



**CROFTON  
SCHOOL**

**YEAR 9 UPPER SCHOOL  
PREFERENCE BOOKLET  
2021/23**

## Key Stage 4 Preferences

This booklet describes the courses that we offer to students in Years 10 and 11.

In Year 10, for the first time in your school career, you have some choice about what you study. You do not have complete freedom - several subjects are compulsory - but you are able to drop some subjects and to start some new ones. It is absolutely vital that you make these choices carefully.

Studying a modern foreign language gives you great skills for the rest of your life. The internet has brought everyone much closer together so chatting, blogging and networking with people of different languages is a fantastic opportunity to find out about other cultures and traditions. We hope that many of you continue to develop the language skills you have developed so far.

However, most occupations do not require you to follow particular courses - getting the best possible grades will usually be more important. As such, it makes good sense to choose subjects that you will do well in.

Remember, you cannot tell which teacher you will get; you cannot be sure which class you will be in and who else will be in it. It is much better to put these things to one side when making your choices.

I would urge you to take as much advice as you can. Talk to your parents; talk to older brothers and sisters; talk to students that you know in Years 10 and 11; talk to your teachers and your tutor. Some of the subjects will be new to you - do take the trouble to find out about them.

We want all of our students to enjoy courses that will give them the chance to achieve impressive qualifications.

"Impressive" is an important word - we want to help students get access to the best sixth forms and colleges, to the best universities and to stimulating and rewarding jobs. This means getting the best possible grades in subjects they are going to enjoy and which are respected by employers and by other education institutions.

For many of the students, impressive means GCSE passes at grade 5 or better in a variety of academic subjects.

We are here to help and advise students and parents. The Year 9 Preference Evening on Wednesday 17 March 2021 will be a virtual event. The school website will host pages from each department, describing the course and show-casing work. We will also be holding a Microsoft Teams event to give more information about these important choices and to answer any questions.

Choosing subjects that you enjoy and that you are good at is a good starting point. Remember, you will want to leave us at the end of Year 11 with the best possible grades and to be able to look back on an interesting and rewarding set of courses. Good luck!

Miss A Knight



Senior Assistant Headteacher

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# The Key Stage 4 Curriculum

You will have to study the following core subjects at Key Stage 4

- **English**
- **Mathematics**
- **Science**
- **PE**
- **PDL (Personal Development Learning)**

In addition to these, you will have to study History OR Geography. You can choose to study both.

**In addition to your core curriculum, most students study four subjects at GCSE level.**

These are your preference subjects and we will do our best to ensure you can study these subjects, however, you may have to pick an alternative.

We try very hard to ensure the majority of students can study their preference subjects. However, there may be times when we are unable to offer a subject. In particular, if the numbers opting for it are too low. If this is the case, we will inform students as soon as possible and ensure they make another subject choice.

**Please be aware of the following:**

**You need to select four option preferences**

*you can select:*

- only **one** technology subject (Design & Technology or Hospitality & Catering)
- a maximum of **two** humanities subjects (History, Geography or RE)  
Modern Foreign Language (MFL)
- a maximum of **two** 'Arts' subjects (Art, Drama, Music, Photography, PE or Dance)
- Computer Studies (must be discussed with Mr Kinslow)
- Statistics/FSMQ (must be discussed with Mr Edwards)

*You need to indicate a reserve subject for each block on your preference form.*

## Key dates

- Preference evening ONLINE 17 March 2021.
- Preference form given out to students 17 March 2021.
- Preference form returned to Tutors 21 April 2021.
- Finalisation of the curriculum for each Upper School student takes place between April-May.
- New timetable begins 7 June 2021.

# English Language and Literature

## Course Title and Exam Board

GCSE English Language and English Literature with AQA Exam Board.

## Course Description

All students will study two GCSEs: English Language and English Literature. Reading, writing, and speaking and listening are of vital importance in everyday life and also essential for most careers. As such, students will continue to hone their skills in order to read and respond to fiction and non-fiction texts effectively in English Language. For English Literature, students will study three central texts: *Macbeth*, *A Christmas Carol* and either *An Inspector Calls* or *Blood Brothers*, as well as a selection of poetry from the AQA Power and Conflict Anthology.

## Skills and Concepts

In both GCSEs, students will be encouraged to develop their skills in reading and writing, as well as spoken language, helping to improve their expression on the page and in discussion.

In English Literature, and the reading elements of English Language, students will learn how to unpick an author's intention and purpose, analysing language, grammar and structure. In English Language, 50% of marks are attributed to writing and they will be asked to demonstrate and apply what they have learned reading texts, and apply their understanding to their writing as they take on the role of author.

English Literature and Language both emphasise analytical thought and precise understanding, as well as extended writing, which are important skills going forward in education, and in many careers and in life.

## Requirements

The examinations in English Language and English Literature have one level of entry and are assessed through terminal exams in the summer term of Year 11.

## Student Groupings

Students will be taught in mixed attainment learning classes for English and English Literature; this allows for smaller class groups and greater teacher support for students. The work in all classes will be differentiated to challenge the most able, but also support the needs of those students who find English more of a challenge.

# Maths

## **Course Title and Exam Board**

Mathematics with OCR Exam Board.

## **Course Description**

All students follow the national curriculum in Mathematics. You will study number (Arithmetic), Ratio and Proportion, Algebra, Shape, Space and Measures (Geometry) and Data Handling (Statistics), which together with Using and Applying Mathematics form the Attainment Targets on which your final assessment for GCSE will be based.

## **Skills and Concepts**

You will be encouraged to develop your knowledge of a wide variety of mathematical concepts, skills and techniques in order to develop problem solving abilities when presented with functional problems that better prepare students for the real world application of Maths.

A great deal of emphasis will be placed on communication skills including both written and oral explanations of mathematical ideas.

## **Method of Assessment**

There are two tiers of assessment. Higher grades available 9 to 4 and Foundation 1 to 5. These are 100% exam and there will be no coursework component. There are three exams, two of which require the use of a calculator.

The Higher tier and Foundation tier course will be examined 2023.

## **Teaching Groups**

You will be set according to your ability after discussions between teachers and with reference to the grades you obtain in your Year 9 exams.

*Please see pages 30-31 for information on Statistics and Additional Maths.*

# Science

## Course Title and Exam Board

The courses offered in Science are:

- |  |   |
|--|---|
| <p><b>1. AQA GCSE Combined Science:<br/>Trilogy</b></p>                      | <p>GCSE Combined Science (x 2)</p>                      |
| <p><b>2. AQA GCSE Separate Sciences:<br/>Biology, Chemistry, Physics</b></p> | <p>GCSE Biology<br/>GCSE Chemistry<br/>GCSE Physics</p> |

100% of the GCSE grade is determined by exams. These exams test knowledge and understanding as well as assessing pupils on practicals that they have studied. The Science course does not include any controlled assessments (formal assessments conducted during class time).

## AQA GCSE Combined Science: Trilogy

All students not taking Separate Sciences will begin this programme of study at the beginning of Key Stage 4.

### Course Description

GCSE Combined Science provides a Key Stage 4 Science course for learners of any ability, whether you intend to study Science further or not. Students will study all three disciplines of Science: Biology, Chemistry and Physics as separate teaching and learning units.

### Method of Assessment

GCSE Combined Science is examined in the summer term of Year 11. Each paper carries equal weighting for determination of the two GCSE scores.

Biology 1c:	Written paper - 1 hour 15 mins
Biology 2c:	Written paper - 1 hour 15 mins
Chemistry 1c:	Written paper - 1 hour 15 mins
Chemistry 2c:	Written paper - 1 hour 15 mins
Physics 1c:	Written paper - 1 hour 15 mins
Physics 2c:	Written paper - 1 hour 15 mins

### Student Groupings

Students will be set according to performance during Key Stage 3, including, but not limited to: Year 9 exam scores as well as quality and punctuality of both class work and homework.

# AQA GCSE Separate Science

## (3 GCSEs)

Separate Sciences (sometimes known as Triple Science) is not an option subject; students will be invited, by letter, to take the course over the two years of their GCSE. These invitations are based on student performance during Key Stage 3, including, but not limited to: Year 9 exam scores as well as quality and punctuality of both class work and homework.

This decision has been made due to the fast pace of the three GCSEs compared to that of studying Combined Science. The Separate Science course also adds pressure during an already busy examination season; a student studying Separate Science will have to study additional content during the course to cover the extra GCSE. Students are only invited if it is felt that they can handle the additional demands of the course.

Studying for two Science GCSEs rather than three will not reduce the chance of a student studying A Levels in two Sciences; local colleges and sixth forms look for one GCSE Science at grade 6 or higher for each Science A Level to be studied.

### Course Description

GCSE Separate Science provides a Key Stage 4 Science course for learners of high ability. The specification presents Biology, Chemistry and Physics in separate teaching and learning units and provides a firm foundation for progression to AS and A Level Science.

### Method of Assessment

GCSE Separate Science is examined in the summer term of Year 11. Each paper carries equal weighting for determination of GCSE scores.

### Biology

Biology 1s: Written paper - 1 hour 45 mins

Biology 2s: Written paper - 1 hour 45 mins

### Chemistry

Chemistry 1s: Written paper - 1 hour 45 mins

Chemistry 2s: Written paper - 1 hour 45 mins

### Physics

Physics 1s: Written paper - 1 hour 45 mins

Physics 2s: Written paper - 1 hour 45 mins

## Core Physical Education

### Course Description - Year 10:

In Year 10, all students follow a diverse curriculum and will experience activities they have not had chance to participate in before. Students are taught in single sex, mixed ability classes.

Each activity block will last for half a term and there will be links to the GCSE syllabus for students who have opted to follow the course. Examples of the type of activities are:

- Trampolining and Gymnastics
- Handball
- Rounders
- Table Tennis
- Rugby or Tag Rugby
- Health and Fitness
- Volleyball
- Badminton
- Athletics
- Softball
- Tennis

### Course Description - Year 11:

Students opt to participate in a particular activity and will pursue one activity every half term. Following this, students will have the opportunity to opt for different activities. Examples of the types of activity are:

- Football
- Rugby
- Basketball
- Badminton
- Volleyball
- Netball
- Dance
- Trampolining
- Fitness and Health
- Rounders
- Tennis
- Softball
- Athletics

In both Year 10 and 11, students who are studying GCSE PE will use core PE lessons to further develop and improve their scores within their chosen practical activities.

### Skills and Concepts

Our aims include:

- gaining enjoyment and satisfaction from being involved in physical activity
- continuing to develop your physical competencies
- enhancing your self-esteem through the development of your physical confidence
- coping with the challenges of competitive and co-operative situations
- encouraging you to adopt an active lifestyle while at school and throughout life

## Personal Development Learning (PDL)



Crofton School prides itself on its established and recognised *Personal Development Learning* programme. It is designed to best prepare students for the challenges and opportunities of young adult life and beyond. It provides a unique opportunity for students to be informed about and further develop social, political, economic and health issues that will enable them to make the most of their lives as one member of a larger British society that shares common ideals and values for us all to live our lives to the maximum in the pursuit of our individual and collective goals.

### Course Description

Personal Development Learning encourages students to reflect on and celebrate their existing individual strengths and remaining areas for development. In a rapidly changing world, students are taught the value of transferable skills such as teamwork, problem solving, decision making, independence and leadership. Personal Development Learning at Crofton School is divided into 4 main themes:

**Being and Feeling:** Students are also invited to consider important health issues, to do with their bodies, relationships and emotional wellbeing. Spiritual development is an intrinsic part of nurturing and reflecting on their emotional wellbeing.

**Belonging and Connecting:** Personal Development Learning focuses on celebrating and nurturing the individual and equipping students with the tools to make the most of being an effective and valued part of the wider society that they belong to. We develop the student's role as a young active citizen who recognises their rights AND responsibilities as consumer. Students are also taught about the rule of law, individual liberty and mutual respect and tolerance of difference such as those with different faiths, beliefs and sexuality.

**Planning and Growing:** Students are empowered to think of how their individual wishes linked to careers, education, friends and past-times can be best met and fulfilled at different stages of their lives.

**Enterprise and Diligence:** Equipped with knowledge about basic economic ideas and personal finance training, students are given the opportunity to reflect on and develop the benefits of being a creative thinker and what energy and other things and people are needed to make the idea into a reality. Careers Education is clearly an important part of being enterprising.

### Programme of Study

Year	Sum 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1		
10	Diversity & Tolerance	Govt & Spending	Sex & Rel Ed Living together Teenage parenting AIDS & STIs Contraception & STIs	Careers	Religion & Relationships	Personal Finance		
11	Crime & Punishment	Drugs Talk: "latest" info	College Talks	World Conflict & Resolution	Mock Revision & Exams	Ethics & Morality	Mental Health	Revision

### Method of Assessment

There is no assessment at Key Stage 4.

### Student Groupings

Students are taught in their mixed ability groups.



## History

### Course Title and Exam Board

Edexcel

### Course Description

The course is made up of five teaching units over Year 10 and Year 11. There will be three examinations in the summer of Year 11 and NO controlled assessment.

#### Paper 1: Thematic study and historical environment

This paper contains a theme throughout British History of Crime and Punishment that leads students to analyse and evaluate events that happened from c1000 to the present. As part of this paper they will be studying Jack the Ripper and the Whitechapel murders as an isolated event as well as other aspects of the development of what constitutes a crime and how these are punished in British society e.g. witch trials or hanging.

The paper length is 1 hour 15 minutes and worth 30% of the total grade.

Students will need to understand what has changed or stayed the same over this time period when it comes to the crimes or punishments in Britain, as well as use sources to explain their answers.

#### Paper 2: Period Study and British Depth Study

This paper contains a study of Henry VIII where students develop their knowledge of the time and build their understanding of the social, political and economic developments, for example, understanding why Wolsey was able to gain power. Within this paper students will also be studying another period study, The Cold War 1941-91 which analyses how international relations changed over time. The Cold War will focus on three crises that happened as well as the rise and fall of tensions between the superpowers.

The paper length is 1 hour 45 minutes and worth 40% of the total grade.

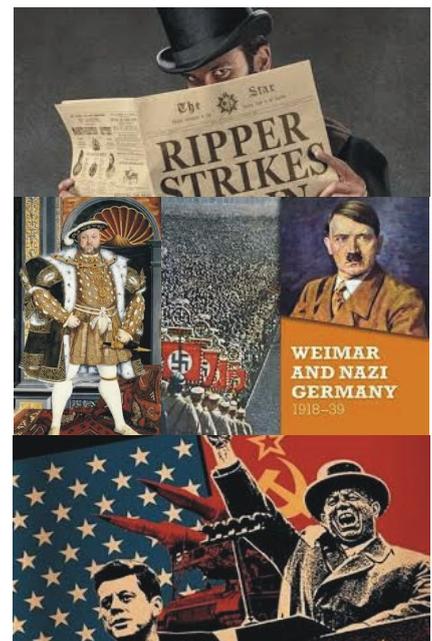
Students need to develop their knowledge and understanding about the Cold War and the British study on Henry VIII; they should develop their understanding of causes of key events within these time periods.

#### Paper 3: Modern Depth Study

This paper looks at a modern depth study of Weimar and Nazi Germany where students learn about the social, economic and political developments and apply their knowledge to historical sources. We will be studying what happened during the 1920s and how Hitler and the Nazi party were able to gain power. The course will then focus on what life was like under Nazi control.

The paper length is 1 hour and 20 minutes and worth 30% of the total grade.

Students will develop knowledge of the time period and will be analysing and evaluating contemporary sources as well as other interpretations about the time period.



## Course Title and Exam Board

GCSE Geography - AQA Exam Board

## Course Description

This course looks at people and their interaction with the environment.

- You will learn to make sense of your surroundings, both human and physical.
- You will gain knowledge of different places and environments in the UK and around the world.
- You will develop an appreciation of the threats to our environment, evaluate different solutions to these issues and learn how you can make a difference.
- You will learn about the opportunities, constraints and challenges facing different people throughout the world.
- You will develop a range of skills including; map work, problem solving, group work, communication skills (e.g. presentation, debating), ICT, literacy and numeracy.

There are four main areas on subject content:

### Living with the physical environment

- The challenge of natural hazards – Tectonic hazards, weather hazards, climate change.
- The living world – Ecosystems, tropical rainforests, cold environments.
- Physical landscapes in the UK – Coastal landscapes and glacial landscapes.

### Challenges in the human environment

- Urban issues and challenges – Global urban growth, urban change in the UK, sustainability.
- The changing economic world – Global development and quality of life, the UK economy.
- The challenge of resource management – Global and UK resource management, water.

### Geographical applications

- Issue evaluations – Critical thinking, decision making and problem-solving using secondary sources (including pre-released material).
- Fieldwork – Two geographical enquiries, including the collection of primary data on fieldtrips.

### Geographical skills

- Cartographic skills
- Graphical skills
- Numerical skills
- Statistical skills
- Use of quantitative and qualitative data
- Formulating enquiries and arguments
- Literacy

## PLEASE NOTE...

Students are expected to attend **two** fieldtrips (one human and one physical) and undertake independent research. We will visit locations accessible in an extended school day (e.g. 8am-4pm).

### **Method of Assessment:**

The assessment takes the form of three written examination papers and there are no longer tiers in Geography (all students will sit the same paper, regardless of their ability). The exam papers will include a number of different styles of question, including multiple-choice, short answer, levels of response and extended essay-style responses.

#### Paper 1: Living with the physical environment

35% of the GCSE, 1 hour and 30 minutes, 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology). This exam assesses knowledge and understanding of the physical geography units. Students will also be required to apply geographical skills.

#### Paper 2: Challenges in the human environment

35% of the GCSE, 1 hour and 30 minutes, 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology). This exam assesses knowledge and understanding of the human geography units. Students will also be required to apply geographical skills.

#### Paper 3: Geographical application

30% of the GCSE, 1 hour and 15 minutes, 76 marks (including 6 marks for spelling, punctuation, grammar and specialist terminology). This exam assesses the issues evaluation, fieldwork and geographical skills elements of the course. In the first part of the exam students will be expected to analyse resources about any aspect of the specification and answer questions about a contemporary geographical issue. There will be a pre-release booklet to study in class before the final exams. Students must think critically, consider stakeholder's views, evaluate the advantages and disadvantages and generate solutions.

In the second part of the exam student's understanding of the enquiry process will be examined. Questions will be based on the two days of fieldwork carried out during the course and unfamiliar fieldwork from different contexts. Students will need to demonstrate that they can ask geographical questions, generate hypotheses, collect data, analyse data (using mathematical and statistical techniques), draw conclusions and evaluate their fieldwork.

### **Student Groupings**

Geography will be taught in either ability sets or mixed groups, depending on the number of students.

*Please talk to Mrs Webber, Mrs Blackburn (maternity cover for Mrs Flint) or Miss Bate if you have any questions about the geography course.*

## **Geography tackles the big issues! Without geography..... you're nowhere!**

- as international links become closer, easier and faster, we need more than ever to understand the geography of the world;
- to help protect the environment - both at home and abroad - we need to understand geographical influences, and the geographical relationships linking people and their surroundings;
- to make the most of our multicultural society we need to understand and appreciate the cultures and backgrounds of people from all over the world.



**Geography -  
helping you make  
sense of the world**

## Religious Studies

### Course Title and Exam Board

You will study WJEC Eduqas GCSE (9-1) in Religious Studies. The Religious Studies course for the GCSE examination consists of a practical study of Christianity and one other world faith.

### Course Description

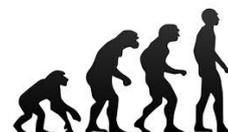
Component 1 - There are four sections covering:

Issues of Relationships  
Issues of Life and Death  
Issues of Good and Evil  
Issues of Human Rights



Component 2 - There are 2 sections covering:

Beliefs, teachings and practices of Christianity  
Beliefs, teachings and practices of another world faith



### Skills and Concepts

As well as the academic study of how religion and religious people interact with the world around us, a variety of approaches are used to help the students understand their own place in the modern world and their own attitudes towards many issues that may affect themselves or society. The course will include visits to religious places of worship, so that a direct dialogue between students and religious believers can be established.

### Areas of study include:

- Beliefs about God and creation and their relationship with science.
- Ideas about the afterlife, the value of human life and ethical issues.
- Changing attitudes towards divorce, family life, homosexuality and contraception.
- Issues around sexism, racism and immigration in Britain and the wider world.
- Why wars occur, what we can do to promote peace and attitudes towards forgiveness and reconciliation.
- The need for law and justice, theories of punishment and different attitudes towards capital punishment.
- The nature of God, creation and the afterlife.
- Worship, sacraments, pilgrimage and celebrations.

### Transferable skills gained by the RE student:

- Can interact in group work
- Can formulate reasoned opinions and effectively participate in discussions and debates
- Can understand various moral and ethical issues
- Can appreciate differing attitudes, opinions and beliefs
- Can have a better understanding of the world they live in
- Can relate to people of different cultures and religion
- Can be better prepared for facing life issues
- Enhance their spiritual development and contribute to their health and wellbeing



## Modern Foreign Languages

### French



#### Course Title & Exam Board

GCSE French (8658), AQA

#### Course Description

This course is made up of three themes which are taught over Years 10 and 11 and build on the curriculum taught in Years 7-9. There are four final examinations which are taken at the end of Year 11.

#### The benefits of studying GCSE French include:

- The ability to communicate with people and process information is a key skill in itself and this will be enhanced by studying a language to GCSE.
- In a world where the UK is competing in a global post-Brexit marketplace, it will be increasingly advantageous to be able to use a language other than English.
- France is our closest neighbour and the main gateway for the import and export of goods to and from Europe. As we no longer have a free trade agreement, there is an ever-increasing need for language practitioners who can negotiate sales, understand legal documents in another language and deal with import and export.
- Once travel and tourism open again, there may be an increased need for UK-based workers who speak other languages and can do jobs in the hospitality and tourism industry that were formerly done by EU residents in the UK.
- Learning one language makes it easier to learn a second, so a GCSE in French can enable you to learn other languages later on in life.
- Learning a language has been proven to boost your overall memory skills.

The course is divided into three themes as follows:

#### 1. Identity and culture

- **Me, my family and friends:** Relationships with family and friends; Marriage and partnership.
- **Technology in everyday life:** Social media; mobile technology.
- **Free-time activities:** Music, cinema and TV; Food and eating out; Sport.
- **Customs and festivals:** France and customs; Francophone festivals.

#### 2. Local, national, international and global areas of interest

- **Home, town, neighbourhood and region:** Home; Where I live.
- **Social issues:** Charity and voluntary work; Healthy and unhealthy living.
- **Global issues:** Environment, Poverty and homelessness.
- **Travel and tourism:** Holidays and travel; Regions of France.

#### 3. Current and future study and employment

- **My studies:** School and subjects; Life at school and college.
- **Education post-16:** University or work?
- **Jobs, career choices and ambitions:** Choice of career

### Method of Assessment:

MFL GCSE examinations are tiered and candidates will sit either Foundation (for grades 1-5) or Higher (for grades 5-9). There is no mixing and matching of entry tiers; students sit the same tier for all 4 of their papers. Each paper is worth 25% of the qualification.

### Listening

35 minutes (Foundation Tier), 45 minutes (Higher Tier), plus 5 minutes' reading time.

This exam includes a range of question types including multiple choice, tick boxes and full answers.

Section A: questions in English and any full answers in English.

Section B: questions in French and any full answers are in French.

### Speaking

7–9 minutes (Foundation Tier) + 12 minutes' preparation time.

10–12 minutes (Higher Tier) + 12 minutes' preparation time.

The speaking exam consists of a role play card, a photo description card and two general conversation topics. The

cards are given to the candidate for 12 minutes of invigilated preparation time. During this time, candidates are expected to take notes but they do not have access to any other resources.

Candidates choose their first general conversation topic; the second is randomly allocated by the examination board. This exam is conducted by the class teacher, who records it. The recordings are sent to AQA and marked by an external examiner.

### Reading

45 minutes (Foundation Tier), 1 hour (Higher Tier).

Section A – questions in English, to be answered in English or multiple choice/tick boxes.

Section B – questions in French, to be answered in French or multiple choice/tick boxes.

Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier).

### Writing

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier).

#### Questions: Foundation Tier:

Question 1 – message (four sentences in response to a photo).

Question 2 – short passage (four bullet points, approximately 40 words).

Question 3 – translation from English into French (minimum 35 words).

Question 4 – structured essay (four bullet points, 90 words).

#### Questions: Higher Tier:

Question 1 – structured essay (four bullet points, 90 words).

Question 2 – open-ended writing task (two bullet points, 150 words).

Question 3 – translation from English into French (minimum 50 words).



# OPTION



TO LOOK AT THE STANDARD OF WORK PRODUCED IN ART

Visit our Instagram page –

**Croftonartists**



## STAFF

Subject leader for Art/Teacher of Art/Photography – Miss Harris

Teacher of Art/Photography – Mrs Jeffery/Mrs Peel

Teacher of Art/Photography – Mr Ainsworth

Art Technician – Ms Lawrie

The Art Department is open at least 1 night per week for catch up and enrichment to all Key Stage 4 pupils studying Art, Craft and Design.

## GCSE ART, CRAFT AND DESIGN AT CROFTON

Art at Crofton achieves outstanding results and has been recognised by Hampshire Education Authority as being amongst the highest GCSE results in the county.



In Art, Craft and Design pupils are expected to submit a portfolio of work based on projects taught in class.

This accounts for 60% of the course.

Possible themes include:

Portraits, Buildings, Natural Forms and Textures

Controlled test-40%; A project/theme set by exam board.

Starting in the January of year 11

Pupils use lesson time until after the Easter Holiday to...research/create ideas/experiment and prepare for their personal response-With teacher support There is a 2 day (10 hours) controlled time where pupils create their response (invigilated in exam conditions)

They do get breaks!

This is always completed before the first academic exam starts

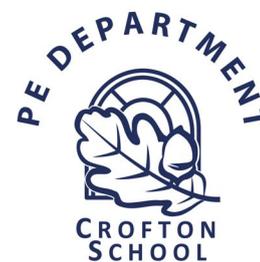
Both units are marked in house and moderated by the exam board

Pupils are awarded marks for...  
Ability to research and develop ideas  
Experiment with materials  
Produce personal outcomes  
They will have 5 hours per fortnight of curriculum time.





# GCSE Physical Education



## Course Title and Exam Board

AQA Full Course Physical Education (8582)

GCSE students will be assessed in both their theoretical knowledge of the effects of participation and exercise, and in their practical sporting ability in three activities, one individual, one team and one individual **or** team activity.

## Course Description

Students will have five lessons over two weeks; four of these will be classroom-based theory lessons and one practical lesson. Theory lessons cover a combination of sports science and sociology topics. Students will need to understand different factors, apply them to sporting examples and be able to justify their impact on performance. Students should have a broad knowledge of sport and stay up to date with current affairs. GCSE PE builds on the skills and understanding that you have achieved in Years 7, 8 and 9.

## Skills and Concepts

The theory topics include:

- Applied anatomy and physiology
- Movement analysis
- Physical Training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

Students are required to show detailed knowledge through application to a variety of sporting examples and justify these in detailed concise long answer exam questions.

Students will be required to perform confidently under pressure and in front of their peers, teaching staff and external examiners.

## Methods of Assessment for GCSE PE

The scheme of assessment is not tiered.

The course consists of controlled assessments and two written one hour 15 minute examinations.

- Final written exams - 60%
- Practical controlled assessment - 40% this includes:
  - a) An “analysis and evaluation” of performance - controlled assessment (10%)
  - b) Controlled assessments in practical activities which are ongoing throughout the two years and moderated externally at the end of Year 11. (30%)

A full list of sports that can be assessed can be found from page 46 at:

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

## PLEASE NOTE:

**Some practical exams/coursework is videotaped as requested by the exam board. Some practical assessments may need to be conducted by parents or coaches outside of school. Students are not required to perform in sports outside of school but in order to reach the required level for assessment it is recommended.**

## Dance



### Course Title and Exam Board

Performing Arts; Dance 8236 with AQA Exam Board.

### Course Description

Although no dance experience is necessary, some performance experience would be of great benefit to you. The students study a dance anthology of 6 different dance works. These consist of: different styles and fusions, a selection of established and emerging choreographies, different numbers and combinations of dancers, influence of other cultures and inclusive dance.

### Dance Anthology

Dance Work	Dance Company	Choreographer
Artificial Things Inclusive Contemporary, contact work	Stopgap Dance Company	Lucy Bennett
A Linha Curva Contemporary, Samba, Capoeira	Rambert Dance Company	Itzik Galili
Infra Contemporary Ballet	The Royal Ballet	Wayne McGregor
Shadows Contemporary, Classic Dance	Phoenix Dance Theatre	Christopher Bruce
Within Her Eyes Contemporary, Contact work	James Cousins Company	James Cousins
Emancipation of Expressionism Hip Hop	Boy Blue Entertainment	Kenrick H2O Sandy

You will be studying:	Method of Assessment	Percentage Weighting
Choreography	Choreography	30%
Performance	Performance	30%
Dance Appreciation	Written Paper	40%

### Skills and Concepts

- Throughout the course, performance work will stem from various ideas, concepts and themes from established professional dance works. Theoretical lessons will focus on appreciation of prescribed professional works from the dance anthology and more general performance and choreography skills.
- There will be an expectation to take part in extra-curricular performances opportunities as they arise e.g. assemblies, local area festival.
- You will be responsible for creating a final choreography piece for up to five dancers and these rehearsals will take place after school.

Due to the requirements of the course the successful candidate will be able to contribute to **GROUP WORK**. As a consequence of this, commitment to the group is of **VITAL** importance.

There will be rehearsals after school. This requires strong organisational skills as you will be expected to attend.

**PLEASE NOTE:**

ALL practical exam/coursework is filmed for examination as requested by the exam board.

**Student Groupings**

You will be taught in mixed ability groups.



## Drama

The skills students develop in Drama will be of considerable benefit and compliment their future career choices. Team work, collaboration, communication and creative thinking skills are a vital aspect of the course which are transferable to nearly all career pathways. A passion for the arts is essential as students must take responsibility for their creative decisions and processes. It is advised that students attend arts events and visit the theatre regularly to support their appreciation of the subject and have a true passion for creating theatre. **They must be prepared to produce in-depth written exam work to support the practical elements of the course as there is a heavy weighting of 70% theory.** Both performance and design technical options can be explored as pathways during the course.

### Course Title and Exam Board

GCSE Drama; AQA

70% Theory (40% written exam and 30% coursework, which can be redrafted), 30% Practical

### Course Description

The course is broken down into three units;

#### Unit 1: Understanding Drama (Practical and written application) 40%

What is assessed?

- 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

How is it assessed?

- Written exam: 1hr 45mins
- Open book
- 80 marks

Questions?

- Section A: Multiple choice (4 marks)
- Section B: Four questions given from the extract of the set play (44 marks)
- Section C: One two part question (from a choice) of the work of live theatre makers in a single live theatre production (32 marks)

*This component is marked by the AQA examiner.*

#### Unit 2: Devising Drama 40% (Written 30%, Practical 10%)

What is assessed?

- Process of creating devised drama
- Performance of devised drama (students may work as a designer or performer)
- Analysis and evaluation of own work

How is it assessed?

- Drama log (60 marks)
- Devised performance (20 marks)
- 80 marks in total

*These components are marked by teachers and moderated by AQA.*

### Unit 3: Text in Practice (Practical) 20%

What is assessed?

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

How is it assessed?

- Performances extract 1 (20 marks) and extract 2 (20 marks)
- 40 marks in total

*This component is marked by AQA.*

#### Skills and Concepts (and expectations)

GCSE Drama is all about understanding what it is like to *'put yourself in somebody else's shoes'*. Students will play many different parts in different given circumstances. Students will need to be ready to take **creative risks** and be pushed outside their comfort zone. Students will enjoy this course if they want to study a course which is **practical, creative and expressive**. Students will also need to be prepared to undertake the **demands of the written content of the course as this involves in-depth and critical analysis and set text exploration**. Essentially, students do need to have a **passion, enthusiasm and interest for drama and theatre inside and outside of school**. They will be working as a collaborative team during all lessons and expectations of performance professionalism and discipline will be the key to a successful performance group.

The ideal student knows that fundamentally drama relies on the group; therefore they must be ready to **cooperate with others**. This means 'putting the group first, for what is good for the group and in hand what is good for you'. **Commitment** is paramount as students will be expected to rehearse in their own time to support their group work and this will be compulsory leading up to performance exam deadlines and assessments. Finally, students need to be aware they must have the confidence to perform regularly to an audience in class and also for larger audiences for performance evenings. There will be some explicit content explored in the set texts from the exam board for Unit 1.

#### Student Groupings

Groups for GCSE Drama are mixed ability.

## Music



### Course Title and Exam Board

GCSE Music with AQA Exam Board.

### Course Description

GCSE music focuses on four areas of study and uses a variety of music for each area:

- **Western Classical Tradition 1650-1910**
- **Popular Music**
- **Traditional Music**
- **Western Classical Tradition since 1910**

Learning and musical language is centred on the musical elements of melody, harmony, tonality, structure, sonority (timbre), texture, tempo, metre, rhythm, dynamics and articulation.



### Skills and Concepts/Method of Assessment

GCSE music allows you to develop your skills within three main components:

- **Understanding music (40%).** This component focuses on listening and contextual understanding. It is assessed through a written exam lasting 1 hour and 30 minutes. In Section A students answer questions on excerpts of music that are played; in Section B students answer questions relating to the following study pieces: *'Graceland'*, *'Diamonds on the Soles of Her Shoes'* and *'You Can Call Me Al'* from Paul Simon's *'Graceland'* album and the 3<sup>rd</sup> movement ('Rondo') of Mozart's *'Clarinet Concerto in A major'*.
- **Performing music (30%).** For this component, students must record two pieces, one solo and the other as an ensemble. Total performance time must last four minutes minimum and seven minutes maximum. The total playing time in the ensemble performance must be one minute minimum.
- **Composing music (30%).** For this component, students must compose two compositions. Both compositions must last a (combined) time of between three minutes minimum and four and a half minutes maximum. Composition 1 (15%) is based on a choice of briefs that are set each year; Composition 2 (15%) is a free composition.

### Student Groupings

You are taught in mixed ability classes.



### Instrumental Lessons and Common Queries

- Students do not have to have reached a certain grade on their instrument/voice to take Music but the students who reach 4+ grades tend to be a grade 3 or above standard
- Students do not have to have instrumental or singing lessons in school but the course is much easier if they do - for 60% of the course students will need to play and compose music so it is important that time is spent practising each day
- Students opting for music will be encouraged to participate in the musical life of the school
- Students opting for music will be given priority in receiving vocal or instrumental lessons, depending on space

# Design and Technology

## Course Title and Exam Board

GCSE Design and Technology with the AQA Exam Board.

## Course Description

This exciting and brand new course from AQA gives students the opportunity to study at least one material area of Design and Technology alongside the core elements of the subject. The individual aspects are Graphic Products and Resistant Materials.

The course covers all aspects of the National Curriculum for Design and Technology and continues to build upon skills learnt at Key Stage 3 level. You will learn about a range of materials, manufacturing processes, techniques and new technologies and utilise them appropriately

The course consists of a piece of non-exam assessment (coursework) and one exam which are weighted 50% and 50%. The non-exam assessment comprises of a research, design and evaluation portfolio. The context of this will be issued each year by the exam board. The exam consists of a range of question styles which are technically and theoretically based. Year 10 will build on skills and theoretical knowledge in preparation for the completion of the non-exam assessment and the exam in Year 11.

The 3 key areas of study are:

- Core technical principals
- Specialist technical principals
- Designing and making principles.

All three areas are assessed through the non-exam assessment and the written exam.

## Skills and Concepts

You will use a variety of tools, machinery and equipment effectively and safely to make quality products as a result of research. You should have some understanding of a range of industrial processes and new technologies. In your work you will use a range of materials to manufacture single items demonstrating your technical understanding. ICT will be used where possible, you will use CAD (Computer Aided Design) and CAM (Computer Aided Manufacture).

In this course you will be taught how to cut, shape and form materials. You will combine and process materials to alter the overall appearance and function. The finishing processes applied to these materials will also be studied.

This course provides a natural progression to further education courses: apprenticeships, A-Levels and vocational courses. These can then lead into a wide variety of career opportunities, including working in the building industry, graphical and web design, architecture, interior design, fashion design, jewellery design and engineering.

## Method of Assessment

### Unit 1: Non-Exam assessment (NEA) - Coursework

- Practical application of the three key study areas - Core technical principals, specialist technical principals and designing and making principles.
- Internally assessed
- 50% of overall grade

## Unit 2: Written exam

Written exam based on the three key study areas

- Consists of multiple choice and short answer questions examining the core technical principals.
- Consists of longer response questions that assess the specialist technical principals.
- Consists of questions that assess the designing and making process.
- Externally assessed written examination accounting for 50% of the marks.

## Student Groupings

Students will study at least one of the following material areas:

- Graphics
- Resistant Materials

## Materials Areas



In the Graphics area you will be using a variety of graphical media in your designing and making as well as developing an understanding of materials and processes used in the other areas of Technology. You will use a range of processes and skills to broaden your practical ability and CAD CAM to enhance your skills.



In the Resistant Materials area you will be designing and making products in wood, metal and plastic as well as developing an understanding of materials and processes used in the other areas of Technology. You will have the opportunity to use CAD and CAM techniques and learn about a variety of workshop techniques and practices.

# Hospitality and Catering

## Course Title and Exam Board

Eduqas WJEC Level 1/2 Hospitality and Catering. Syllabus: Eduqas (WJEC)

## Course Description

Hospitality and Catering is a creative and innovative course which focuses on nurturing the students' understanding of research and the development of food skills; the application of the principles of food science and nutrition and the understanding of local and global hospitality and catering industry. In addition, the qualification supports students to develop the essential employability skills that are valued by employers, further and higher education.

## Area of Content:

The course will be made up of the following modules;

- Hospitality in catering in context, you will investigate and learn how the hospitality service operates, learn about the environment in which operators work and visit local hotels to help visualise the services offered.
- Investigate food hygiene, including completing a basic food hygiene qualification.
- Principles of nutrition, diet and good health. You will be looking at the role of the main nutrients in the diet, their sources, function and deficiency disease.
- Where food comes from and food related sustainability issues.
- Cooking and food preparation

## Skills and Concepts

Dishes cooked will include a wide range of dishes: main meal dishes, vegetable dishes, pastries, cakes, sauces, dishes for special diets, starters, desserts etc. It is expected that students will cook every week in order to develop their practical skills and to produce a wide range of high quality dishes.

## Method of Assessment

**Unit 1:** Theory of Food, Nutrition and Hospitality and Catering Industry.

- 40% of qualification
- Examination duration is 1 hour 30 minutes.

**Unit 2:** Hospitality and Catering in Action

- Internal assessment, external modification, non-examination assessment
- Research, prepare, cook and present dishes. Nine hours (including a four hour practical assessment)
- 60% of qualification

# IT and Computing

## iMedia Course

### Course Title and Exam Board

OCR, Level 1/2

### Course Description

This qualification provides a broad and solid foundation for further study of various aspects of creative IT, such as graphic manipulations and design, web design and IT literacy.

It supports progress to further study, including:

- Level 3 BTECs in Creative Media Production
- Level 3 BTECs in IT
- Level 3 Principal Learning in Creative and Media

It also enhances young people's overall digital literacy and gives them a solid foundation for further study and employment.

This qualification aims to:

- equip young people with the knowledge, understanding and skills they need to design and create digital products for others to use
- enable young people to use digital tools as a means of expression to inform, persuade and entertain
- foster young people's creativity and develop their independent learning skills
- challenge young people to reflect on what they produce and strive for excellence
- increase young people's awareness of their responsibilities in the digital world and their respect of other people's rights
- equip students with professional, real-world skills in planning, project management and communication
- give young people the knowledge, understanding and skills they need to support future learning and exploit the creative digital industries

### Skills and Concepts

#### Unit 1 - Creating a digital graphic

This unit aims to give you the knowledge and skills you need to produce attention grabbing digital graphics using Adobe Fireworks and/or Adobe Photoshop software.

You will demonstrate your ability to design and create a graphic, gather assets, plan a project, record progress and reflect upon aspects of the creation process.

#### Unit 2 - Creating a cartoon strip

This unit will require you to develop your ability to implement a design project cycle: plan, design, monitor and build. The final product will be a cartoon strip using bespoke cartoon design software. You will also produce a series of reports which evaluate the creation processes.

#### Unit 3 - Create a website

This unit will require some basic coding and design of a website. You will be given the parameters and specification required to complete this website.

## **Method of Assessment**

### **Assessment Methods - Pre-production skills**

The mandatory unit of pre-production underpins the qualification and reflects key industry skills. The pre-production skills unit is assessed through a single sitting paper based examination and contributes 25% of the marks for the qualification.

### **Assessment Methods - Creating**

Each of the three units will be assessed in the classroom under examination conditions. There will be tasks set for each unit that must be completed independently and applying prior learning. All creative units have an equal weighting of 25% and should take you approximately 10 hours to complete.

## IT and Computing Computer Science

### Course Title and Exam Board

OCR, Level 2

### Course Description

There are three units to this course. It encourages students to develop their understanding and application of the core concepts in Computer Science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs in code.

### Computer Systems

Learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. It will also cover the science behind how computer based devices/systems function and covers core principals of networking and server technologies.

### Computational thinking, algorithms and programming

Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

### Programming Project

Drawing on Units 1 and 2, students will complete an externally set programming project in controlled assessment conditions.

OCR's GCSE (9-1) in Computer Science will encourage learners to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation
- 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 and another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science

### Selection

A short interview will be undertaken before final acceptance into this course due to the rigor and pace of this subject. Please speak to your Computer Science teacher prior to choosing this option to ensure suitability.



Speak  
with your  
Teacher first

### Method of Assessment

There are two externally examined components weighted at 50% each and a non-examination assessment externally moderated by OCR.

## Statistics

This is a 2-year higher tier course with a GCSE examination at the end of Year 11. There is no controlled assessment element for this course.

This option is only suitable for students that will be in sets 1 and 2 and therefore studying the higher tier GCSE in year 10 and 11. All students must discuss with their Mathematics class teacher whether they would be a suitable candidate for this course. It is particularly suited to students that enjoy working with numbers and those who are considering studying courses beyond GCSE level with a high statistical content, e.g. Psychology, Sociology and Biology.

### **Course Title and Exam Board**

Higher Tier Statistics with Edexcel Exam Board.

### **Course Description**

Statistics covers similar content as the Data Handling section of the Mathematics syllabus with some additional material.

The course concentrates on developing your ability to handle and to interpret data so that you become more aware of the potential uses and pitfalls of the statistics that you may meet in other subjects and future careers. You will be expected to analyse data using a variety of high demand techniques and to examine critically the conclusions that others have made. Use of ICT to carry out statistical techniques will form a part of the course.



Speak  
with your  
Teacher first

## Statistics and Additional Maths (FSMQ)

This is a combined option. In Year 10 students study and sit an exam in GCSE Statistics. In Year 11 students study and sit an exam in Additional Maths.

This option is only suitable for those who are in set 1 and are expected to achieve at least a grade 6 or better in Mathematics at the end of Year 11. Students must discuss with their Mathematics class teacher whether they would be a suitable candidate for this course. It is particularly suited to those who are considering studying courses beyond GCSE level with a high statistical content, e.g. Psychology, Sociology and Biology, as well as 'A' Level Mathematics.

### Course Title and Exam Board

Statistics with Edexcel Exam Board. Additional Maths with OCR Exam Board.

### Course Description

#### Statistics

Statistics covers the same content as the Data Handling section of the Mathematics syllabus with some additional material. This course follows the higher tier syllabus.

The course concentrates on developing your ability to handle and to interpret data so that you become more aware of the potential uses and pitfalls of the statistics that you may meet in other subjects. You will be expected to analyse data using a variety of high demand techniques and to examine critically the conclusions that others have made.

#### Additional Maths

Additional Maths is a further Maths course that is designed for students with high mathematical ability. It is not a GCSE but instead it is a free standing Mathematics qualification (FSMQ). It consists of several higher GCSE topics in which we dig deeper and several 'A' Level modules. Additional Maths is particularly useful for helping to 'bridge the gap' between GCSE Mathematics and 'A' Level Mathematics as this transition can be very difficult for students.

It is assessed by one 2 hour exam at the end of Year 11. Grades are awarded from A-E with an A being worth 20 UCAS points.





## Year 9 Preference Form

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

Below are the option blocks for you to pick your options preferences. You need to select **one** subject from each option block.

As you know, you will be studying English, Maths, Science, PDL and PE. In addition, you must select History or Geography or you may study both. You may not pick more than one Technology subject (Design & Technology/Hospitality & Catering) or more than two Arts subjects (Art, Photography, PE, Dance, Drama or Music).

You should only tick Statistics/FSMQ if you have spoken to your Maths teacher. Computer Science must only be ticked if you have discussed this with Mr Kinslow.

**Please tick only one subject from each of the four option blocks and one reserve for each block.**

A		B		C		D	
Geography	<input type="checkbox"/>	Computer Science	<input type="checkbox"/>	Hospitality and Catering	<input type="checkbox"/>	Technology	<input type="checkbox"/>
French	<input type="checkbox"/>	History	<input type="checkbox"/>	Statistics & FSMQ	<input type="checkbox"/>	Art	<input type="checkbox"/>
RE	<input type="checkbox"/>	Music	<input type="checkbox"/>	Drama	<input type="checkbox"/>	PE	<input type="checkbox"/>
History	<input type="checkbox"/>	Geography	<input type="checkbox"/>	Art	<input type="checkbox"/>	ICT – iMedia	<input type="checkbox"/>
	<input type="checkbox"/>	RE	<input type="checkbox"/>	Dance	<input type="checkbox"/>	Computer Science	<input type="checkbox"/>
	<input type="checkbox"/>	Photography	<input type="checkbox"/>	PE	<input type="checkbox"/>	Music	<input type="checkbox"/>
	<input type="checkbox"/>	Art	<input type="checkbox"/>	Photography	<input type="checkbox"/>	Drama	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	French	<input type="checkbox"/>	Photography	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	2 Year Statistics	<input type="checkbox"/>	Hospitality & Catering	<input type="checkbox"/>
<b>My reserve subject is:</b>		<b>My reserve subject is:</b>		<b>My reserve subject is:</b>		<b>My reserve subject is:</b>	

The subject I would really like to study is \_\_\_\_\_

**Please do NOT complete this. It is just a sample copy.**