Evaluate the development process and outcome in response to a brief.

ASSESSMENT

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The development of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques
- The development and application of skills such as: practical and interpretative, rehearsal and performance, in acting, dance and/or musical theatre, through workshops and classes
- Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

There is one external assessment, component 3 that provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3: Responding to a Brief requires learners to apply performance skills and techniques in response to a brief and stimulus developing group performance workshop for a selected audience. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task/external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the total guided learning hours of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

COMPONENT 1	COMPONENT 2	COMPONENT 3
Exploring the Performing Arts	Developing Skills and Techniques in the Performing Arts	Responding to a Brief
30%	30%	60%
Written Presentations & Practical	Written Presentations & Practical	Exam 3 hours & Practical

WHERE NEXT?

Post 16: A Level Drama and Performing Art BTEC level 3 & Apprenticeship

Degrees: Drama & Theatre, Acting, A stage management degree, Film studies & Directing Degree

Careers: Teacher, Arts administrator. Arts administrators manage projects & activities in the creative sector, Barrister, Broadcast journalist, choreographer, Cinematographer, Circus performer, Copywriter & Actor

GCSE DESIGN & TECHNOLOGY RESISTANT MATERIALS & GRAPHIC DESIGN

FREE CHOICE OPTION

OCR
Oxford Cambridge and RSA

“ The UK creative industries are the envy of the world, we set the bar in excellence, innovation and entrepreneurship ”

Letter to Education Secretary from designers
including Jony Ive - Apple

INTRODUCTION OF THE COURSE

AIM: Preparing future Product Designers

You will learn how to apply design thinking and design skills to create Eco Friendly products using woods, Plastics, Papers Card and Board as well as Smart Materials and become confident with computer technology; this at the heart of Resistant Materials and Graphic Design. You will master the design process and what it means to conduct research for a client, design, test model, develop concepts with CAD and CAM and produce final models selecting appropriate tools for different materials. You will become skilled with different mediums of design and graphic illustration from pencils, pastels and magic markers by hand, computer technology such as CAD and CAM. You will learn to draw three dimensionally, design 3D computer models, prototype in wood and plastics, develop surface graphics, professional nets, present concepts, and model using paper, card and board materials. You will become experienced in taking a final concept through from rapid prototyping to final design stages. You will be inventing new and creative concepts with 3D illustrations, templates, and 3D products.

WHAT TYPES OF DESIGN PROJECTS CAN I CREATE?

You will learn the professional design skills to create innovative sustainable products that improve the lives of users.

You will be skilled in the design process and use it to design and make innovative ranges of products. Examples of Projects in Product Design in Year 10 will include: Wooden Storage, Wooden Phone holders, Lap top storage, Jewellery in Plastics, A fashion and branding project where you will make T Shirts and Packaging in Smart Materials, Lighting structures, Sustainable packaging and Moving Toys.

In Year 11, you will use Computer Aided design, modelling and problem skills to develop sustainable product. and Card & Board materials to create products. Examples of projects from the past have included: Dining solutions, Sportswear storage, Sportswear packaging, Surface Graphics, Products for brands such as Ikea such as storage and Lighting, A dining experience for an Airline and Packaging Design for cosmetics. You can also re brand existing companies to update and refresh them - from London Underground, Nike, Cadbury's or even Apple!

Product Design Skills and the real world ~ The design skills you learn train you for A Levels or a BTEC in Design and are the same skills and Design Process used by real life designers all over the world.

The Product Design knowledge I will have after this GCSE ~ Your knowledge will build on the Big ideas in Design such as EXPLORE – Research, Design – Drawing, Create – Prototyping by hand and on CAD, MAKE – using CAM technology such as a laser cutter, Printer and Vinyl Cutter and Evaluate (which is done throughout projects) testing products with Users for Function and Aesthetic Qualities.

SPECIFICATION

The GCSE D&T Qualification: This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Learners will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

8 Topics for Examined and Non-Examined sections

The content of the qualification has been divided up to identify the requirements of examined and non-exam assessment. There are eight topic areas to guide both components and give clarity, these are:

1. Identifying requirements
2. Learning from existing products and practice
3. Implications of wider issues
4. Design thinking and communication
5. Material considerations
6. Technical understanding
7. Manufacturing processes and techniques
8. Viability of design solutions.

COURSE CONTENT

50% NEA, coursework and 50% theory

COURSE STRUCTURE

YEAR 10

A series of Hands - On Projects in woods, plastics, graphics, card, board, producing moving toys, CAD – CAM and theory

YEAR 11

NEA Final Project - Designing a product for a client

GCSE DESIGN & TECHNOLOGY

FIBRES & FABRICS

TEXTILE DESIGN

FREE CHOICE OPTION

“

My clothes have a story. They have an identity. They have a character and a purpose. That is why they become classics. Because they keep on telling a story. They are still telling it.

”

Vivienne Westwood
British Fashion Designer

INTRODUCTION OF THE COURSE

AIM: Preparing future Textile Designers

You will learn the professional textile design skills to create innovative sustainable products that improve the lives of users.

WHAT IS GCSE TEXTILES?

Sustainability, Improving the lives of users, thinking about how fabrics, fashion and fabric products affect the environment and the lives of users is at the heart of textiles. You will become skilled at researching fabrics and textiles innovation, drawing design ideas on models and in 3D, using colour pencils, pastels and magic markers and using sewing machines and CAD. You will learn to design textiles products, create patterns, produce samples of stitching and textiles techniques, and model using paper and fabrics. You will be inventing new and creative textiles products, prints, fashions and accessories.

WHAT TYPES OF DESIGN PROJECTS CAN I CREATE?

You will be skilled in the design process and use it to design and make products. Examples of Projects in Textiles will use Computers and Card & Board materials to create products. Examples of projects from the past have included: Designing smart storage for the home, Domestic design – fabrics and furnishings, Fashion accessories for men, women and children, designing a Prom Dress, Designing for Seasons, Uniform design. You can also create concepts for existing companies i.e. Adidas, Burberry, Gucci or Paul Smith!

GRAPHIC DESIGN SKILLS AND THE REAL WORLD

The design skills you learn train you for A Levels or a BTEC in Design and are the same skills and Design Process used by real life designers all over the world.

GRAPHIC DESIGN KNOWLEDGE I WILL HAVE AFTER THIS COURSE

Your knowledge will build on the Big ideas in Design such as EXPLORE – Research, Design – Drawing, Create – Prototyping by hand and on CAD, MAKE – using CAM technology, Sewing Machines, Over lockers and Evaluate (which is done throughout projects) testing products with Users for Function and Aesthetic Qualities.

SPECIFICATION

The GCSE D&T Qualification: This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Learners will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

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5. Material considerations
6. Technical understanding
7. Manufacturing processes and techniques
8. Viability of design solutions.

COURSE CONTENT

50% NEA, coursework and 50% theory

COURSE STRUCTURE

YEAR 10

A series of Hands - On Projects in woods, plastics, graphics, card, board, producing moving toys, CAD – CAM and theory

YEAR 11

NEA Final Project - Designing a product for a client

INTRODUCTION OF THE COURSE

In this exciting course you will explore Music through the key skills of Listening and Appraising, Composing and Performing. Music GCSE is largely practical and you will be spending much of your time practising an instrument/ singing, writing music in the form of songs and instrumental pieces and studying music from around the world from different periods in history. You will have the opportunity to explore the works of composers and song-writers representing many different genres, from early classical music to pop music, film and gaming music. You will explore how music is composed, performed and heard, developing your understanding of key musical techniques in your own compositions and performances. The music department is equipped with a suite of computers using software programmes Cubase and Sibelius and you will learn how to use music technology to record and perform your creations!

HOW DO I KNOW GCSE MUSIC IS RIGHT FOR ME?

The BTEC music course is designed to suit everyone, from beginner-level to advanced musicians.

Above all you will need:

- A passion for music- whether this is listening to music at home, writing music and/or song lyrics, performing to friends or family, thinking about how music is used in everyday life (e.g. films, games, the media)
- A strong commitment to practising your instrument and/or singing skills- you will need to practise on your own in a school practice room or at home for at least 15 minutes, four times a week. Your music teacher will show you what to practise and you will need to be prepared to act on their feedback and take responsibility for attending your lessons
- A willingness to join a music enrichment session each week- whether you love singing, playing the keyboard, steel pans or playing in a rock-group, there will be an activity designed to suit your needs and interests
- An open-minded attitude to music of many different cultures, traditions and periods in music history. The more music you listen to, the more ideas you will have for your own compositions

Useful but not essential:

- The ability to read music to some level
- An instrument at home (there are lots of hire and schemes through our music hub- please see www.mmf.org.uk for more details)
- Experience learning and playing an instrument or singing
- Remember, you can use the time away from school to build on your skills. Any questions, please contact me on cgerald@stmarksacademy.org.uk

COMPONENTS AND ASSESSMENT

COMPONENT 1	COMPONENT 2	COMPONENT 3
Exploring Music Products and Styles	Music Skills Development	Responding to a Commercial Music Brief
Internal Assessment	Internal Assessment	External Synoptic

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification. The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level .

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the overall qualification grade.

“Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it.”
Michael Jordan

INTRODUCTION OF THE COURSE

The Sports Science and leisure industry is one of the biggest growing industries in the world. People are being trained for jobs in this area that don't even exist yet!

GCSE PE will provide you with an insight into a range of different sport, science and sociology topics. “How does the body move?”, “How does diet and nutrition effect top level performance?”, “How much of an impact does an athlete's mind really have on their performance?” “How do my heart, lungs and skeleton allow me to compete?”

Health and fitness play a big role in everybody's lives around the world. Science and medicine are changing the way athlete's and professional sports people compete at the top level. Studying Physical Education at GCSE level will provide you with a solid foundation of knowledge into the world of sports science as well as an opportunity for you to perform your sport at a high level.

COMPONENT 1	COMPONENT 2	COMPONENT 3	COMPONENT 4
1. Skeleton and muscles 2. Cardio-respiratory system 3. Anaerobic and aerobic exercise 4. Biomechanics 5. The components, principles and methods of training 6. Sports injuries	8. Sedentary lifestyles 9. Diet and Nutrition 10. Sports Psychology 11. Sport in the media 12. Commercialisation 13. Cultural issues within sport	Practical Performance Students will be assessed in 3 sports... – Team sport – Individual sport – Sport of choice	Personal Exercise Program (coursework) 6-week training program for a sport you are being assessed in.

ASSESSMENT

The course provides students with an opportunity to show off their skills practically in both team games and individual sports. It also provides students with an in-depth knowledge of the science around sports performance as well as sport within society in the 21st century.

The coursework element of the course allows students to develop, implement and evaluate their own personal training program, tailored for a sport of their choice. They are expected to personally carry out this program over a 6-week period.

Due to the nature of the course and 60% of the final grade coming from exam results, we will be liaising with the science department to establish how students are performing in their science lessons when choosing GCSE PE as an option. A high level of knowledge in Biology is essential for students wishing to take GCSE PE.

The practical element of the course requires students to be performing their sport competitively. We would expect all students choosing GCSE PE to be taking part in competitive sport either inside or outside of school, as well as regular participation at school clubs.

COMPONENT 1	COMPONENT 2	COMPONENT 3	COMPONENT 4
36%	24%	30%	10%
Exam 1 hour 45 min	Exam 1 hour 15 min	Practical	Coursework

WHERE NEXT?

Post 16: A Level Sport and PE, BTEC Sport

Degrees: Sports Science, Sports Nutrition, Sports Therapy, Physiotherapy, Sports Journalism, Sports Coaching, Sports Management

Careers: Teacher, Physiotherapist, Sports Therapist, Sports Nutritionist, Coach, Personal Trainer

DID YOU KNOW?

The Sports Science industry contributes £4Billion to the UK economy every year.

INTRODUCTION OF THE COURSE

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise is for learners who wish to acquire knowledge and skills through academic and vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise (business) idea as part of their Key Stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment. Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

WHAT DOES THE COURSE COVER

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

COURSE CONTENT AND ASSESSMENT

COMPONENT NUMBER	COMPONENT TITLE	GUIDED LEARNING HOURS	LEVEL	TECHNOLOGY IN SPORT
1	Exploring Enterprises	36	1 or 2	Coursework
2	Planning for and Pitching an Enterprise Activity	36	1 or 2	Coursework
3	Promotion and Finance for Enterprise	48	1 or 2	External Examination

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components to achieve the qualification.

COURSE CONTENT AND ASSESSMENT

Studying the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that a learner makes post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.
- Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:
- study at Level 2, post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and communication skills covered in the qualification will help them to achieve well in their post 16 studies.

INTRODUCTION OF THE COURSE

The Pearson BTEC L1/L2 Tech Award in DIT gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing, and creating user interfaces, creating dashboards to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process, and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security, and legal and ethical issues.

COURSE CONTENT & ASSESSMENT

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

Aim: how to project plan the design and development of a user interface

Assessment: internally assessed assignment (30%)

Weighting: 30 % of the total course

During Component 1, the students will:

- **Explore** user interface design and development principles
- **Investigate** how to use project planning techniques to manage a digital project
- **Discover** how to develop and review a digital user interface

Component 2: Collecting, Presenting and Interpreting Data

Aim: process and interpret data and draw conclusions

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 2, the students will:

- **Explore** how data impacts on individuals and organizations
- **Draw** conclusions and make recommendations on data intelligence
- **Develop** a dashboard using data manipulation tools

Component 3: Effective Digital Working Practices (40%) externally assessed exam

Aim: explore how organisations use digital systems and the wider implications associated with their use

Assessment: scenario-based external 1hr30 min written exam where students demonstrate their knowledge to propose digital solutions to realistic situations

Weighting: 40% of total course

To achieve this aim, the students will:

- **Explore** how modern information technology is evolving
- **Consider** legal and ethical issues in data and information sharing
- **Understand** what cyber security is and how to safeguard against

INTRODUCTION OF THE COURSE

In GCSE Citizenship Studies you will acquire and develop the knowledge and skills needed to be a truly informed, responsible and active member of society.

GCSE Citizenship aims to provide you with a deeper knowledge of democracy and government, the law, rights and responsibilities and how we live together in society. You will debate ideas, think critically, evaluate evidence, make persuasive arguments and justify your conclusions, all of which are essential skills valued by higher education and employers.

You will acquire the knowledge, understanding and skills to take responsible citizenship actions, play a positive role in public and democratic life as an informed and active citizen.

COURSE CONTENT & ASSESSMENT

<i>Active Citizenship</i>	This is where you will work either individually or within a group to investigate, research and collect information about a specific issue. Your active citizenship work will be examined in one of the final exams and will contribute 15% of the final marks . It is a chance to create your very own project that you feel passionate about!
<i>Life in Modern Britain</i>	You will learn about your identity within the UK , the reasons for migration, the UK's cultural diversity as well as the role rights and responsibilities of the media . You will also consider the UK's role within international organisations such as NATO, the UN and the Commonwealth.
<i>Rights & Responsibilities</i>	You will learn about the role and powers of the police ; how criminal and civil law courts work and different types of crime and punishment . You will also learn about human rights and international law .
<i>Politics & Participation</i>	You will learn about different types of government e.g. dictatorship and democracy, how and why it is important to vote , different types of elections , how an MP is elected and what their role requires, the role of the Prime Minister, a look at the Houses of Parliament and how you as citizens can bring about change .

"It's changed my view on the world by showing me how different and unique everyone and everything is and also shows me so much of what the world has to offer" - Current Y10 Student

"It has impacted the way I view the world because I never thought about how people have had to leave their country because it is no longer feels safe for them. Or that people are treated differently because of who they are. Now I have and it makes me realise that I am lucky." - Current Y10 Student

You will be assessed by two exams, each contributing to 50% of your final grade. The questions are a range of multiple-choice, short answers, source-based and extended answer questions

Taking GCSE Citizenship as an option can open the door to careers such as a Barrister, Solicitor, Religious Leader, Police Officer, Social Worker, Politician, Economist, Journalist, Charity Organisation and Community Worker.

If you believe that your voice matters, your opinion matters and your actions matter (which they do), and you want to make a positive difference in your community, your country and your world, then GCSE Citizenship is for you. Ultimately, Citizenship will empower you to:

"Citizenship has made me understand... that **your opinion always matters** even if others don't think so. It showed me you should work for what you... believe in" - Current Y10 Student

"Citizenship showed me that I'm **worth way more than just a person.**" - Current Y10 Student

"Citizenship has taught me to always **appreciate things in life**" - Current Y10 Student

"Citizenship has changed a lot of my views on a lot of things it's also has changed my thoughts about the world we live in" - Current Y10 Student

INTRODUCTION OF THE COURSE

Psychology is the study of the brain, mind, and behaviour. You will learn about memory, sleep and dreaming, psychological disorders, social influence, and even criminal behaviour. Studying psychology will give you a better appreciation of the human experience.

Time for change report that one in ten young people experience a mental health problem; that's three in an average classroom - so striving to improve young people's mental health knowledge is crucial.

Studying psychology will give you;

- Critical thinking skills developed by engaging with contemporary scientific research including experiments.
- Presentation skills developed by engaging in classroom debates
- An understanding of the scientific process gained through creating your own mini-research studies
- Effective new study practices by exploring the science of memory

COURSE CONTENT & ASSESSMENT

CONTENT OVERVIEW	ASSESSMENT OVERVIEW	
<ul style="list-style-type: none">– Criminal Psychology– Development– Psychological Problems– Research Methods	Studies and application in Psychology 1 90 marks Written paper	50% of total GCSE
<ul style="list-style-type: none">– Social Influence– Memory– Sleep and Dreaming– Research Methods	Studies and application in psychology 2 90 marks Written paper	50% of total GCSE

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