

PHYSICAL EDUCATION PATHWAYS

How are we structuring the 3 year course?

Students selecting to take an academic PE course will follow a curriculum designed to teach aspects covered in both the OCR Cambridge course as well as the GCSE PE course. Students will have the opportunity to experience all methods of assessment (coursework, exam, practical moderation) and will be taught in both practical and theoretical environments.

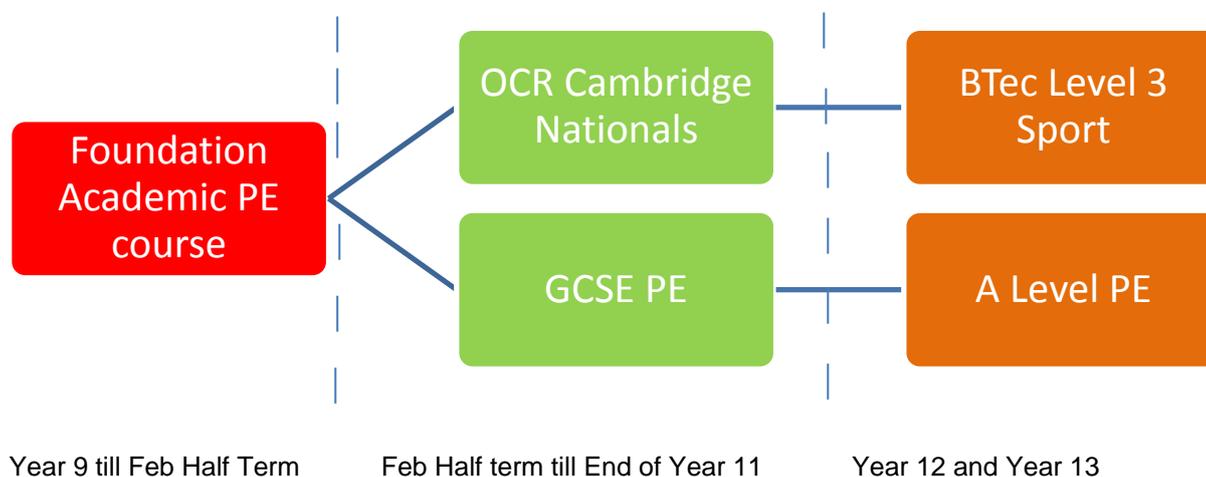
At the end of February Half term, Students will have a discussion with their teacher to identify their future learning pathway. Once this pathway is identified, they will then follow the course until they leave year 11.

Why are we structuring in this way?

We feel that in order to make the correct course choice, it is important to see them in both theoretical and practical environments. Having a foundation course for at least a term will give us vital information to inform the correct pathway for the student.

What will the Foundation course at the start of year 9 consist of?

You will cover areas covered on both courses therefore all content will be relevant to whichever pathway you choose. We will assess students in both practical activities, coursework based projects and exams. This information will allow us to make the correct pathway choice for the student.



BTEC Music Technology

Examination Board: EDEXCEL
Course Specification: Level 2 First Award in Music

What is BTEC Music Technology all about?

Music Technology is a fantastic course for those who love to be practical.

Level 2 BTEC is equivalent to 1 GCSE (A*-C grade)

It doesn't matter whether you can play an instrument, or know anything about the subject yet, as long as you are creative and willing to explore new ways of doing things.

- 75% of the final qualification is gained through the practical demonstration of skills and production of coursework, which is internally assessed.
- 25% will be externally examined through a 1 hour exam which will be taken at the end of year 10 (and can be re-taken in year 11 if needed).

Course Structure:

The course is divided into 4 units as follows:

1. The Music Industry

This unit gives learners the opportunity to explore the range of organisations in the music industry, and how they interact, as well as looking at the individual employment opportunities within some of those organisations. This is the one unit that is externally assessed, by Edexcel, through a 1 hour exam.

2. Introducing Music Sequencing

During this unit students will develop the skills of using music production software packages, building towards producing a portfolio of music on Cubase.

3. Introducing Music Recording

Students learn to use microphones, mixing desks and related recording equipment to produce high-quality recordings of several pieces of music in our state of the art studio. Then they learn about mixing and mastering.

4. Managing a Music Product

This is a unit that enables students to work together in teams, to plan, develop and promote a musical product, such as an Online Music Channel, CD Album or a Live Event.

3 Year Curriculum

Year 1 – Student will complete a foundation year developing practical skills using the recording studio, microphones and editing software. Working as a team they will produce an album and run a live event.

Year 2 – Unit 1 'The Music Industry' (exam prep and exam) & Unit 2 'Music Sequencing'

Year 3 – Unit 3 'Music Recording' and Unit 4 'Manage a Product'

What could I do next with BTEC Music Technology?

The Music Industry is a very wide field, encompassing an enormous number of different career paths, most of which are not that of the performing musician. Roles such as Producer, Studio Engineer, Studio Assistant, Arranger, Media Composer, DJ etc. all directly require the skills developed in Music Technology.

Other fields in creative subjects benefit from the skills developed during BTEC Music Technology and many Scientists find the course beneficial to their understanding of the physics of sound and acoustics.

However, the organisation and attention to detail that you will develop will stand you in good stead for almost anything; it really is a very versatile subject!

Cambridge Nationals Sports Studies Level 1/2

Examination Board: OCR
Course Specification: J803/J813

What is Cambridge Nationals Sports Studies all about?

You should choose Sports Studies if you love being active and want to find out more about how to improve your performance.

Course Structure:

This course is divided into three sections:

- Written coursework
- Practical coursework
- Theoretical Examination

Within the practical component, students choose 2 sports (one individual sport and one team sport) from a wide range of activities. They are assessed on their performance ability in each area and these marks are put forward to their final grade. The practical assessment is worth 25% of the final mark.

Due to the course comprising of 25% practical assessment students are expected to participate in at least 2 extra-curricular sporting activities across the two year course in order to ensure they meet the standard required for an acceptable practical mark and consequent Cambridge National grade.

Within the written coursework aspect you will study the following units:

- Sport and the Media
- Sport Leadership

This will comprise of written coursework that will be completed predominantly through the use of IT. You will have the chance to discover how media affects sport and participation levels within sport. You will also have the chance to develop your leadership skills within sport. This will include officiating and coaching.

Within the theoretical aspect you will study the following unit:

- Contemporary issue in sport

How will I be assessed?

25% practical coursework, 50% written coursework and 25% theoretical examination. The course looks in depth at current issues within sport. You will need to have an interest in sport within society and be able to use your own examples to illustrate your written work.

What could I do next with Cambridge Nationals Sports Studies?

- BTEC Level 3 in Sport
- Physiotherapist
- Referee/Umpire
- Sports Manager
- Sports Medic
- Sport/Fitness instructor
- Dietician/Nutritionist
- Coach/Trainer
- Teacher

Year 9 Art & Design- Foundation Course **Year 10 Opt for GCSE in Art & Design or Graphic Communication**

Year 9 Art & Design

Throughout Year 9 you will work on a range of projects that will develop your experience and understanding of art and design, including use of technology and software. You will follow a course which will focus on developing skills in art and design and graphic design, including learning how to use Adobe Photoshop. You will then decide which of the 2 courses to opt for- GCSE Art and Design or GCSE Graphic Communication

The year 9 course is designed to help you:

- Use a range of primary and secondary sources to develop ideas
- Understand how artists and designers use visual language and formal elements in their work
- Explore and understand the properties of a range of art and design materials
- Select, use and apply a range of 2D and 3D techniques, processes, media and material in your art and design work
- Develop personal responses to artistic themes and design briefs
- Understand how artists and designers work in the creative sector

Course Structure

Project 1

A broad practical course which covers the formal elements, developing your understanding of drawing, painting, digital work and photography. As the project progresses, you will start to work more independently, learning how to structure a project in preparation for the GCSE course starting in September of Year 10.

Project 2

You will receive a set of starting points taken from a GCSE Art & Design / Graphic Design paper that you can choose from. You will design your own mini-project. This will enable you to start to focus more on the area of study you have chosen for Year 10.

How will I be assessed?

Your work is assessed regularly by your teacher using the SWANS feedback method. You will also be involved in the assessment of your work so that you have a clear understanding of the assessment criteria. Work will be marked using 1-9 system to help familiarise you with the GCSE assessment method and enable you to see where you are in relation to your target grade.

What could I do next with GCSE Art & Design?

At Sandbach School, you could progress to A Level, or to the Cambridge Technical in Creative Media. Art and Design can be the starting point for a diverse range of careers in the creative industries. Very often, studying art and design is not about going on to become a practicing artist, but more about developing your creativity and skills to open up many other creative opportunities.

GCSE Business

Examination Board: Edexcel
Course Specification: QN 601/1239/6

What is GCSE Business all about?

If you enjoy:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through research and investigation, as well as through practical tasks.

Then GCSE Business Studies is the right subject for you.

Course Content:

By following the course students will be able

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data
- The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business
- the competitive environment and the impact of risk and reward on business activity
- the purpose of planning business activity, including the role and importance of a business plan
- the factors influencing business location, including proximity to market, labour and materials
- the types of business ownership, including business start-ups and the concept of limited liability
- business aims and objectives, how and why they differ between businesses, and how and why they change as businesses evolve
- methods of business growth, including organic and external growth
- business stakeholders, including owners, employees and customers; their different objectives, how they are affected by business activity and how they affect business
- the interdependent nature of business operations, finance, marketing and human resources within a business context

How will I be assessed?

Theme 1 – Investigating a small business	Theme 2 –Building a Business
Theme 1 is assessed by a 1 hour 30 minute written exam consisting of calculations, multiple choice, short answer and extended writing questions. Business contexts will be given within the paper,	Theme 2 is assessed by a 1 hour 30 minute written exam consisting of calculations, multiple choice, short answer and extended writing questions. Business contexts will be given in the paper.

Year 8 Options 2018



What could I do next with GCSE Business Studies?

GCSE Business Studies can help you to prepare for further and higher education such as AS/A2 Levels and BTEC and NVQ courses. You will become skilled in:

- Making decisions
- Being creative
- Solving problems
- Understanding finance
- Dealing with data
- Communicating
- Working as part of team.

A GCSE Business course could lead to work in a business-related profession such as accountancy, law, marketing, management or the leisure and tourism industry. It may also help to give you direction with regard to future career choices as you will gain an insight into how organisations are managed, and the different types of departments within them.

GCSE Computer Science

Examination Board: OCR
Course Specification: J276

What is GCSE Computer Science all about?

This course is for pupils who want to explore how computers work, develop computational thinking and learn programming skills. It is specifically designed for those pupils who want a career in IT and is the entry point for job roles such as software developer, web developer, systems analyst and many more. It is a challenging course and pupils should have confidence in their maths ability and problem solving skills if they want to apply.

Course Structure:

Component 01 – Computer Systems

Assessed by: Written paper 90 minutes. The exam includes knowledge based questions both short and long. This is worth 50% of the overall GCSE grade.

In this unit pupils will learn a range of computer science theory including systems architecture; memory; storage; wired and wireless networks; network topologies, protocols and layers; system security; system software; and legal, ethical and environmental concerns.

Component 02 – Computational Thinking, Algorithms and Programming

Assessed by: Written paper 90 minutes long. The exam paper is made up of a variety of questions that mainly focus on problem solving and applying computational thinking. This is worth 50% of the overall GCSE grade.

In this unit pupils will learn a range of programming skills including: algorithms; programming techniques; producing robust programs; computational logic; translators and facilities of languages; and data representation.

Component 03 – Programming Project

This is a practical project that is completed in school and involves learners coding a computer system based on a brief provided by the exam board. Learners will be expected to showcase their skills at: programming techniques; analysis; design; development; testing; evaluation and forming conclusions.

The practical skills learned in this unit will be assessed as part of the two exams above.

What will I be studying each year?

- In Year 9 you will study programming skills in web development, a high-level programming language and application design.
- In Year 10 you will study most of the theory aspect of the course and sharpen your programming skills.
- In Year 11 you will finalise the theory knowledge and complete the Programming Project.

What could I do next with GCSE Computer Science?

Any Level 3 IT course accepts the qualification and it leads particularly well into A Level Computer Science also offered at this school. The robust skills taught are useful in many other areas of study.

GCSE Design and Technology

Examination Board: AQA
Course Specification: not known

What is GCSE Design and Technology all about?

Teaching and Learning in GCSE Design and Technology is dynamic, varied and enjoyable allowing all pupils to achieve. Emphasis is placed on pupil development and a willingness to work independently and as part of a team is crucial. As well as problem solving, pupils will need to be creative and prepared to participate fully in all lessons and develop their interpersonal skills and subject knowledge in a variety of areas including CAD/CAM, materials and properties.

Course Structure:

This course requires pupils to use their imagination and creative skills to design and make a range of products suitable for human use. A variety of commercial products will be made using a range of woods, metals, plastics and compliant materials. Pupils will develop CAD/CAM skills as well as improving their hand skills and learning about design influences and sustainability.

An understanding of how products are designed, developed and manufactured will lead to pupils being able to produce products to the highest possible standards.

In Year 9 and 10 pupils will analyse designers, themes or architects buildings and use one of these as their inspiration to base their design of a clock on. They will then research, plan and develop an idea and produce a prototype before manufacturing their design to a fully working product. This project focuses on pupils' knowledge and understanding of Design and Technology and will provide pupils with an understanding of the Design Process to help them with their final project. A design portfolio will be produced alongside the development of practical skills and subject knowledge.

How will I be assessed?

Towards the end of Year 10 pupils will begin their Controlled Assessment. This is worth 50% of their final grade and is a design and make activity from a theme set by the exam board. Pupils often develop products taking influence from existing products and should design their product with a particular target market or client in mind.

Pupils are also required to complete one 2 hour examination (worth the remaining 50%), with time spent on developing exam technique and differentiation for all abilities.

What could I do next with GCSE Design and Technology?

This course is designed to attract pupils predicted Grades A*-C at GCSE and can lead onto pupils studying Product Design at A Level, as well as leading to College courses such as Engineering, Mechanics, Plumbing, Brick Laying, Electrical Services, etc.

GCSE Drama **Examination Board: WJEC**

What is GCSE Drama all about?

GCSE Drama is a subject which offers a huge scope to develop you as a person. It is a practical subject which allows you to develop your skills in creativity and imagination. You will explore different set texts, styles of performance and theatre practitioners. You will develop your skills in voice, movement, communication and group rapport. It is a subject which develops your self-confidence, your ability to work in a team and meet deadlines. It is a subject which develops your leadership skills and your ability to work under pressure. You will learn how playwrights have studied society, human nature and politics.

Year 9

Students will be exposed to a variety of practitioners and theatrical styles in preparation for their formal assessments which begin in year 10. There will be workshops on Stanislavski, Artaud and Brecht which will allow students to develop their performance skills and knowledge of Drama theory. They will also develop skills in devising theatre which will be modelled on Component 1 of the course. They will explore elements of technical theatre including lighting, set design and costume as well as developing their writing skills in preparation for Year 10. Workshops will be challenging, fun and engaging and will have a practical focus in their delivery.

Course Structure and Assessment:

Component 1: Devising Theatre

Non-exam assessment: internally assessed, externally moderated, 40% of qualification

Students will be assessed on **either** acting **or** design.

Students participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus set by WJEC. Students must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2: Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner 20% of qualification

Students will be assessed on **either** acting **or** design.

Students study **two** extracts from the **same** performance text chosen by the centre.

Students participate in **one** performance using sections of text from **both** extracts.

Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes 40% of qualification

Section A: Set Text

A series of questions on **one** set text from a choice of five:

1. ***The Tempest***, William Shakespeare
2. ***The Caucasian Chalk Circle***, Bertolt Brecht
3. ***Hard to Swallow***, Mark Wheeler
4. ***War Horse***, Michael Morpurgo, adapted by Nick Stafford
5. ***DNA***, Dennis Kelly.

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

What could I do next with GCSE Drama?

Students take GCSE Drama for a variety of reasons. Many are interested in performing arts and want to develop their skills to a high standard. We are very proud of a proven track record of students who work professionally in theatre and television. Most students who take the course realise it offers them something different on their CV. It is a course which develops a broad range of skills that employers look for. We not only offer a strong practical course but also numerous extra curricular plays and projects which enhance any personal statement. After GCSE Drama, students can choose to take A Level Theatre Studies if they enjoy the course and want to pursue it further. The Creative Industries in this country are worth £71 billion pounds to the economy and employ over 2.8 million people so there are plenty of job opportunities for people who have a Drama qualification on their CV.

GCSE English Language

Examination Board: AQA
Course Specification: 8700

What is GCSE English Language all about?

GCSE English Language will develop your reading and writing skills. You will read a range of texts written between the 19th century to the 21st century and covering a range of themes and genres. You will develop your writing so that you can write in a range of different styles and purposes as well as for different audiences.

Course Structure:

You will study a range of extracts from texts on different topics and themes to develop your knowledge about how writers use language and structure to influence and interest their audiences. These extracts will be from both fiction and non-fiction texts written from 1800 to the present day.

You will have the opportunity develop your creative writing in a wide range of styles for a range of different purposes and audiences. You will build upon the techniques you already know from Year 8 so that you are able to express your views in a way that will achieve the maximum amount of impact on your audience.

How will I be assessed?

There are two written examinations for English Language, there are no tiers of entry for this subject. At the end of the three year course, candidates will be awarded a grade from 1 to 9. Grade 9 is highest grade.

Paper 1

Explorations in creative reading and writing: 1 hour 45 min exam. 80 marks. 50% of GCSE.

- Section A Reading (40 marks 25% of GCSE) 4 questions about extracts you have read.
Section B Writing (descriptive or narrative) (40 marks 25% of GCSE) 1 extended creative answer.

Paper 2

Writers' viewpoints and perspectives: 1 hour 45 mins exam. 80 marks. 50% of GCSE.

- Section A Reading (40 marks 25% of GCSE) 4 questions about a fiction extract and literary non-fiction extract you have read.
Section B Writing – writing to present a viewpoint (40 marks 25% of GCSE) 1 extended creative answer.

Spoken Language – will also be tested by your teacher. For this element of your course you will receive a Spoken Language endorsement which will not count towards your GCSE grade. For this element of the course you will be assessed on how you present, respond to questions/feedback and your use of standard English.

What could I do next with GCSE English Language?

This GCSE will open the door to a wide variety of sixth form or college courses. In the sixth form at Sandbach School we offer A Level English Language and English Literature that this course will prepare you for.

GCSE English Literature

Examination Board: AQA
Course Specification: 8702

What is GCSE English Literature all about?

GCSE English Literature will develop your reading and analysis skills. You will read a variety of texts by many different authors from different time periods.

Course Structure:

You will study a wide range of texts including “Romeo and Juliet” by William Shakespeare, “The Sign of Four” by Sir Arthur Conan Doyle and “An Inspector Calls” by J.B. Priestley. You will also study a collection of poetry on the theme of “Power and Conflict” and learn how to analyse “unseen” poems.

How will I be assessed?

There are two written examinations for English Literature. There are no tiers of entry for this subject. At the end of the two year course, candidates will be awarded a grade from 1 to 9. Grade 9 is highest grade.

Paper 1

Shakespeare and the 19th century novel: 1 hour 45 min exam. 64 marks 40% of GCSE

Section A Shakespeare: one question on “Romeo and Juliet”.
Section B The 19th-century novel: one question on “The Sign of Four” by Sir Arthur Conan Doyle.

Paper 2

Modern texts and poetry: 2 hour 15 min exam. 96 marks. 60% of GCSE

Section A Modern texts: one essay question on “An Inspector Calls” by JB Priestley.
Section B Poetry: compare two poems on the theme of “power and conflict.”
Section C Unseen poetry: Analyse an unseen poem and compare it to another unseen poem.

What could I do next with GCSE English Literature?

This GCSE will open the door to a wide variety of sixth form or college courses. In the sixth form at Sandbach School we offer A Level English Language and English Literature that this course will prepare you for.

GCSE Food & Nutrition

Examination Board: WJEC

What is GCSE Catering all about?

GCSE specifications in food preparation and nutrition must equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. They should encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Course Structure:

In studying food preparation and nutrition, students must:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

How will I be assessed?

The assessment involves the production of numerous food dishes which are assessed for their level of skill and suitability by teacher observation and external examination. The practical assessment tasks are further supported by a small portfolio of research, planning and evaluation presented as an A4 folder of work. The controlled assessment (practical and supporting folder) is worth 50% of the final mark. The remaining 50% is gained through an examination paper assessment.

What could I do next with GCSE Food & Nutrition?

Food & Nutrition is a subject which can be used throughout your adult life whether you choose to use it as a career path or not. Following the successful completion of GCSE Food & Nutrition, students could continue their training by opting for Level 2 or level 3 BTEC in Hospitality and Catering at College or Sixth Form. This helps to build on what they have learnt and is a stepping stone to a Catering apprenticeship or work-based training which can help you to specialise in a particular area of expertise or in general Hospitality and Catering. Many students secure a part-time job in a local restaurant to help build on the skills they have already learnt which can lead to full-time employment when the course has finished.

GCSE GEOGRAPHY

Examination Board: Edexcel B
Course Specification: 1GB0

What is GCSE Geography all about?

Studying geography will help you understand the world's people, places and environments from the local to the global scales. The skills and knowledge you gain from geography are relevant to almost all jobs & workplaces.

Geography 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. Issues such as climate change, sustainable development, migration, environmental threats and social inequality.

With a Geography GCSE you will be able to:

- ✓ Gain subject knowledge that is highly relevant to the challenges facing society and the environment today.
- ✓ Develop transferable skills including statistical analysis, analytical and research skills, critical analysis, ability to judge evidence and work across the social and natural sciences.
- ✓ Collect, understand and interpret complex data and communicate it to a variety of audiences.
- ✓ Tackle problems and examine big issues at a variety of scales and from different perspectives.
- ✓ Work in a team, through field research to develop your interest in how the world works.

Course Structure

- ✓ We follow the new Edexcel B GCSE (9-1) specification which encompasses a wide range of contemporary themes and issues, so students can understand the world around us and what could impact its future.
- ✓ This exciting and relevant course offers an issues-based approach with content organised by UK and global geography. It also includes a decision-making paper, which allows students to investigate people-environment issues on a global scale.
- ✓ **Fieldwork** is an essential aspect of geography to consolidate and extend geographical understanding. There will be two UK fieldtrips (River Dane & Manchester) that will form 15% of the GCSE.

Component	Global Geographical Issues	UK Geographical Issues	People and Environment Issues Making Geographical Decisions
Content overview	<p>Hazardous Earth</p> <ul style="list-style-type: none"> • Studies of tropical storms and tectonic hazards. <p>Development dynamics</p> <ul style="list-style-type: none"> • A study of an emerging country (India). <p>Challenges of an urbanising world</p> <ul style="list-style-type: none"> • A study of a mega city in an emerging country (Mumbai). 	<p>The UK's evolving physical landscape</p> <ul style="list-style-type: none"> • 2 studies of coastal and river landscapes and issues. • Fieldwork investigation: River Dane. <p>The UK's evolving human landscape</p> <ul style="list-style-type: none"> • Study of a dynamic UK city (Birmingham). • Fieldwork investigation: Manchester (Salford). 	<p>People and the biosphere</p> <p>Forests under threat</p> <p>Consuming energy resources</p> <ul style="list-style-type: none"> • All three topics will form the basis of a decision-making exercise where students draw together understanding and skills from the whole course.
Assessment overview	<p>✓ 37.5% (94 marks)</p> <p>⌚ 1 hour 30 minutes</p>	<p>✓ 37.5% (94 marks)</p> <p>⌚ 1 hour 30 minutes</p>	<p>✓ 25% (94 marks)</p> <p>⌚ 1 hour 30 minutes</p>

What could I do next with GCSE Geography?

Geographers are employed in a wide range of sectors, including the public sector, education, commerce, industry, transport and tourism. It is a myth that geographers can only do certain types of jobs. Geography students have excellent transferable skills, which also attract employers from the business, law and finance sectors.

Employers include: Meteorologist; geologist; mineral surveyor; oceanographer; Ordnance Survey; environmental consultant; ranger; forestry; National Trust; charity worker; urban development; local council; radio and television broadcaster; reporter; aviation & air traffic control; Police Service; Ministry of Defence; Royal Navy; RAF; airplane pilot; lawyer; politician; investment banker; estate agent. There are a wealth of jobs spanning almost all sectors.

GCSE History

Examination Board: Edexcel
Course Specification: 1HI0

What is GCSE History all about?

This new GCSE in History will offer students an in-depth look into many key events in history across a broad and exciting time span. Encompassing a wide range of themes, historical events and eras, students can understand the past and its impact on the world around us as well as developing the valuable skills of analysis, reasoning, debating and evaluation.

With a History GCSE you will be able to:

- Be analytical and critical when considering information presented to you;
- Make good decisions based on the evidence presented;
- Learn the arts of debate and expressing a clear personal point of view – invaluable skills at job or university interviews.
- Develop your use of evidence and ability to investigate key events and themes from the past up to the present.

Course Structure:

Unit 1: Crime and punishment in Britain, c1000–2016 (20%)
Whitechapel, c1870–c1900: crime, policing and the inner city. (10%)

Unit 2: Early Elizabethan England, 1558–88. (20%)

Unit 3: The American West, c1835–c1895 (20%)

Unit 4: Weimar and Nazi Germany, 1918–39 (30%)

How will I be assessed?

All units are assessed via three exam papers at the end of Year 11:

Paper 1 – Unit 1 30% weighting 1 hour 15 minutes

Paper 2 – Unit 2 and 3; 40% weighting; 1 hour 45 minutes

Paper 3 – Unit 4; 30% weighting; 1 hour and 20 minutes

Examination

- There will be a variety of questions in the examination papers. Some will be knowledge based and others will be how you use sources.
- Many of the questions will be developing structures that students have already learnt in the new Year 8 assessment styles such as:
 - Describe the key features of...
 - Explain why...
 - Explain what the most important...
 - How far do you agree with the view that...

What could I do next with GCSE History?

“Historians are regarded as having had an education that trains their minds to assemble, organise and present facts and opinions and this is a very useful quality in many walks of life and careers... History is an excellent preparation for many jobs.” Which? Report on Careers

Employers want people who are: independent thinkers; open-minded; disciplined; good at problem solving; able to pick out the essential from the trivial.

Historians develop skills that enable them to pursue careers in:

Journalism and Writing, Business, Broadcasting, Media, Management, Law, Politics, Medicine.

For more information click on <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html> or speak to Mrs Hall.

GCSE Mathematics

Examination Board: OCR
Course Specification: J560

What is GCSE Mathematics all about?

The qualification is designed to develop the broader mathematical skills of problem solving, reasoning and generalising. There will be opportunities for pupils not only to study traditional mathematical topics like Number, Geometry and Statistics but also how to use them in everyday life.

The course encourages learners to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society. It also provides a strong mathematical foundation for learners who go on to study mathematics at a higher level, post-16.

Course Structure:

The course is allocated 8 periods every 2 weeks in Year 9, Year 10 and Year 11.

Details of course components:

You will study a wide range of topics from the four key areas of Mathematics of Number, Algebra, Shape and Statistics.

How will I be assessed?

The GCSE assessment is based in three written examinations in May/June of Year 11.

Foundation Tier

Grades 5 to 1*

3 x 1 hour 30 minute exam papers (two calculator and one non calculator)

Higher Tier

Grades 9 to 4*

3 x 1 hour 30 minute exam papers (two calculator and one non calculator)

* See separate document re the changes to the grading system nationally for Maths and English.

Grade 9 is highest grade, grade 7 equates to current A, Grade 5 to current C.

What could I do next with GCSE Mathematics?

You could study Mathematics or Further Mathematics at A Level or the Level 3 course, Core Maths. This is very useful as many universities and employers prefer applications from students who have studied Mathematics beyond GCSE.

Mathematics GCSE is highly valuable in the workplace, opening up opportunities for many different career paths such as architecture, banking and finance, business consultancy, engineering, game design, health and medicine, IT and computer science, psychology, science, teaching and many more.

This Maths course also encourages the development of characteristics valued by employers such as the ability to speculate and make decisions, work effectively with others, explain and prove ideas, communicate clearly, interpret, reflect on and solve problems.

GCSE Media Studies

Examination Board: AQA. Course Specification: 8572

What is GCSE Media Studies all about?

GCSE Media Studies will develop your media 'reading' and analysis skills as well as developing your practical media production skills. You will study a variety of texts across a variety of platforms including film, television, newspapers, advertising, music videos, video games and social media sites.

Course Structure:

You will have 5 lessons of Media Studies over a two week cycle.

You will study a wide range of texts in depth as specified by the exam board. Past examples include 'Lara Croft Go' video game, 'Class' TV series, Doctor Who, Zoella (online vlogger and blogger), The Daily Mirror, 'Galaxy' TV advert, print advertisements from the 1950s, 'Dr Strange' film, Arctic Monkeys' music video

How will I be assessed?

There are two written examinations for Media Studies worth a combined 70% of the GCSE. There is also a coursework element which is worth 30% of the GCSE overall. There are no tiers of entry for this subject. At the end of the three year course, candidates will be awarded a grade from 1 to 9. Grade 9 is highest grade. Candidates will sit both of the examinations in the summer of Year 11.

Paper 1 - 1 hour 30 min exam. 84 marks. 35% of GCSE.

Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms: magazines, advertising and marketing, newspapers, online, social and participatory media and video games.

Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms: radio, music video, newspapers, online, social and participatory media and video games, film (industries only).

Questions

- A range of questions relating to an unseen source and Close Study Products.
- An extended response question (20 marks).

Paper 2 - 1 hour 30 min exam. 84 marks. 35% of GCSE.

Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.

Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

Questions

- Short, medium and extended response questions assessing depth of knowledge and understanding of the course.

Non-exam Assessment (coursework) Creating a Media Product 60 marks. 30% of GCSE.

- Application of knowledge and understanding of the theoretical framework.
- Ability to create media products.

Students produce:

- a statement of intent
- a media product for an intended audience following a set brief.

What could I do next with GCSE Media Studies?

This GCSE will open the door to a wide variety of sixth form or college courses. In the sixth form at Sandbach School we offer A Level Media Studies and the Level 3 diploma Creative Media that this course will prepare you for. It is a great choice for people considering a career in the media, advertising and marketing.

GCSE Modern Foreign Languages **French, German or Spanish**

Examination Board: AQA

What is a GCSE in French, German or Spanish all about?

There has never been a more important time to consider choosing a Modern Foreign Language as a GCSE option. You may be forgiven for thinking that learning a language is just about speaking some French, German or Spanish. However, this is a common misconception, as learning a language at GCSE equips you with so much more. What? I hear you ask! Well, transferable skills, such as developing a variety of communication strategies (listening, speaking, reading and writing skills), confidence building, expressing yourself through a variety of media, the ability to argue an opinion or point of view, as well as developing an understanding of rules and patterns, which at the same time enhances the understanding of your own language. All of these attributes are what employers and sixth forms/universities are actively seeking.

Course Structure:

This exciting and engaging syllabus studies a variety of contemporary topics (outlined below). All of the themes covered are relevant to you and your life and are taught through various technologies and formats, such as video clips, electronic recordings as well as group work and pair work, which will develop skills for life alongside the command of the language.

The context for learning the language is organised under **three broad themes:**

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

During the GCSE course there will also be the opportunity to visit the countries where the language is spoken, in order to experience first-hand how rewarding speaking and communicating in a Modern Foreign Language is.

How will I be assessed?

At the end of the two year course you will be assessed in all four skills; Speaking, Listening, Reading and Writing. Each skill counts for 25% of your final mark.

Speaking-In this examination you will be required to do a roleplay, discuss a photo- card and also engage in a conversation with your teacher.

Listening & Reading. These components require learners to respond to a range of questions in English and also in the foreign language. Question types will include multiple choice with non-verbal and written responses; gap-fill one word answers and selecting correct/false statements.

Writing-For this examination you will need to produce a short text, an extended piece of writing such as an email, letter or promotional material and a translation exercise.

What could I do next with a GCSE in French, German or Spanish?

The sky is the limit with a GCSE in French, German or Spanish. It can lead to a career in Business, Law, Economics, Science, the list truly is endless. Employers and Sixth forms are impressed with a GCSE in a language, as it is something that makes a candidate stand out. There is also the possibility to continue with French and German at A-Level in our Sixth Form, to develop your passion for language learning even further at Key Stage 5.

Speak to any of the staff in the MFL Department should you have any further questions.

GCSE Music

Examination Board: AQA
Course Specification: 8271

What is GCSE Music all about?

GCSE Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. This specification is relevant and contemporary which also offers the chance to study a wider range of musical genres, with more opportunities for practical learning. A passion for performing on your instrument should be the reason for taking GCSE music. Students must be able to have instrumental lessons on their instrument during the GCSE course. Each student has different learning styles and musical tastes and this qualification will allow students of all abilities and backgrounds to enjoy. The ability to read standard notation is not essential at the start of the course but students will be expected to read music by Year 11 due to the 40% weighting of the exam.

Course Structure:

Component 1: Understanding Music 40%

Students complete a written paper with listening exercises using excerpts of music. The paper is 1hr 30 minutes and there are two sections in the paper. Section A contains listening questions only and Section B contains contextual understanding questions.

Component 2: Performing Music 30%

Students give two performances on their instrument: one individually and one as an ensemble. There will be opportunities to use performances as a basis for workshops.

Component 3: Composing Music 30%

Students compose two compositions:

Composition 1: Composition to a brief set by the Exam Board (36 marks)

Composition 2: Free composition (36 marks)

How will I be assessed?

- Component 1 is an external exam which lasts 1 hour 30 minutes and is worth 40% of the GCSE Music Exam.
- Component 2 is internally assessed and is worth 30% of the GCSE Music Exam.
- Component 3 is internally assessed and worth 30% of the GCSE Music Exam.

The 3 Year GCSE

Year 1 – Students will complete a foundation year in the subject developing musical skills as a group and bridging any gaps in knowledge that students may have. It will involve practical lessons exploring different musical styles and learning how to compose using their specific musical features. Students will also develop analytical skills through extending their theoretical knowledge and applying it to studying set works. It will be expected that students are regularly practising their instrument at home.

Year 2 – Students will start the analysis of the set works as prescribed by the exam board and complete their first composition. They will complete a number of solo performances throughout the year to show their progress in musical performance.

Year 3 – Students will complete the analysis of the remaining set works and apply their knowledge to exam style questions in preparation for the examination in May/June. They will also complete their second and final composition and perform their solo and ensemble pieces for assessment in March 2018.

What could I do next with GCSE Music?

Music beyond the classroom is a very diverse field and there are many pathways you can follow. GCSE Music offers a solid foundation for progression to other music studies, including A-level Music, and often to a music-related career. Our course provides the opportunity for students to develop valuable transferable skills such as self-confidence, concentration, creativity, evaluation and team work

GCSE Photography

Examination Board: **EDUQAS**

Course Specification: **Art & Design : Photography**

What is GCSE Photography all about?

Studying Photography will allow you to develop critical and practical skills, that will enable you to gain an understanding of a range of different areas of visual arts and design. The subject develops skills in analysing images as well as technical skills. Creativity and independent thinking are also encouraged – These skills and knowledge are highly valuable in a wide range of Creative Industries and future careers.

Photography is a highly creative and personal subject, it allows you to express your own intentions and ideas through exciting projects. You will work with others and on your own, learning how to plan and run photography shoots and use professional equipment to produce final images.

With a Photography GCSE you will be able to:

Create images by recording light-sensitive materials such as photographic film or through digital processes. Students studying photography GCSE will be able to develop knowledge, skills and understanding in the following areas:

- Documentary photography
- Photo-journalism
- Studio photography
- Location photography
- Experimental imagery
- Installation
- Moving image: film, video and animation.

Course Structure:

- ✓ We follow the new Eduqas GCSE (9-1) specification that allows students to explore relevant images, artifacts and resources and use them as an integral part of their work. Visits to locations and galleries are used to explore possibilities and develop ideas.
- ✓ Creating their Portfolio, provides opportunities for students to explore and cultivate important skills, knowledge and understanding through a variety of experiences.
- ✓ Work is carried out in the Art department's computer suite to edit images. Images are shot using professional lighting and equipment in school as well as on location.
- ✓ Students can use Photography as part of a portfolio for applications to higher education Art Courses, or Media courses or an introduction to the Creative Industries.

Component	Unit 1: Candidate Portfolio	Unit 2: Externally Set Assignment
Content overview	<p>Skill Development:</p> <ul style="list-style-type: none"> • Initial teacher led workshops to develop a visual understanding, and a range of skills in photography processes and techniques. <p>Personal Investigation:</p> <ul style="list-style-type: none"> • Students continue to build a personal portfolio considering two areas of photography. • They will carry out focused research around a chosen topic or theme. This may include resources such as the local environment, gallery visits or professional workshops. 	<p>Preparatory Period:</p> <ul style="list-style-type: none"> • The Externally Set Assignment will be set by EDUQAS, internally assessed by the teacher then externally moderated. <p>10 Hours Sustained Work:</p> <ul style="list-style-type: none"> • The resolution of the student's final ideas from the chosen starting point must be completed during the designated 10 hours of sustained focus work.
Unit Assessment	<ul style="list-style-type: none"> ✓ 60% (120 marks) ⌚ Coursework project 	<ul style="list-style-type: none"> ✓ 40% (80 marks) ⌚ Coursework project & 10 hours sustained work (Exam Days)

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What could I do next with GCSE Photography?



The UK has a vibrant creative economy which covers sectors such as fashion, music, architecture, publishing and gaming.

Photography qualifications open up a wide range of options, particularly within these Creative Industries. Some examples include: Graphic Designer; Press Photographer; Television camera operator; Advertising Art Director; Digital Marketer; Film / Video Editor and Web content manager.

Studying Photography also develops transferable skills such as creativity, independent thinking and social and cultural understanding these are highly valued in a variety of employment sectors.

For more information visit <http://www.eduqas.co.uk/qualifications/art-and-design/gcse/>
Any questions please contact Miss Donohue via email adonohue@sandbachschool.org

GCSE PHYSICAL EDUCATION

Examination Board: OCR
Course Specification: J587

What is GCSE Physical Education all about?

You should choose GCSE PE if you love being active and want to find out more about how to improve your performance.

Course Structure:

This course is divided into two sections:

- Practical Performance
- Theoretical Examination

Within the practical component, students choose three sports from a wide range of activities. 1 activity must be a team game, 1 activity must be an individual sport and the final sport can be either a team or an individual activity (please see list of sports for details). They are assessed on their performance ability in each area and these marks are put forward to their final grade. The practical assessment is worth 40% of the final mark.

Due to the course comprising of 40% practical assessment students are expected to participate in at least 2 extra-curricular sporting activities across the two year course in order to ensure they meet the standard required for an acceptable practical mark and consequent GCSE grade.

The theory component is worth the remaining 60% of the final grade.

How will I be assessed?

Component	Detail	Marks	Duration	Weighting
Component 1 (Theory)	Physical Factors Affecting Performance Anatomy and Physiology Physical Training	60	1 hour Exam	30%
Component 2 (Theory)	Socio-Cultural Issues And Sports Psychology Sports Psychology Socio-cultural Influences Health, Fitness and Wellbeing	60	1 hour Exam	30%
Component 3 (Practical & Coursework)	Performance with Physical Education 1) Performance practical in three activities, equally weighted at 20 marks each 2) Analysing and Evaluating Performance (AEP)	80	NEA	40%

With the practical coursework being such a key element of the course, students must show a good ability in a range of sports as well as being fully committed to extra-curricular school activities.

What could I do next with GCSE Physical Education?

- | | |
|---|--|
| <ul style="list-style-type: none"> • A level Physical Education • Physiotherapist • Sports Scientist • Sports Engineering • Sports Medic • Sports Administrator | <ul style="list-style-type: none"> • BTec Level 3 in Sport • Sport/Fitness instructor • Dietician/Nutritionist • Coach/Trainer • Teacher • Performance Analyst |
|---|--|

GCSE PE – ACTIVITY LIST

(Select 1 from Team, 1 from Individual & a final sport from either list)

Team Activities	Additional Information	Individual Activities	Additional Information
Football	<i>Cannot be five-a-side or futsal</i>	Amateur boxing	
Badminton	<i>Cannot be assessed with singles.</i>	Athletics	
Basketball		Badminton	
Cricket		Canoeing	
Dance	<i>Cannot be used as both a Team and Individual activity.</i>	Cycling	<i>Track or road cycling only.</i>
Gaelic football		Dance	<i>Cannot be used as both a Team and Individual activity.</i>
Handball		Diving	<i>Platform diving.</i>
Hockey	<i>Field Hockey only – no ice or roller hockey.</i>	Equestrian	
Hurling		Golf	
Lacrosse		Gymnastics	
Netball		Kayaking	<i>Cannot be assessed with sculling, canoeing or rowing</i>
Rowing	<i>Cannot be assessed with sculling, canoeing or kayaking. Cannot be used as both a Team and Individual activity</i>	Rock climbing	<i>Can be indoor or outdoor.</i>
Rugby League	<i>Cannot be tag rugby. Cannot be assessed with Sevens or Union</i>	Sculling	<i>Cannot be assessed with kayaking, canoeing or rowing.</i>
Rugby Union	<i>Can be assessed as sevens or fifteen a side. Cannot be assessed with Rugby League.</i>	Skiing	<i>Must take place on snow, but can be indoor or outdoor. Cannot be assessed with snowboarding.</i>
Squash	<i>Cannot be assessed with singles.</i>	Snowboarding	<i>Must take place on snow, but can be indoor or outdoor. Cannot be assessed with skiing.</i>
Table tennis	<i>Cannot be assessed with singles.</i>	Squash	<i>Cannot be assessed with doubles.</i>
Tennis	<i>Cannot be assessed with singles.</i>	Swimming	<i>Cannot be synchronised.</i>
Volleyball		Table Tennis	<i>Cannot be assessed with doubles.</i>
		Tennis	<i>Cannot be assessed with doubles.</i>
		Trampolining	

GCSE – Religious Studies

Examination Board: AQA
Course Specification: Religious Studies A 8062

What is GCSE Religious Studies all about?

This GCSE gives you the opportunity to study and consider some of the major religious beliefs and practices in addition to topical moral and philosophical issues in modern life. You will begin to understand how and why religious faith affects a person's moral choices and allows you to discuss questions about the meaning and purpose of life. This qualification is well regarded and develops excellent academic skills such as the ability to interpret and evaluate information and how to write in an extended style. The course is fully accessible to those with or without a religious faith.

Course Structure:

Two units are studied:

Component 1: The study of 2 major religions: their beliefs, teachings and practices

Component 2: Thematic Studies: a choice of 4 from the list below.

Theme A: Relationships and families.

Theme B: Religion and life.

Theme C: The existence of God and revelation.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

Theme F: Religion, human rights and social justice.

How will I be assessed?

- 2 written examinations taken in the Summer term of year 11
- Each examination 105 minutes in length.

What could I do next with GCSE Religious Studies.

A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills you develop will support you in further studies and employment. A good grade at GCSE will help you progress to an AS or A level in Religious Studies. Religious Studies is viewed very positively by many businesses and vocations as it develops important skills and demonstrates that you are aware of current topical issues.

Furthermore as you enter the world of work, you will be expected to work alongside people with different beliefs than your own. Religious Studies will teach the skills and understanding needed to work with people of all faiths and cultures. These skills are vitally important in all careers especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces, in fact any profession that brings you into contact with other people.

This qualification will enable you to ask questions and make sense of the increasingly changing religious and cultural aspects of the modern society. As such it will prepare you to take your place in the global workplace.

GCSE Science

Examination Board: AQA
Course Specification: 8461, 8462 and 8463

What is Science all about?

GCSE Science builds on the science covered in KS3 to give students a sound foundation in scientific concepts.

KS4 Science Structure:

All students will study Science, initially with the aim gaining GCSEs in Biology, Chemistry and Physics. Some Students who are better suited to Combined Science (formally known as Double Award) will be entered for the 'Combined Science' qualification rather than the Triple Science examinations and will gain the equivalent of two GCSEs. The decision to change the entry of a student will be made during the summer term of Year 10 based on performance on the course up to that time and discussion with the student, parent and curriculum leader.

Course Structure:

Science will be taught with 10 hours per fortnight by subject specialists.

The content of the specification will be taught across the three years. The details of which are yet to be finalised but will be made available in due course.

How will I be assessed?

All formal exams will take place at the end of Year 11. Each GCSE in Science will have two papers, each are 1 hour 45 min in length. Practical skills will be assessed in the external examinations. The new GCSE grading system will be used where students will be awarded a number grade from 9 to 1 for each of the three GCSE Sciences or combined score for Combined Science e.g. 8-8, 8-7, 7-7 etc.

For students selected to do Combined Science, the exam structure is the same with the same topics, but will only be 1 hr 15 min long each.

Exam structure for Science:

- Biology paper 1: Cell Biology; Organisation; Infection and response; and Bioenergetics.
- Biology paper 2: Homeostasis and response; Inheritance, variation and evolution and Ecology.
- Chemistry paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes and Energy changes.
- Chemistry paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources
- Physics paper 1: Energy; Electricity; Particle model of matter; Atomic structure
- Physics paper 2: Forces; Waves; Magnetism and electromagnetism

What could I do next with GCSE Triple Science?

The content of the triple award science is largely the same as combined science. It does however go into more detail for each topic, and as a result supports students who are seriously considering A-level sciences in the future.

Technical Award – Food and Catering

Examination Board: AQA

What is the Technical Award in Food and Catering all about?

The Technical Award in Food and Catering has a scientific approach to work in the kitchen. It is aimed at pupils targeted C-G grades and will have additional support for pupils in class.

This qualification equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. They should encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Course Structure:

In studying food preparation and nutrition, students must:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

How will I be assessed?

The assessment involves the production of numerous food dishes which are assessed for their level of skill and suitability by teacher observation and external examination. The practical assessment tasks are further supported by a small portfolio of research, planning and evaluation presented as an A4 folder of work. The controlled assessment (practical and supporting folder) is worth 60% of the final mark. The remaining 40% is gained through an examination paper assessment.

What could I do next with a Technical Award in Food and Catering?

Food & Nutrition is a subject which can be used throughout your adult life whether you choose to use it as a career path or not. Following the successful completion of GCSE Food & Nutrition, students could continue their training by opting for Level 2 or level 3 BTEC in Hospitality and Catering at College or Sixth Form. This helps to build on what they have learnt and is a stepping stone to a Catering apprenticeship or work-based training which can help you to specialise in a particular area of expertise or in general Hospitality and Catering. Many students secure a part-time job in a local restaurant to help build on the skills they have already learnt which can lead to full-time employment when the course has finished.

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