

**FULSTON MANOR SCHOOL**



**KEY STAGE 4  
CURRICULUM  
2022**

**YEAR 9 OPTIONS  
BOOKLET**

# KEY STAGE 4 CURRICULUM

## INTRODUCTORY NOTES

### INTRODUCTION

This booklet is designed to give parents/guardians and students some basic information about the curriculum that is available for the next two years.

Each student will be studying a Core Curriculum which is composed of compulsory subjects. The remainder of the student's timetable will consist of subjects chosen from the option blocks. These blocks consist of a range of subjects which allow students to gain qualifications at GCSE level. The curriculum offered to the students is a broad and balanced one, reflecting the requirements of the National Curriculum. To maintain this broad and balanced curriculum, students are expected to choose courses from two categories of options: A and B.

At **least** one option and a reserve **must** be chosen from Category A (the Baccalaureate subjects): Computer Science, French, Geography, History and Triple Science.

The remaining option choices may be taken from Category A or B and must be ranked and include a reserve.

**OVERALL, FOUR RANKED CHOICES SHOULD BE MADE, PLUS A RESERVE IN EACH CATEGORY.**

**The ranking is important and will be used as a selection tool if a subject is over-subscribed.**

### WHAT TO DO WITH THE INFORMATION

In reading this information, no doubt you will arrive at a number of points about which you need further information. It is hoped that the information in this booklet will provide all the basic information you need.

### WHAT HAPPENS NEXT?

1. Students and parents should carefully read this booklet so that they understand the options process.
2. Subject staff may be able to talk about subjects during the **Year 9 Options Evening** to be held on **Tuesday, 8<sup>th</sup> February 2022**.
3. Having researched their options, students will complete an Option Choices form which will be emailed to parent/guardian on Wednesday, 9<sup>th</sup> February 2022.
4. The completed Option Choices Form should be submitted by **Monday, 21<sup>st</sup> February 2022 at the latest**. Please note that students who submit forms after this date may not be able to access all of their option choices in the event that a subject is over-subscribed.

### CURRICULUM

The school operates a fortnightly timetable of 40 periods and this consists of two parts, Core and Option subjects, for each student. Students access other requirements of the National Curriculum such as sex and relationship education, through the Personal Development Curriculum (PDC).

#### **Core Curriculum Subjects:**

All students will study English, Mathematics, Science and Games.

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# KEY STAGE 4 CURRICULUM

## INTRODUCTORY NOTES (CONTINUED)

### ***Option Subjects:***

All students will choose at least one Baccalaureate subject but may wish to follow more. The remaining time will be occupied by subjects selected from the two categories of individual subjects as shown below:

### **The Option subjects are:**

#### **CATEGORY A (BACCALAUREATE SUBJECTS)**

<b>GCSE</b>	Computer Science
	French
	Geography
	History
	Triple Science

#### **CATEGORY B (OTHER SUBJECTS)**

<b>OCR:</b>	Cambridge National in Creative iMedia Level 1/Level 2 (equivalent to one GCSE)
<b>Pearson:</b>	Health and Social Care – BTEC Level 1/Level 2 Tech Award (equivalent to one GCSE)
<b>Pearson:</b>	Sport – BTEC Level 1/Level 2 Tech Award in Sport (equivalent to one GCSE)
<b>GCSE</b>	Art and Design
	Astronomy
	Business Studies
	Citizenship
	Dance
	Design Technology
	Drama
	Economics
	Food
	Music
	Photography
	Religious Studies
	Textiles

All information is accurate at the time of printing. **Any option subject which fails to receive at least 15 applications will be reviewed for viability.**

I hope you find this information useful.

***G Vigeon***  
***Assistant Headteacher***



# ENGLISH

## GCSE

### CORE SUBJECT

EXAMINATION BOARD: AQA

SPECIFICATION CODE: ENGLISH LANGUAGE – 8700

SPECIFICATION CODE: ENGLISH LITERATURE - 8702

#### WHY TAKE THIS COURSE?

The aims of both English Language and English Literature courses at Key Stage 4 are to develop the students' ability to use English effectively and accurately in written and oral contexts and to introduce the students to a variety of fiction and non-fiction texts.

English Language GCSE is a basic requirement for all Further and Higher Education courses and for most training courses.

#### AIMS OF THE COURSE

The aims of both English Language and English Literature courses are:

- To develop the students' ability to use English effectively and accurately in written and oral contexts.
- To introduce the students to a variety of fiction and non-fiction texts.

#### COURSE STRUCTURE AND CONTENT

##### *English Language*

##### **PAPER 1: EXPLORATIONS IN CREATIVE READING AND WRITING**

Will test understanding of literary fiction texts and writing to describe or narrate.

##### **PAPER 2: WRITERS' VIEWPOINTS AND PERSPECTIVES**

Will test understanding of non-fiction texts and writing to argue or persuade.

There will be an additional and separate endorsement of spoken language.

##### *English Literature*

##### **PAPER 1: SHAKESPEARE AND THE 19<sup>TH</sup> CENTURY NOVEL**

Will test understanding of Macbeth and one nineteenth century novel.

##### **PAPER 2: MODERN TEXTS AND POETRY**

Will test understanding of An Inspector Calls and dramatic poetry past and present.

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# ENGLISH (CONT...)

## GCSE

### CORE SUBJECT

#### ASSESSMENT

##### ENGLISH LANGUAGE

All texts in the examination will be unseen.

**Paper 1:** A written examination: 1 hour 45 minutes (worth 80 marks) and 50% of GCSE.  
Reading: one literary fiction text.  
Writing: descriptive or narrative writing.

**Paper 2:** A written examination: 1 hour 45 minutes (worth 80 marks) and 50% of GCSE.  
Reading: one non-fiction text and one literary non-fiction text.  
Writing: writing to present a viewpoint.

In addition there will be an oral assessment. The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- Giving a presentation in a formal context;
- Responding appropriately to questions and to feedback, asking questions themselves to elicit clarification;
- Using spoken Standard English.

The assessment will be separately endorsed.

##### ENGLISH LITERATURE

All assessments are closed book; any stimulus materials required will be provided as part of the assessment.

**Paper 1:** Shakespeare and the 19<sup>th</sup> Century novel.  
A written examination: 1 hour 45 minutes (worth 64 marks) and 40% of GCSE.

**Paper 2:** Modern texts and poetry  
A written examination: 2 hours 15 minutes (worth 96 marks) and 60% of GCSE.

#### ENTRY REQUIREMENTS

None.



# MATHEMATICS

## GCSE

### CORE SUBJECT

EXAMINATION BOARD: EDEXCEL

AWARD CODE: 1MA1 HIGHER AND FOUNDATION

#### WHY TAKE THIS COURSE?

There are two GCSE tiers available to ensure that as many candidates as possible have the opportunity to gain high level grades at GCSE.

The higher tier examination assesses grades 9 – 4 (3 allowed) and the foundation tier grades 5 – 1.

Students will be entered onto the tier which best suits their ability.

A good grade in mathematics is an essential qualification for many different careers paths. To study A level mathematics students will need a high grade at GCSE.

#### AIMS OF THE COURSE

The course is designed to enable candidates to:

- Consolidate basic skills and meet appropriately challenging work;
- Reason mathematically, make deductions and inferences and draw conclusions;
- Think and communicate mathematically precisely, logically and creatively;
- Develop fluent knowledge, skills and understanding of mathematical methods and concepts;
- Acquire, select and apply mathematical techniques to solve problems.

#### COURSE STRUCTURE AND CONTENT

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.

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# MATHEMATICS (CONT...)

## GCSE

### CORE SUBJECT

#### ASSESSMENT

The qualification consists of three equally weighted written examination papers at either Foundation or Higher tier. These papers are sat in the summer of Year 11. Paper 1 is a non-calculator paper and a calculator is allowed for Papers 2 and 3. Each paper is 1 hour 30 minutes long and has 80 marks. This accounts for 100% of the GCSE.

#### ENTRY REQUIREMENTS

None.



# SCIENCE

## GCSE

### CORE SUBJECT

EXAMINATION BOARD: AQA

AWARD CODE: 8464

#### WHY TAKE THIS COURSE?

Science is a core subject; consequently all students will study Science in one form or another. All students, who do not opt for Triple Award Science (separate sciences) will study Combined Science, gaining two GCSEs as a consequence.

#### AIMS OF THE COURSE

##### *Combined Science*

GCSE Science builds a deep understanding of Science through investigation, modelling, discussion, reading and Mathematics. Students will be encouraged to develop knowledge of Science so that they have an appreciation of how Science is relevant to their everyday lives and appreciate that complex phenomena can be described by a small number of inter-linked key ideas.

#### COURSE STRUCTURE AND CONTENT

##### *Combined Science*

Students will be taught a variety of Biology, Chemistry and Physics modules in accordance with the AQA specification. This will be taught by specialist teachers.

#### ASSESSMENT

All examinations will be at the end of Year 11.

Six papers, all with 70 marks:

- Two Biology
- Two Chemistry
- Two Physics

#### ENTRY REQUIREMENTS

Tiers will be determined by the Science department that best suit the ability of the child.



# GAMES

## *CORE SUBJECT*



### **COURSE DETAILS**

Each student will follow a programme offering a wide range of individual and team sports, ranging through winter and summer activities.

In Year 10, there is an opportunity for a limited number of students to study for the Level 1 Award in Sports Leadership. This course is ideal for students who wish to develop their leadership skills, which can be applied to a variety of sports and/or recreational situations, as well as contributing to the personal development of the student.

There are several clubs throughout the week, both during and after school, for students' as the emphasis, particularly in Year 11, is on students attending workshops for their GCSEs.



# COMPUTER SCIENCE

## OCR GCSE IN COMPUTER SCIENCE

### OPTION SUBJECT – CATEGORY A (BACCALAUREATE SUBJECT)

EXAMINATION BOARD: OCR

AWARD CODE: J277

#### **WHY TAKE THIS COURSE?**

##### **A modern course for a modern world**

This is a course that has real relevance in our modern world. Whilst learners will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will investigate computer programming, which many learners find interesting.

##### **The fun of computing**

Through this study of computer programming, the course will help learners develop critical thinking, analysis and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

In this way, the course will stimulate interest and engagement with technology and technology-related careers.

##### **Looking to the future**

Information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone. Learners who have taken a Computer Science GCSE and who then progress to study the subject at A Level or university will have a sound underpinning knowledge of this subject area.

#### **AIMS OF THE COURSE**

The course will give learners a real, in-depth understanding of how computer technology works. It’s a great way to develop critical thinking, analysis and problem solving skills.

OCR’s GCSE (9-1) in Computer Science will encourage students to:

- Understand and apply the fundamental principles and concepts of Computer Science.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.

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# COMPUTER SCIENCE

## OCR GCSE IN COMPUTER SCIENCE

### OPTION SUBJECT – CATEGORY A (BACCALAUREATE SUBJECT)

#### COURSE STRUCTURE AND CONTENT

Students take J277/01 and J277/02 to be awarded the OCR GCSE (9-1) in Computer Science:

CONTENT OVERVIEW	ASSESSMENT OVERVIEW
<p><b>J277/01 COMPUTER SYSTEMS</b></p> <p><i>This component will assess:</i></p> <ul style="list-style-type: none"> <li>■ 1:1 Systems Architecture</li> <li>■ 1:2 Memory and storage</li> <li>■ 1:3 Computer networks, connections and protocols</li> <li>■ 1:4 Network security</li> <li>■ 1:5 Systems software</li> <li>■ 1:6 Ethical, legal, cultural and environmental impacts of digital technology</li> </ul>	<p><b>WRITTEN PAPER: 1 HOUR AND 30 MINUTES</b> <b>50% OF TOTAL GCSE</b> <b>80 MARKS</b></p> <p>This is a non-calculator paper.</p> <p>All questions are mandatory.</p> <p>This paper consists of multiple choice questions, short response questions and extended response questions.</p>
<p><b>COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING</b></p> <p><i>This component will assess:</i></p> <ul style="list-style-type: none"> <li>■ 2:1 Algorithms</li> <li>■ 2:2 Programming fundamentals</li> <li>■ 2:3 Producing robust programs</li> <li>■ 2:4 Boolean logic</li> <li>■ 2:5 Programming languages and integrated Development Environments</li> </ul>	<p><b>WRITTEN PAPER: 1 HOUR AND 30 MINUTES</b> <b>50% OF TOTAL GCSE</b> <b>80 MARKS</b></p> <p>This is a non-calculator paper.</p> <p>This paper has two sections: Section A and Section B. Students must answer both sections.</p> <p>All questions are mandatory.</p> <p>In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language <b>or</b> the high-level programming language they are familiar with.</p>

#### ASSESSMENT

Candidates will be awarded a GCSE result on the scale 9 - 1.

The final grade will be made up from the marks from the two written papers.

#### ENTRY REQUIREMENTS

Bags of self-motivation and an ability to work independently. You must also be competent in **IT and Mathematics**, enjoy using algorithms and are logically minded. It goes without saying that you must have a **genuine interest** in computing programming.



# FRENCH

## GCSE

### OPTION SUBJECT – CATEGORY A (BACCALAUREATE SUBJECT)

EXAMINATION BOARD: AQA

SPECIFICATION CODE: 8658

#### WHY TAKE THIS COURSE?

A different language is a different vision of life. Learning another language helps to develop another way to think and also a better understanding of the English language.

You will develop the skills to communicate with others both by spoken and written means, which in turn will improve your social and thinking skills and your ability to cope with the unexpected.

With English no longer the most spoken first language in the world, a second or even third language is a great asset and not just on holiday.

A foreign language opens many doors in life and many career paths such as in international companies, the armed forces, performing arts and of course the leisure and tourism sector.

#### AIMS OF THE COURSE

To develop:

- The ability to communicate with native French speakers;
- A greater awareness of French culture;
- Personal social skills.

#### COURSE STRUCTURE AND CONTENT

There are 3 main themes:

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

These are covered through 8 topic areas:

1. Who am I.
2. Free Time.
3. Food, clothes and celebrations.
4. From town to country
5. The big wide world.
6. At School.
7. Work.
8. The environment and worldwide events

Students will follow the Pearson Studio course, which is supplemented by online learning facilities.

#### ASSESSMENT

There are four tiered papers of equal weighting. Each skill is examined at the end of the 2 year course.

- 25% speaking
- 25% reading
- 25% writing
- 25% listening

#### ENTRY REQUIREMENTS

We are looking for students who will bring a high level of commitment and enthusiasm to the subject.



# GEOGRAPHY

## GCSE

### OPTION SUBJECT – CATEGORY A (BACCALAUREATE SUBJECT)

EXAMINATION BOARD: EDEXCEL

AWARD CODE: (GEOGRAPHY B) 1GB0

#### WHY TAKE THIS COURSE?

Do you know why our climate is changing? Do you know what impact this might have on your future?

Do you know how to survive in a desert or why water is important to conserve and protect?

Do you want to know what makes a good place to live or why population is changing in different parts of the world?

Do you want to make decisions for yourself?

GCSE Geography can teach you how to do this, based on specific evidence.

If any of these questions interest you, or you want to just learn more about your world, GCSE Geography could be for you.

GCSE Geography will allow you to learn about the world you live in, to develop skills in research which will help in your other subjects and future careers. The course will also give you a chance to complete practical work outside the classroom, investigating your own surroundings independently, not just listening and reading in class. Students will undertake trips to conduct fieldwork for the controlled assessment task.

The GCSE Geography course will provide foundation knowledge for A level Geography, Geology, Environmental Science/Studies and Travel & Tourism. It may also prove useful for those wishing to study economics and business studies.

#### AIMS OF THE COURSE

The course provides students with the option to investigate the major issues that currently face the planet. It looks at why these issues exist and how they can be tackled in the future. The content of the course ranges from natural disasters and coastal issues to the use of global resources and how settlements are changing.

The lessons are enquiry based and students will get the chance to use resources such as the internet, up to date literature and in addition visiting local locations. Students will also get the opportunity to work independently and in a group.

#### COURSE STRUCTURE AND CONTENT

The course is subdivided into 3 separate components:

1. **Global Geographical Issues** – This component draws across physical and human processes and people-environment interactions to consider key contemporary global geographical issues. The component is divided into three sections:

**Topic 1: Hazardous Earth** – an understanding of the global circulation of the atmosphere and changing climate.

**Topic 2: Development dynamics** – an understanding of the scale of global inequality.

**Topic 3: Challenges of an urbanising world** – an overview of the causes and challenges of rapid urbanisation across the world.

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# GEOGRAPHY (CONT...)

## GCSE

### OPTION SUBJECT – CATEGORY A (BACCALAUREATE SUBJECT)

#### COURSE STRUCTURE AND CONTENT (CONTINUED...)

2. **UK Geographical Issues** – This component draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK. The component is divided into three sections:

**Topic 4: The UK's evolving physical landscape** – an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time.

**Topic 5: The UK's evolving human landscape** – an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it.

**Topic 6: Geographical investigations** – two investigations, including fieldwork and research, carried out in contrasting environments.

3. **People and Environment Issues: Making Geographical Decisions** – In this component, students will develop their knowledge and understanding of the processes and interactions between people and environment and investigate related issues at a variety of scales. This component has three sections:

**Topic 7: People and the biosphere** – an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources.

**Topic 8: Forests under threat** – a detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management.

**Topic 9: Consuming energy resources** – a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management.

#### ASSESSMENT

Components 1 and 2 are each worth 37.5% of the total GCSE grade and Component 3 is worth 25%. They are assessed as below:

**Global Geographical Issues:** One hour 30 minute externally assessed written exam.

**UK Geographical Issues:** One hour 30 minute externally assessed written exam.

**People and Environment Issues – Making Geographical Decisions:** One hour 30 minute externally assessed written exam.

#### ENTRY REQUIREMENTS

An interest in Geography, a willingness to keep up with homework and you will need to be prepared to work independently on the fieldwork element in preparation for the component 2 exam, making use of the skills developed in your Geography lessons in previous years.



# HISTORY

## GCSE

### OPTION SUBJECT – CATEGORY A (BACCALAUREATE SUBJECT)

EXAMINATION BOARD: EDEXCEL

AWARD CODE: GCSE HISTORY (9-1)

#### WHY TAKE THIS COURSE?

GCSE History will help you to:

- Ask questions properly;
- Express your own opinion logically;
- Process information;
- Think independently;
- Structure arguments;
- Understand the views of others.

The Higher Educational Statistics Agency places History in the five top subjects in terms of successful employability within six months of graduation. The variety of skills acquired are so wide-ranging that history graduates are excellent employment prospects for almost every type of employer.

Career options include working in libraries, museums or galleries, law, medical profession, journalism, armed services, police, tourism, teaching and research.

This course could be a stepping stone to Advanced Level courses, Applied GCSE courses or other vocational courses. History is a useful academic subject which demonstrates good written communication and analytical skills, supporting and enhancing an English qualification.

#### AIMS OF THE COURSE

To equip students with skills which will be of use to them both outside the classroom and in other subjects.

To allow the students to develop many written communication skills, i.e., essay writing.

To give the students a greater understanding and appreciation of the events which have shaped the world they live in today.

#### COURSE STRUCTURE, CONTENT AND ASSESSMENT

**ALL EXTERNAL, FORMAL ASSESSMENT TAKES PLACE IN JUNE OF YEAR 11. THERE IS NO COURSEWORK IN GCSE (9-1) HISTORY; ASSESSMENT IS BASED ON THREE EXAMINATIONS.**

##### **Paper 1: Thematic study and historic environment**

Written examination – 1 hour 15 minutes.

30%\* of the qualification = 52 marks (16 for the historic environment, 36 for the thematic study).

**Topic of Study: *Crime and Punishment in Britain, c1000 – present and Whitechapel, c1870-c1900 – crime, policing and the inner city***

**Crime and Punishment** – students will cover three themes in the different time periods:

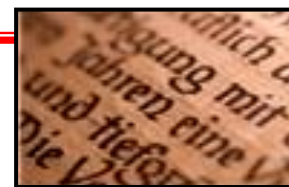
##### **Crime and Punishment – Assessment (June of Year 11)**

Students will be assessed on their knowledge and understanding, with questions focusing on similarity and difference and change and continuity. This may include turning points (significance), extent of and causes or consequences of change.

**Whitechapel c1870 – c1900** – students will develop skills in analyzing historical documents using council records, employment records, census returns, surveys, workhouse reports and newspapers from the 19<sup>th</sup> century.

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# HISTORY (CONT...)

## GCSE

### OPTION SUBJECT – CATEGORY A (BACCALAUREATE SUBJECT)

#### OPTION SUBJECT

#### **COURSE STRUCTURE, CONTENT AND ASSESSMENT (CONTINUED...)**

##### **Whitechapel c1870 – c1900 – Assessment (June of Year 11)**

The content is assessed through a question on features of the period and also through a historical enquiry. For the historical enquiry, students will need to develop the skills necessary to analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied.

##### **Paper 2: Period study and British depth study**

Written examination – 1 hour 45 minutes.

40%\* of the qualification = 64 marks (32 for the period study and 32 for the British depth study).

**Topic of Study: *Early Elizabethan England, 1558-88 (period study) and British America, 1713-83 – empire and revolution (British depth study).***

##### **Early Elizabethan England, 1558-88 – Assessment**

Students will be assessed on their knowledge and understanding. Questions will target key features and causation and may also target other second order concepts (change, continuity, consequence, similarity, difference, significance).

##### **British America, 1713-83 – Assessment:**

Students will be assessed on their knowledge and understanding. Questions will target consequence, significance (of specified events in relation to situations and unfolding developments) and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).

##### **Paper 3: Modern depth study**

Written examination – 1 hour 20 minutes. 30%\* of the qualification = 52 marks

##### **USA 1954-75: Conflict at home and abroad**

Questions focusing solely on knowledge and understanding with target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study. They should be aware of a range of evidence that can be used to reach conclusions. They should study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students should understand a range of reasons why interpretations may differ. They should be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. They should be able to evaluate given interpretations using their own knowledge of the period.

#### **ENTRY REQUIREMENTS**

None.





# TRIPLE SCIENCE

## GCSE

### OPTION SUBJECT – CATEGORY A (BACCALAUREATE SUBJECT)

EXAMINATION BOARD: AQA

AWARD CODE: 8461 (BIOLOGY), 8462 (CHEMISTRY), 8463 (PHYSICS)

#### WHY TAKE THIS COURSE?

Students can choose the Triple Award in Science which will enable them to gain three separate GCSEs; one in each of the Science specialisms: Biology, Chemistry and Physics.

#### AIMS OF THE COURSE

##### *GCSE Triple Science*

This course provides students with the opportunity to study all three Science disciplines in greater depth. It helps to develop their interest in, and enthusiasm for, Science, whilst simultaneously developing a critical approach to scientific evidence and methods. Students taking this course can achieve three GCSEs in Science. GCSE Triple Science is aimed at students who wish to pursue A level Science or Science as a career, or have a keen interest in the Sciences.

#### COURSE STRUCTURE AND CONTENT

##### *GCSE Triple Science*

Students cover all modules of Biology, Chemistry and Physics.

#### ASSESSMENT

All examinations will be at the end of Year 11.

Six papers, all with 100 marks:

- Two Biology
- Two Chemistry
- Two Physics

#### ENTRY REQUIREMENTS

Students must have an interest in Science, as they will spend 50% more time studying Triple Science than those who study combined Science. Students must be willing to fully engage in all practical activities and should keep up to date with homework.

**Please note that GCSE Astronomy and GCSE Triple Science cannot be studied together.**

# ART & DESIGN

## GCSE

### OPTION SUBJECT – CATEGORY B



EXAMINATION BOARD: AQA

SPECIFICATION CODE: 8202/C 8202/X FINE ART

#### WHY TAKE THIS COURSE?

If you have enjoyed Art in Key Stage 3, you will find GCSE Art interesting as there are lots of new materials and techniques to learn about, such as etching and Photoshop.

You will have the opportunity to work independently and be as creative as you like, but with support.

You will develop critical thinking and problem solving skills – vital in every area of life.

You will be embarking on a creative journey which could lead to exciting careers such as architecture, fashion design, jewellery making, film, theatre design and many, many more.

GCSE Art & Design could lead to entry into 'A' Level Fine Art in the Sixth Form.

**NB: ART & DESIGN CANNOT BE STUDIED WITH TEXTILES.**

#### AIMS OF THE COURSE

To broaden your experience in a range of both 2D and 3D work and to relate art and design to its social and historical context in a practical environment. The aims are to teach you to select and record information, experiment with materials, images and ideas and become aware of art and design contexts within your life.

#### COURSE STRUCTURE AND CONTENT

In Component 1 and Component 2, students are required to work in one or more area(s) of fine art, such as those listed below:

- Painting
- Drawing
- Mixed media
- Sculpture
- Printmaking

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# ART & DESIGN (CONT...)

## GCSE

### OPTION SUBJECT – CATEGORY B



#### ASSESSMENT

The course is broken down into two sections:

**Component 1** – worth 60% of final grade.

Component 1 requires a portfolio that must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

**Component 2 – Externally Set Assignment** – worth 40% of final grade.

Component 2 requires students to respond to their chosen starting point from an externally set assignment paper. The externally set assignments will be available to students from 2<sup>nd</sup> January in the year of the examination. A preparation period begins after the 2<sup>nd</sup> January, followed by 10 hours of supervised unaided work in which the students are required to realise their intentions.

Through both components, students must record their ideas, observations and insights, both visually and through written annotations, using appropriate specialist vocabulary in both portfolio and externally set assignments.

#### ENTRY REQUIREMENTS

A true interest and enthusiasm for the subject as well as an awareness of the need to carry out research and homework in your own time and attend Art Workshops on a regular basis.

For information, please visit [www.fulstonfineartgcse.weebly.com](http://www.fulstonfineartgcse.weebly.com)

**Please note that GCSE Art + Design and GCSE Textiles cannot be studied together.**



# ASTRONOMY

## GCSE

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: EDEXCEL

AWARD CODE: 1AS0

#### **WHY TAKE THIS COURSE?**

Many people are fascinated by the night sky, and the stories and questions that arise upon exploration of our Solar System and Universe. This course intends to build on that fascination by introducing the subject of theoretical and practical astronomy.

#### **AIMS OF THE COURSE**

The intention of this course is to enable students to understand our position in the Universe, planetary and solar movements, night and daytime cycles, and the way in which we use technology to observe and interact with space.

Students will follow the story of how scientists from ancient civilisations to the modern day, have used their imagination and carefully recorded visual measurement to explore the Universe in which we live.

#### **COURSE STRUCTURE AND CONTENT**

Students will be taught a variety of Astronomy modules in accordance with the Edexcel specification, requiring both naked eye and telescopic astronomy techniques.

Modules to include Solar, Lunar, Earth and Planetary study. This will be taught by specialist teachers and will require the students to attend a small number of evening workshops to enable students to make their own observations, sketches and measurements of the night sky.

*/cont...*



# ASTRONOMY

GCSE

*OPTION SUBJECT – CATEGORY B*

## **ASSESSMENT**

All examinations will be held at the end of Year 11.

The Pearson Edexcel GCSE (9–1) in Astronomy consists of two externally-examined papers.

## **ENTRY REQUIREMENTS**

An interest in astronomy is essential.

**Please note that GCSE Astronomy and GCSE Triple Science cannot be studied together.**



# BUSINESS STUDIES

## GCSE

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: EDEXCEL

SPECIFICATION CODE: 1BSO

#### WHY TAKE THIS COURSE?

All students will become part of the business world either as workers or customers. This course provides an understanding of the commercial world and how finance is raised and used by the government to pay for the nation's goods and services.

Business studies encourages students to consider the practical application of business and economic concepts and explores the theories and concepts in the context of events in the business and economic world.

Following a business related course will assist progression on to a full range of post-16 pathways such as A-levels, apprenticeships and business related college courses.

#### AIMS OF THE COURSE

To inform students about the business world.

To actively encourage students in the study of business to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

To develop and apply students' knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.

#### COURSE STRUCTURE AND CONTENT

There are two themes of work to be studied:

##### ***Theme 1 – Investigating a small business***

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It explores core business concepts through the lens of an entrepreneur.

##### ***Theme 2 – Building a business***

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions of a growing business.

/cont...



# BUSINESS STUDIES

*GCSE*

*OPTION SUBJECT – CATEGORY B*

## **ASSESSMENT**

The assessment method will be two examination papers which will be taken at the end of the study period.

Each externally-examined paper is 50% of the qualification.

Each examination paper is divided into three sections:

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Questions in Sections B and C will be based on business contexts given in the paper.

Calculators may be used in the examination.

## **ENTRY REQUIREMENTS**

An interest in business; how businesses develop and function, interact with each other and customers, as well as a wish to develop a range of transferable skills.



# CITIZENSHIP

## GCSE

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: AQA

SPECIFICATION CODE: 8100

#### **WHY TAKE THIS COURSE?**

GCSE Citizenship allows students to consider real issues that affect them in society from law and justice to politics and the economy. Citizenship issues are at the heart of many contemporary debates that students will find fascinating and engaging.

This course is extremely useful for any student wishing to progress to further education in any area requiring independent research or those wishing to enter employment and use transferable skills such as communication, organisation and teamwork.

Students who are interested in the world around them and are aware of the impact of their own actions and the actions of others in society will be able to develop into strong candidates for employers and further education.

The course content provides a foundation for further academic or vocational study in a wide range of areas such as Law, Sociology, Media, Journalism, History, Geography, Religious Studies, Health and Social Care and Business Studies. It provides knowledge and skills useful for a range of careers, in particular; journalism, politics, advocacy, law, policing or social care. Most importantly it provides students with the opportunity to develop as well rounded and informed active citizens.

#### **AIMS OF THE COURSE**

To develop candidates' ability to:

- Prepare and become an active citizen of our democracy;
- Promote students personal and social development;
- Develop their understanding of knowledge of how society works and how the UK is influenced by the rest of the world;
- Encourage critical thinking and enquiry, allowing students to engage with current affairs and to try and make a difference;
- Engage with their local community by taking informed and responsible action.

#### **COURSE STRUCTURE AND CONTENT**

##### ***Unit 1: Life in Modern Britain***

What it means to be British and the nature of contemporary British society. Knowledge and understanding of the nature of the key concepts, principles and values that underpin British society today and the makeup of contemporary British society, as well as its rights, freedoms, the rule of law and a citizen's responsibilities.

/cont...





# CITIZENSHIP (CONT...)

## GCSE

### OPTION SUBJECT – CATEGORY B

#### **COURSE STRUCTURE AND CONTENT (CONT...)**

##### ***Unit 2: Rights and Responsibilities***

Our rights and responsibilities at school/college and as citizens within the economy and welfare systems. Extending understanding of a global citizen's rights and responsibilities.

##### ***Unit 3: Politics and Participation***

Knowledge and understanding of the concept and basic forms of democracy and the key elements of the way Britain is governed.

##### ***Unit 4: Active Citizenship – Leading the Way as an Active Citizen***

Taking citizenship action in a real out-of-classroom context to apply citizenship knowledge, understanding and skills and to gain different citizenship insights and appreciate different perspectives on how we live together and make decisions in society. Students practice a range of citizenship skills including research and enquiry, interpretation of evidence, including primary and secondary sources, planning, collaboration, problem solving, advocacy, campaigning and evaluation.

#### **ASSESSMENT: 100% EXAMINATION**

The GCSE consists of four units which comprise of two written exams, each of which are 1 hour 45 minutes long and worth 50% of the GCSE.

#### **ENTRY REQUIREMENTS**

Students will benefit from an interest in and awareness of the society we live in as well as having concern for humanity and our environment and a desire to think and act independently, critically and constructively.



# CREATIVE iMEDIA

*OCR CAMBRIDGE NATIONAL IN CREATIVE iMEDIA LEVEL 1/LEVEL 2:  
EQUIVALENT TO ONE GCSE*

*OPTION SUBJECT – CATEGORY B*

EXAMINATION BOARD: OCR

QUALIFICATION NUMBER: J834

## **WHY TAKE THIS COURSE?**

The UK is a world leader in the creative digital industries, such as in the creation of visual effects for films and computer games. However, there is growing recognition that we need to build on and improve the UK's capability and capacity for technical innovation and creativity in this area.

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and ability to create fit-for-purpose creative media products.

## **AIMS OF THE COURSE**

This qualification aims to:

- understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions. Pre-production planning techniques, legal issues and creation/publishing/distribution considerations;
- develop learning and practical skills that can be applied to real-life contexts;
- think creatively, innovatively, analytically, logically and critically;
- develop independence and confidence in using skills that would be relevant to the media industry and more widely;
- design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

## **COURSE STRUCTURE AND CONTENT**

The course offers a blend of theoretical study and experience of the creative and technology environment. The course consists of two compulsory units looking at the media industry, visual identity and digital graphics and an optional unit. Optional units are designed to provide a focus to the qualification and give more specialist opportunities in the sector.

The course is equivalent to one GCSE and is structured as follows:

/cont...



# CREATIVE iMEDIA

OCR CAMBRIDGE NATIONAL IN CREATIVE iMEDIA LEVEL 1/LEVEL 2:  
EQUIVALENT TO ONE GCSE

OPTION SUBJECT – CATEGORY B

## COURSE STRUCTURE AND CONTENT (CONT...)

OCR LEVEL 1/LEVEL 2 CAMBRIDGE NATIONAL IN CREATIVE iMEDIA			
Unit	Core Units	Assessment Method	Guided Learning Hours
1	R093: Creative iMedia in the media industry	Written examination January / June	48
2	R094: Visual identity and digital graphics	Centre Assessed Task	30
	<b>Optional Unit</b>		
3	R097:P Interactive digital media <i>*Subject to change</i>	Centre Assessed Task	42

## GUIDED LEARNING HOURS/TOTAL QUALIFICATION TIME

This indicates the size of the qualification:	
GLH	120 – this indicates the approximate time (in hours) the teacher will spend supervising or directing study and assessment activities
TQT	155 hours – this add additional hours a student will spend on unsupervised learning or assessment activities (including homework)

## ASSESSMENT

Students will take an external examination which is set and marked by OCR and two summative projects, including visual identity and digital graphics and one optional unit.

Each unit within the qualification has specified assessment and grading criteria, which are to be used for grading purposes. A summative (final) unit grade can be awarded at Level 2 Distinction\*, Distinction, Merit or Pass or Level 1 Distinction, Merit, Pass, Unclassified.

## ENTRY REQUIREMENTS

Bags of self-motivation and an ability to work independently. You must also be competent in English and ICT. It goes without saying that you must have a **genuine interest** in all things media related and a desire to work creatively.



# DANCE

## GCSE

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: AQA

AWARD CODE: 8236

#### WHY TAKE THIS COURSE?

This course acknowledges the important role that dance plays in young people's lives. Most students will bring some previous experience of dance to the course and the specification aims to value that experience and help students build on it. Students of GCSE Dance are encouraged to develop their previous dance experience within the two-year course. This experience may be formal training in dance classes or students may bring skills acquired in devising and performing dance in more informal, social contexts. GCSE candidates may perform in and choreograph work in any style of their choice, provided it allows them to access the full range of assessment criteria.

The study of dance as an art form contributes to students' aesthetic and social development. As a physical activity it promotes fitness and well-being. Dance also supports learning across a range of subjects. As performers, students develop confidence and self-esteem. They develop self-body awareness as well as sensitivity to others and team-working skills. Effective performance requires physical effort and the determination to succeed and improve. As choreographers, students employ the skills of problem solving and creativity. Effective choreography requires imagination and the ability to combine a number of elements. In directing others, students develop their interpersonal and communication skills. As critics, students make informed decisions about the dances they see. They articulate their knowledge, opinions and preferences. Viewing professional dances fulfills students' cultural entitlement and broadens their artistic experience.

#### AIMS OF THE COURSE

The GCSE dance course will enable learners to:

- Actively engage in the process of dance in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- Develop skills, knowledge and understanding of a range of dance styles through the interrelated processes of performing, creating and appreciating dances;
- Develop physical, technical and expressive skills through which they are able to communicate choreographic intention and develop their individual qualities as performers;
- Develop the skills, knowledge and understanding of choreography through which they are able to communicate ideas, thoughts and meaning drawn from a range of dance styles;
- Develop a critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts;
- Develop their knowledge and understanding of health, fitness and safe working practices relevant to performing and choreographing.

/cont...



# DANCE (CONT...)

## GCSE

### OPTION SUBJECT – CATEGORY B

#### **COURSE STRUCTURE AND CONTENT**

##### ***Component 1: Performance & Choreography***

Students must develop and apply the knowledge, understanding and skills required to perform dance as a soloist and in a duet/trio.

Students will need to demonstrate their knowledge and understanding of performing skills by responding to short answer questions in the exam.

Students will take part in 2 performances; one of which will be an accurate performance of set phrases. The second performance is a duet or trio that can be choreographed by the students and/or the teacher. The choreography must include the 3 of the phrases from the solo performance.

Students must learn how to respond creatively to an externally set stimulus and also to choreograph their own complete dance from their choice of one of the following: a solo dance of a minimum of 2 minutes *or* a group dance of a minimum of 3 minutes. Students need to demonstrate their own knowledge and understanding of choreographic processes by responding to short answer questions in the exam.

##### ***Component 2: Dance Appreciation***

Students will complete a written assessment worth 80 marks at the end of the course. The questions will be based on students' own practice in performance and choreography and the GCSE Dance anthology.

#### **ASSESSMENT**

##### ***Performance [30% of GCSE]***

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)

##### ***Choreography [30% of GCSE]***

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

*Internally marked and externally moderated*

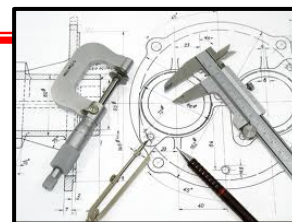
##### ***Dance Appreciation [40% of GCSE]***

Written exam: 1 hour 30 minutes

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works.

#### **ENTRY REQUIREMENTS**

If you enjoy dance, this course will enable you to explore dance through practical and creative tasks as well as developing understanding and appreciation of dance through analytical tasks. Students should show a keen interest in dance and want to develop their skills as a dancer and choreographer as well as be able to understand and appreciate different styles of dance. Previous experience in dance would be preferred, either through attending the dance club at school or involvement in dance outside of school.



# DESIGN TECHNOLOGY

## GCSE

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: AQA

SPECIFICATION CODE: 8552

#### **WHY TAKE THIS COURSE?**

For the students who enjoy drawing, model making and problem solving, Design Technology is an enormously satisfying course to choose. As well as the creative elements, a large part of the course is concerned with the theory of manufacturing techniques, ergonomic constraints, the properties of materials and the psychology of marketing.

Design Technology is a multi-disciplinary subject, where students will develop and use English, Mathematics, ICT and Science skills to generate a portfolio of work.

***Are you interested in finding out how things are designed and manufactured?***

***Do you enjoy designing products, modeling prototypes and manufacturing prototypes?***

This course offers you the opportunity to develop all of these skills as well as evaluating products currently available to the consumer.

There is an emphasis on designing and manufacturing with different materials, from paper and card, to wood and plastics.

You will research marketing, consumer protection, product development and industrial processes and use this information to help you develop viable designs.

Further study could include A Level Product Design. A range of careers includes: Product Design, Graphic Design, Engineering, Furniture and Architecture, Film Effects, Model Making, Industrial Product Research.

#### **AIMS OF THE COURSE**

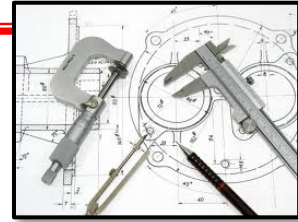
- To enable you to combine your design and making skills with knowledge and understanding.
- To encourage you to consider the implications of technology in the production of products.
- To give you the opportunity to apply skills, knowledge and understanding from other subjects, where appropriate.
- To develop your design skills through activities which involve a range of design styles, materials and processes and lead to the modelling of products.
- To give you opportunities to develop practical abilities and the confidence to design, make and modify products and systems for different purposes and selecting and using materials effectively.
- To develop your critical thinking and enable you to evaluate and identify the needs for design and technology activities.
- To develop ICT skills to use CAD/CAM during designing and making.

/cont...

# DESIGN TECHNOLOGY

## GCSE

### OPTION SUBJECT – CATEGORY B



#### **COURSE STRUCTURE AND CONTENT**

You will develop your Designing and Making skills and your knowledge and understanding of products leading to practical outcomes. You will be given assignments where you design and make products which include activities related to industrial practices. You will also study how technology affects the manufacturer, user and environment, and the importance of health and safety issues.

#### **ASSESSMENT**

Controlled Assessment            50% of marks

A 3-dimensional product and a concise design folder.

Written paper (2 hours)            50% of marks

The design portfolio you develop during year 11 could be used for a college or job interview.

#### **ENTRY REQUIREMENTS**

None.



# DRAMA

## GCSE

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: AQA

AWARD CODE: 8261

#### WHY TAKE THIS COURSE?

GCSE Drama will develop a wide range of skills in creating and performing drama work. Students are given the opportunity to work with others, solve problems and share their ideas.

Drama lessons will enable students to explore play texts, create their own drama plays and review live productions. GCSE Drama can help improve self-confidence and communication skills and therefore prepare students to deal with a range of different situations and people.

The course compliments other areas of the curriculum such as English, Music and Dance.

GCSE Drama could lead to Further Education courses ('A' levels, BTEC Nationals) in Performing Arts or Drama and Theatre Studies. Drama GCSE may also be beneficial for Media and Film Studies courses.

#### AIMS OF THE COURSE

GCSE Drama enables students to explore issues and existing play texts, through drama explorative strategies and mediums within practical workshops. Students are encouraged to be creative and confident in their own ideas and develop high quality performance skills. The course aims to use drama to improve imagination and self-confidence as well as team working and communication skills. Students have the opportunity to create their own group performance in a final devised piece.

#### COURSE STRUCTURE AND CONTENT

The GCSE Drama course is in three parts:

##### **Component 1: Understanding Drama [40% of GCSE]:**

Candidates will take a written exam at the end of the course. It will last 1 hour 45 minutes.

Students will be assessed on their knowledge and understanding of drama and theatre:

- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

Questions:

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (46 marks)
- Section C: one two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks).

/cont...





# DRAMA (CONT...)

## GCSE

### OPTION SUBJECT – CATEGORY B

#### COURSE STRUCTURE AND CONTENT (CONT...)

##### **Unit 2: Devising Drama - Practical [40% of GCSE]:**

- Process of creating devised drama.
- Performance of devised drama (students may contribute as performer or designer) Devising log (60 marks), Devised performance (20 marks).
- Analysis and evaluation of own work.

##### **Unit 3: Texts in Practice - Practical [20% of GCSE]:**

- Performance of two extracts from one play (students may contribute as performer or designer).
- Free choice of play but it must contrast with the set play chosen for Component 1.

#### ASSESSMENT

##### **Component 1: Understanding Drama**

Written Exam 1 hour 45 minutes [40% of GCSE].

##### **Component 2: Devising Drama (Practical)**

Devising log (60 marks), Devised performance (20 marks) [40% of GCSE].

##### **Component 3: Texts in Practice (Practical)**

Performance of Extract 1 (25 marks) and Extract 2 (25 marks) [20% of GCSE].

#### ENTRY REQUIREMENTS

You will enjoy this course if you want to study a subject that is both practical and creative and if you enjoy working as part of a team, as Drama involves a lot of group work.

GCSE Drama follows on from drama work that you may have done at Key Stage 3. You will develop your improvisation and acting skills to a higher level.

Previous experience of acting is preferred, either through attending the school's Fulston Youth Theatre group or involvement in drama or theatre work outside of school.



# ECONOMICS

## GCSE

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: OCR

SPECIFICATION CODE: J205

#### **WHY TAKE THIS COURSE?**

All students will become part of the economic system, which drives the world, either as workers or customers. This course equips students with the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally.

Economics encourages students to consider the practical application of economic concepts and explores the theories and concepts in the context of current affairs, business and the economic world.

Following a business related course will assist progression on to a full range of post-16 pathways such as A-levels, apprenticeships and business related college courses.

#### **AIMS OF THE COURSE**

Students will learn how to use economic data from a range of sources, such as tables, charts and graph. Students will acquire the skills to make informed judgements and to communicate in a clear and concise way. They will gain the skills to be able to explain and evaluate economic problems and possible solutions and will acquire a way of thinking as economists and develop a logical approach to thinking and reasoning.

#### **COURSE STRUCTURE AND CONTENT**

There are two components of work to be studied:

##### **1 – Introduction to Economics**

This component aims to equip students with the basic tools of the economist to help them understand their place in and contribution to the local, national and global economy as consumers, workers and citizens. They will be encouraged to investigate a range of contemporary issues, analyzing the evidence from different perspectives so as to make reasoned judgements and informed decisions.

##### **2 – National and International Economics**

In the study of this component, candidates will further develop their understanding of economic concepts and theories studied in component 1. Candidates will apply these to a range of economic issues locally, nationally and globally.

/cont...



# ECONOMICS (CONT...)

## GCSE

### OPTION SUBJECT – CATEGORY B

#### **ASSESSMENT**

The course will be assessed by two examination papers which will be taken at the end of the study period.

The structure of the two question papers is identical.

Each question paper has 20 multiple choice questions in Part A.

Part B consists of three questions, each with a short case study and related short and medium response questions, as well as the opportunity for extended response.

The maximum number of marks for each question paper is 80 marks, so 160 marks in total. Each of the two question papers count towards 50% of the qualification.

The time allowed for each question paper is 1 hour and 30 minutes.

#### **ENTRY REQUIREMENTS**

An interest in current affairs and how the economic systems impact on consumers, businesses and the government, as well as a wish to develop a range of transferable skills.



# FOOD

## GCSE

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: WJEC EDQUAS

AWARD CODE: C56OP1 (FOOD PREPARATION AND NUTRITION)

#### WHY TAKE THIS COURSE?

Whether you simply have a keen interest in Food and want to learn more about it or you have an ambition to study for a career in the Food or Catering industry, this course could be just for you.

Take this unique opportunity to develop your knowledge, understanding and skills in areas such as British and international cuisines, the relationship between the physiological and psychological effects of poor diet and health, how to modify recipes to create your own and many more aspects. This subject will also provide you with an opportunity to develop your skills for imaginative, innovative thinking, creativity and independence. If you choose this subject, you will be expected to provide ingredients for food preparation on a regular basis. This course involves a large degree of written work as well as practical elements.

#### AIMS OF THE COURSE

To equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It will encourage learners to cook, enable them to make informed decisions about food and nutrition and allow them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. By studying food preparation and nutrition, learners will:

- be able to demonstrate effective and safe cooking skills;
- develop knowledge and understanding of the functional properties and chemical characteristics of food;
- understand the relationship between diet, nutrition and health;
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices;
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety;
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international).

#### COURSE STRUCTURE AND CONTENT

##### Component 1 – Principles of Food Preparation and Nutrition

**Written examination: 1 hour 45 minutes (50% of the qualification)**

Learners will be given the opportunity to develop their knowledge and understanding of the six areas of content as well as develop technical skills through practical and experimental work.

/cont...



# FOOD (CONT...)

## GCSE

### OPTION SUBJECT – CATEGORY B

#### COURSE STRUCTURE AND CONTENT (*CONTINUED...*)

The six areas of study are:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

#### Component 2 – Food Preparation and Nutrition in Action

**Two controlled assessments: 20 hours (50% of the qualification)**

This is a non-examination assessment, composed of two assessments set by the exam board. Both assessments are completed in the second year of their studies.

#### ASSESSMENT

##### Component 1 – Principles of Food Preparation and Nutrition

**Written examination: 1 hour 45 minutes (50% of the qualification)**

This component will consist of two sections, both containing **compulsory questions** and will assess the six areas of content studied:

**Section A:** questions based on stimulus material.

**Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.

##### Component 2 – Food Preparation and Nutrition in Action

**Non-examination assessment: internally assessed, externally moderated**

**Assessment 1: 8 hours      Assessment 2: 12 hours      (50% of the qualification)**

**Assessment 1: The Food Investigation Assessment (15% of qualification)**

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. Candidates are expected to produce a written report which is between 1,500 and 2,000 words.

**Assessment 2: The Food Preparation Assessment (35% of qualification)**

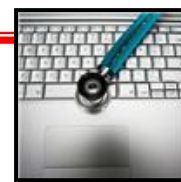
Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. Candidates are expected to produce a written portfolio which is no greater than 15 pages A4 (30 sides) or A3 equivalent.

#### ENTRY REQUIREMENTS

A student will need to demonstrate a keen interest in food. It would be ideal to have completed food studies in Years 7 & 8. Students **need** to have been regularly undertaking practical tasks at home during Year 9.

Students will be expected to develop their knowledge and understanding of the subject through a **large degree of written work** as well as practical activities. They must be prepared to undertake all aspects of the course. Students **must prepare and cook dishes at home every week** to develop their practical skills.

Students will need to **provide ingredients for practical tasks** that take place in school as well as when undertaking the controlled assessments. The type and **cost of ingredients will vary** depending upon the task and topic being covered.



# HEALTH & SOCIAL CARE

*BTEC LEVEL 1/LEVEL 2 TECH AWARD IN HEALTH AND SOCIAL CARE*

## *OPTION SUBJECT – CATEGORY B*

EXAMINATION BOARD: PEARSON

### **WHY TAKE THIS COURSE?**

Interested in working with people? Interested in working in Health, Social Care or Early Years Education?

This course is about people, their development, their needs and how their needs can be supported.

Progression routes:

- Level 3 BTEC National in Health & Social Care (or equivalent).
- Leading to degree courses in midwifery, nursing and health related professions, teaching, social work and child care.
- Vocational courses at college.
- Employment in health, social care or early years' settings.

### **AIMS OF THE COURSE**

- To develop an understanding of the roles of health, social care and early years practitioners.
- To develop an understanding of the skills they use daily.
- To develop an understanding of the issues they meet daily in their work.
- To understand past, present and future developments in health, social care and early years provision.

### **COURSE STRUCTURE AND CONTENT**

The students will need to complete four units of work to gain the BTEC Tech Award.

#### ***Component 1: Human Lifespan and Development (coursework)***

You will explore different aspects of human growth and development and the factors that can affect this across the life stages. You will explore the different events that can impact on individuals' physical, intellectual, emotional and social development.

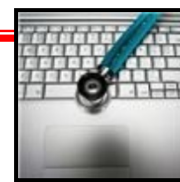
#### ***Component 2: Health and Social Care Values (coursework)***

You will explore health and social care services and how they meet the needs of service users. You will also study the skills, attributes and values required when giving care.

#### ***Component 3: Health and Wellbeing (external assessment)***

You will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centered approaches to make recommendations to improve an individual's health and wellbeing.

*/cont...*



# HEALTH & SOCIAL CARE (CONT...)

*BTEC LEVEL 1/LEVEL 2 TECH AWARD IN HEALTH AND SOCIAL CARE*

*OPTION SUBJECT – CATEGORY B*

## **ASSESSMENT**

### ***Component 1: Human Lifespan and Development (coursework)***

Assessed internally via set assignment and externally verified by Pearson.

### ***Component 2: Health and Social Care Values (coursework)***

Assessed internally via set assignment and externally verified by Pearson.

### ***Component 3: Health and Wellbeing (external assessment)***

Assessed externally under examination conditions in a total two-hour allocated period.

## **ENTRY REQUIREMENTS**

A keen interest in people and in wanting to work with them. The students will also need to have strong extended writing skills, be good independent workers and able to meet deadlines.



# MUSIC

## GCSE

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: AQA

AWARD CODE: TBC

#### **WHY TAKE THIS COURSE?**

The course develops candidates' interest and understanding of how music is created using a practical approach. You will study music history and pieces of music composed between the 18<sup>th</sup> Century and the present day.

The course is extremely rewarding and gives students an opportunity to:

- Go on trips to music shows and concerts;
- Access the Performing Arts Department's Music Technology resources;
- Be part of ensembles both inside and outside school;
- Take a fuller role in school concerts;
- Foster music sensitivity, creativity and aural perception;
- Promote cultural development;
- Be involved in music as performers, composers and listeners;
- Develop team work skills and self-confidence through creating and performing music with others;
- Be prepared to study Music and Performing Arts at A Level.

#### **AIMS OF THE COURSE**

To develop an understanding and appreciation of a wide range of musical styles and traditions. To enhance one's enjoyment of music by developing performing and creative skills.

#### **COURSE STRUCTURE AND CONTENT**

The new GCSE in Music has a clear structure and is designed to allow candidates to study music through the integration of performing, composing, listening and appraising with opportunities to use music technology. The Areas of Study cover a wide range of music: Western Classical Tradition 1650-1910, Popular Music, Traditional Music and Western Classical Tradition since 1910.

/cont...





# MUSIC (CONT...)

## GCSE

### OPTION SUBJECT – CATEGORY B

#### ASSESSMENT

##### **Component 1 Performing [30% of GCSE]**

Students will have to perform a solo and an ensemble performance. These must be different pieces of music for each performance. The pieces are recorded and marked by a Teacher Examiner.

##### **Component 2 Composing [30% of GCSE]**

Students compose two compositions; of at least three minutes' combined duration.

One composition to a brief set by AQA, of at least one minute in duration.

One free composition set by the student, of at least one minute in duration.

The compositions will be marked by the Teacher Examiner and made available for moderation.

##### **Component 3 – Appraising [40% of GCSE]**

Candidates will take a written exam at the end of the course. It will last 1 hour 30 minutes.

Section A: Listening - unfamiliar pieces (68 marks)

- Eight sets of linked questions covering all areas of study.
- Each question will contain excerpts of music from unfamiliar music representing the styles/genres listed for each area of study.

Section B: Extended response questions about study pieces (28 marks).

- Two sets of linked questions (short and extended responses) one for Western classical tradition 1650-1910 and one for popular music.

#### ENTRY REQUIREMENTS

Proficiency on a musical instrument is mandatory (including voice) and having started the course students will be expected to take up (or continue) regular lessons on one or more instruments with an approved instrumental teacher, and to attend school ensembles, such as Samba Band, Choir and Orchestra on a regular basis. Students will be expected to practice their instrument(s) on a regular, daily basis.



# PHOTOGRAPHY

## GCSE

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: AQA

SPECIFICATION CODE: 8206

#### WHY TAKE THIS COURSE?

Photography is an exciting medium that can be used in many different ways. This course will teach you to look at the world in a creative way. The innovative potential stimulated in this course will enable you to apply creative, analytical and critical thinking to any other course that you do.

You will develop an awareness of critical analyses of artists' work, helping to generate your own ideas through practical application and written reflections. You will have the opportunity to document your work successfully online, creating your own digital e-Portfolio.

GCSE Photography could lead to entry into 'A' Level Photography in the Sixth Form.

#### AIMS OF THE COURSE

To broaden your understanding of a variety of light and lens-based photographic techniques and processes, utilizing both traditional and new technologies. The aims are to teach you to select and record information, experiment with materials, images and ideas and become aware of art and design contexts within your life.

#### COURSE STRUCTURE AND CONTENT

In Component 1 and Component 2, students are required to work in **one or more** area(s) of photography, such as those listed below:

- Portraiture
- Location photography
- Studio photography
- Experimental imagery
- Installation
- Documentary photography
- Photo-journalism
- Moving image: video and animation
- Fashion photography

/cont...



# PHOTOGRAPHY (CONT...)

## GCSE

### OPTION SUBJECT – CATEGORY B

#### ASSESSMENT

The course is broken down into two sections:

**Component 1** – worth 60% of final grade.

Component 1 requires a portfolio that must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

**Component 2 – Externally Set Assignment** – worth 40% of final grade.

Component 2 requires students to respond to their chosen starting point from an externally set assignment paper. The externally set assignments will be available to students from 2<sup>nd</sup> January in the year of the examination. A preparation period begins after the 2<sup>nd</sup> January, followed by 10 hours of supervised unaided work in which the students are required to realise their intentions.

Through both components, students must record their ideas, observations and insights, both visually and through written annotations, using appropriate specialist vocabulary in both portfolio and externally set assignments.

#### ENTRY REQUIREMENTS

A true interest and enthusiasm for the subject as well as an awareness of the need to carry out research and homework in your own time and attend Photography workshops on a regular basis.

For information, please visit [www.fulstonphotographygcse.weebly.com](http://www.fulstonphotographygcse.weebly.com)



# RELIGIOUS STUDIES

## GCSE

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: AQA

SPECIFICATION CODE: 8062 SPECIFICATION A

#### WHY TAKE THIS COURSE?

GCSE exams in Religious Studies A include questions that allow students to demonstrate their ability to:

- Apply knowledge and understanding of two religions;
- Apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith;
- Understand the influence of religion on individuals, communities and societies;
- Understand significant common and divergent views between and/or within religions and beliefs;
- Apply knowledge and understanding in order to analyse questions related to religious beliefs and values;
- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content below.

Why did GCSE candidates choose Religious Studies? This is what they said:

*"Opinions matter; discussions are good because I am an auditory learner."*

*"I like talking about moral issues like abortion. There are no wrong opinions."*

*"We watch videos. There is no coursework and it's not all religious."*

*"I like to express my views and opinions and listen to the views of others."*

*"There're a lot of videos and I'm a visual learner."*

*"It is helpful when it comes to jobs, as it covers a lot of things employers are looking for, e.g., people skills."*

*"The last couple of years I have been getting good grades, so I knew I could do well in it."*

*"I enjoyed it in Years 7, 8 and 9."*

*"I like to learn about controversial things and have my own opinions about them."*

#### AIMS OF THE COURSE

Courses based on this specification should encourage students to:

- Develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism;
- Develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying;
- Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject;
- Reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life;
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

/cont...



# RELIGIOUS STUDIES (CONT...)

GCSE

OPTION SUBJECT – CATEGORY B

## COURSE STRUCTURE AND CONTENT

The specification covers the content laid down by the Department for Education (DfE) subject content for GCSE Religious Studies

Students should consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They should be aware that religious traditions of Great Britain are, in the main, Christian and that religious traditions in Great Britain are diverse. They include Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religious and non-religious beliefs such as atheism and humanism. This knowledge may be applied throughout the assessment of the subject content, particularly in questions requiring evaluation of attitudes.

### **Component 1: The study of religions – beliefs, teachings and practices.**

Beliefs, teachings and practices of the following religions:

- Christianity
- Islam

### **Component 2: Thematic studies**

Four religious, philosophical and ethical studies themes.

Theme A: Religion and relationships.

Theme B: Religion and life.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

## ASSESSMENT

- Two written exams: 1 hour 45 minutes of 96 marks each (plus 3 marks for spelling, punctuation and grammar [SPaG]).

## ENTRY REQUIREMENTS

None.



# SPORT

## BTEC LEVEL 1/LEVEL 2 TECH AWARD IN SPORT

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: PEARSON

AWARD CODE: 603/7068/3

#### WHY TAKE THIS COURSE?

This Tech Award is for learners interested in taking a hands-on course alongside their GCSEs. This course will offer students an insight into what it is like to work in the sector, giving a broad introduction that keeps all their options open and allows them to make an informed decision about future learning and career. The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.

This qualification has been developed in close consultation with focus groups, current practitioners and employers to ensure that all of the key skills and areas of knowledge required for learners to work effectively in the sports industry are incorporated into both the content and the assessment process. The internally assessed components are task-based and largely practical, allowing learners to demonstrate their skills and ability and their understanding of the theoretical content in a way that suits them.

#### AIMS OF THE COURSE

Learners will explore the different types and providers of sport and physical activity, as well as the equipment and technology available. Building on this, they will look at individuals' differing needs, to gain an understanding of how to increase participation in sport while further developing their knowledge and understanding of anatomy and physiology in a contextualized way. They will then apply their knowledge and skills to planning and delivering sports activity sessions for participants in practical sessions.

In addition, this qualification enables learners to develop sector-specific skills such as sport analysis and sports leadership, and personal skills such as communication, planning, time management and teamwork, through a practical and skills-based approach to learning and assessment.

#### COURSE STRUCTURE AND CONTENT

The course is made up of three components:

##### **Component 1:**

- Preparing Participants to Take Part in Sport and Physical Activity.

##### **Component 2:**

- Taking Part and Improving Other Participants' Sporting Performance.

##### **Component 3:**

- Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity.

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# SPORT

## *BTEC LEVEL 1/LEVEL 2 TECH AWARD IN SPORT*

### *OPTION SUBJECT – CATEGORY B*



#### **ASSESSMENT**

Components 1 (30% of the total course) and 2 (30% of the total course) are assessed internally at school through tasks or assignments and are externally moderated.

Component 3 (40% of the total course) is assessed via an examination lasting 1 hour and 30 minutes and is sent away to be marked. Component 3 builds directly on Components 1 and 2, and brings your learning together, using the knowledge, skills and techniques you have developed to study the planning, leading and reviewing of sport and activity sessions for target groups.

All of the work that you do throughout the course, including the tasks and assignments, will prepare you for this final synoptic assessment.

#### **ENTRY REQUIREMENTS**

We require learners who want to acquire theoretical knowledge and technical skills through vocational contexts by exploring areas such as the body systems, psychology, nutrition, technology and leadership. A passion for health, fitness, activity and sport is essential.



# TEXTILES

## GCSE

### OPTION SUBJECT – CATEGORY B

EXAMINATION BOARD: AQA

SPECIFICATION CODE: 8204

#### WHY TAKE THIS COURSE?

Take textiles because it is a unique and creative subject, where you can explore methods, materials and techniques in exciting and imaginative ways. Having enjoyed textiles at Key Stage 3, it is the ideal opportunity to refine your skills and explore your own creativity. You will create a portfolio of work that contains a wide variety of 2D and 3D work.

You will be given the opportunity to work independently, with support and guidance, to create textiles that are impressive and fun to make.

There is time for you to develop your initiative, problem solving and design skills – all essential and transferable skills.

By taking textiles at GCSE you will begin a journey to discover your creative style and interests. Further to the GCSE, there is the opportunity to progress onto A Level Textile Design in the Sixth Form.

**NB: TEXTILES CANNOT BE STUDIED WITH ART & DESIGN.**

#### AIMS OF THE COURSE

To provide:

- A creative experience that is defined by the use of textiles;
- A broad and contextual view of textiles that includes within it cultures, artists and designers, your own experiences and ideas;
- An opportunity to discover how textiles are created, constructed and used;
- A practical subject in which to discover methods, materials and processes.

#### COURSE STRUCTURE AND CONTENT

##### TEXTILES DESIGN:

Candidates are required to work in **one or more** area(s) of textile design, such as those listed below. They may explore overlapping areas and combinations of areas:

- Fashion and/or costume
- Printed and/or dyed materials
- Domestic textiles
- Constructed and/or applied textiles
- Constructed and/or stitched and/or embellished textiles.

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# TEXTILES

## GCSE

### OPTION SUBJECT – CATEGORY B

#### **ASSESSMENT**

The course is broken down into two sections:

The Controlled Assessment – worth 60% of final grade.

You will be introduced to a variety of experiences exploring a range of textiles materials, methods and processes, including traditional and new technologies.

You will explore relevant images, artefacts and resources relating to a range of textile art from the past and recent times, including European and non-European examples which should be integral to the investigating and making process. You will produce responses to these examples through practical and critical activities, which demonstrate understanding of different styles and traditions. You will also investigate contemporary textile design, which you will be expected to be able to respond to and make.

The Externally Set Task – worth 40% of final grade.

This will include a range of topics and stimulus materials from which you select one. You are expected to develop your own work with evidence which covers all four assessment objectives. The questions will be available from 1<sup>st</sup> January in the year of the examination. You will be allocated a set time to complete the developmental work and then have 10 hours of supervised time to complete a personal response to the chosen topic.

#### **ENTRY REQUIREMENTS**

It is essential that you have a true interest and enthusiasm for textiles, where you enjoy exploring and experimenting with methods and materials. You will need to have demonstrated competence when using the sewing machine and an ability to develop this creatively. You will be expected to draw designs and templates and spend time planning and developing ideas. It is not required that drawing skills are exceptional, but observant with some accuracy. It is important that you are prepared to attend workshops as textiles is a subject that requires time and dedication.

**Please note that GCSE Textiles and GCSE Art + Design cannot be studied together.**

**NOTES:**

**NOTES:**

# FREQUENTLY ASKED QUESTIONS

## HOW DOES THE OPTIONS PROCESS WORK?

- Information is provided via a booklet, the School Website and the Year 9 Options Evening.
- Students complete an online option choices form to express an interest in the subjects they wish to take and prioritise them in order of preference.
- Data from the option choices forms is used to generate the option blocks for the timetable.
- Any issues which have arisen at this stage, for example clashes, are discussed with students and parents/guardians.
- Final details on the individual options for students will be available at the end of June. This will be communicated to you.

## DOES THE ENGLISH BACCALAUREATE STILL EXIST?

Yes. The English Baccalaureate is a recognition of students achieving a strong pass in five academic GCSEs, which include English Literature and English Language, Mathematics, at least two Sciences, a foreign language, and History or Geography.

## HOW MANY OPTIONS CAN I TAKE?

Students will have **four** option choices; at least one of which **MUST** be from Category A (the Baccalaureate subjects) with a reserve subject chosen in both Categories A & B.

## HOW DO YOU WORK OUT WHICH OPTION BLOCK A SUBJECT WILL BE IN?

Data from the completed Option choices forms is used to generate the option blocks for the timetable. This is generated to produce as few clashes as possible.

## WHAT HAPPENS IF THERE IS A CLASH WITH TWO SUBJECTS I HAVE CHOSEN?

In the unlikely event of a clash, an individual interview is arranged to discuss possible alternatives.

## WHEN DO I NEED TO RETURN MY OPTIONS CHOICES FORM?

The Options choices form will be emailed to parents/guardians on Wednesday, 9<sup>th</sup> February 2022 and **MUST** be submitted by **Monday, 21<sup>st</sup> February 2022 at the latest.**

## CAN I CHANGE MY MIND ABOUT AN OPTION CHOICE?

**Any changes to option choices must be received in writing by Thursday, 30<sup>th</sup> June 2022 which is three weeks before the end of the summer term.** As a school we will do everything in our power to accommodate any changes. However, this becomes increasingly difficult the further into the process we are. It is most unlikely that any changes will be permitted after this date.

## WHY CAN I NOT CHOOSE ART & DESIGN AND TEXTILES

Unfortunately this is not possible as they contain too much common content.

## FOOD AND MUSIC OPTIONS

Where students apply for the Food or Music options, an additional confirmation will later be required that parents will meet the specific requirements of these courses.

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# FREQUENTLY ASKED QUESTIONS

## FINANCIAL CONCERNS

Should you have any financial concerns with regards to option choices, please contact Mrs Fitzjohn on [nfitzjohn@fulstonmanor.kent.sch.uk](mailto:nfitzjohn@fulstonmanor.kent.sch.uk) or (01795) 475228.

## WHAT IS TRIPLE SCIENCE?

The majority of students will be taking Combined Science which is the equivalent of two GCSEs. If students are working at a GCSE grade 6 or above, or are likely to be by the end of this academic year, they could choose to take the Triple Award Science as an option. This consists of three separate GCSEs; one in Biology, one in Chemistry and one in Physics.

## WHAT IF A SUBJECT IS OVER-SUBSCRIBED?

If a subject is over-subscribed and we are unable to run additional classes, we will allocate spaces using a range of criteria, including the ranking position students gave to that subject; academic performance in that subject (where applicable); behavior in lessons (especially in practical subjects) and whether the form was submitted late. Following this process, should numbers remain too high, names will be 'drawn' randomly.

## WHAT IS PROGRESS 8?

Progress 8 aims to capture the progress a student makes from the end of primary school to the end of secondary school. It is a measure that all schools are judged against to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at GCSE.

Progress 8 is based on students' progress measured across eight subjects: English, Mathematics, Science, two other Baccalaureate subjects (Computer Science, French, Geography, History and Triple Science) and three further subjects. As Fulston Manor School has historically offered a broad, balanced and academic curriculum, this new initiative has not altered our options process significantly.

## WHAT IS ATTAINMENT 8?

Attainment 8 is the students' average achievement across the eight subjects named above. This measure replaces the previous headline measure of 5 A\*-C including English and Mathematics.

If you do have any queries after the Year 9 Options Evening, please do get in touch. Contact details are given below:

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