



PERINS SCHOOL

IN OMNIA EXCELLENTIA



Options Choices 2022

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This booklet is designed to help you make the best choices for Key Stage 4

Our aim is to provide you with a wide range of appropriate courses, so you can select subjects and qualifications that interest you and you are able to succeed in. Take your time, consider different options carefully and use all the help and advice available to you. Discuss possible options with your parents, Tutor and subject teachers.

We will do our best to give you your first choices, but that is not always possible. Some courses have maximum numbers because of limited space in specialist rooms or number of teachers available. If very few pupils opt for a subject, it may not be viable to run it. If we are not going to be able to offer you a first-choice subject, we will speak with you to work out the best alternative.

Make sure you:

- Talk to the people who know you well: family, friends, tutor and your subject teachers.
- Read all the course information contained within your folder and online in the E-Booklet.
- Pay attention to all the subject presentations/ Screencasts that are available to you.
- Consider taking the subjects that interest you most.
- Think carefully about which subjects you are good at. This may lead to your best results.
- Think ahead to your future; if you have a career path in mind, be proactive – research the qualifications you need. You have already completed this in your PDL lessons.
- Use the Year 8 Options sharepoint page which can be found on the 'Student Home' page.

Don't:

- Leave your decisions until the last minute.
- Make choices based upon what your friends are doing. You may not be in the same class as your friend.
- Make a choice because you like the teacher you currently have – you may not have the same teacher next year.
- Choose a subject because you think it looks "EASY" – there is no such thing as an easy subject; all courses will stretch and challenge you

ADVICE TO STUDENTS





OPTIONS TIMELINE

Date	Activity
w/c Monday 6th December - 12th February	Life Studies Career, CV's, Job applications, and Mock Interviews. A closer look into the Options process.
Thursday 27th January	Year 8 Options Presentations Student and Parent information about the process ahead in the form of a Presentation made available online. The link will be sent via email.
Monday 31st January	Subject Presentations This is to highlight key information about their subject which will be made available to students as screencasts on the Options SharePoint page.
Monday 31st January - Friday 11th February	Taster Lessons Opportunity for students to ask questions during their normal lessons/ taster lessons (2-week window).
Thursday 10th February	Options E-Booklet This will be made available on the Options SharePoint page. Read through the document which will contain key subject information.
Monday 14th - Friday 18th February	Options Q&A Week Opportunity for students to ask questions related to specific subjects via a Microsoft form. The link will be emailed to students.
Monday 21st - Friday 25th February	Half term Break
Monday 28th February	Straw Poll This will be emailed to students and made available online via a Microsoft form. This will gauge pupil interest and assist with timetabling. These are not their final choices.
Friday 4th March	Straw Poll deadline Only submit once.
Tuesday 8th and Thursday 10th March	Online Options Parent Forum If you have further questions, this will be an opportunity for parents to talk live with a member of staff.
Friday 25th March	Year 8 GCSE Options deadline Students must complete a Microsoft form highlighting their final subject choices.
Monday 11th - Friday 22nd April	Easter Break

PRINCIPLES BEHIND DESIGN

The Perins curriculum can best be described as a model that has its basis in the research of Bruner (1966) in that instruction is:

1. Concerned with experiences and contexts that makes the student willing and able to learn (readiness)
2. Structured for optimal understanding (Spiral organisation)
3. Designed to facilitate extrapolation and to fill in the gaps (going beyond the information given)

Bruner's (1960) work on the "Process of Education" form the basis of the Perins curriculum approach with four key themes emerging:

- The role of structure in learning** - At Perins we take a practical approach to learning where we focus on the teaching and learning of structure rather than that of mastery and techniques. We firmly believe that this approach is central to the classic problem of transfer. Through high quality teaching and learning experiences we aim to provide a general picture where the relationships between earlier encounters and later are made as clear as possible.

necessary to obtain their own information through process driven outcomes rather than by experts in the field providing solutions.
- Motives for learning** - The curriculum choices made through exam boards, choices of text, teaching elements and opportunities classroom approach are designed to stimulate learning as the key motivating factor rather than the end results of exam grades.

In our design of curriculum we allow for additional experiences and contexts through actively encouraging additional aspects of curriculum explored through trips, visits, internal experiences, extra-curricular opportunities and whole school involvement. The spiral structure ensures that key information is revisited throughout the students experiences in a subject area over the 5 years at Perins as well as taking into account work previously covered at Primary school. In addition, material is mapped across subject areas for cross-curricular engagement and thus provides a fuller picture of learning for the student. Our three year GCSE model allows for subjects at GCSE to be explored in greater depth in order to underpin these approaches and as such, students are able to go beyond the general information given in their learning, filling in the gaps for current and future learning.
- Readiness for learning**- At Perins, we begin with the hypothesis that any subject can be taught effectively in some form at any stage of development. This underpins our 'spiral curriculum' model where 'A curriculum as it develops should revisit this basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them' (Bruner, 1960)
- Intuitive and Analytical thinking** -Intuition is an essential feature of productive thinking. Bruner (1960) describes intuition as 'the intellectual technique of arriving and plausible but tentative formulations without going through the analytical steps by which such formulations would be found to be valid or invalid conclusions'. As such, the curriculum within each subject area allows for students to gain the skills

CURRICULUM DESIGN

“ We teach a subject not to produce little libraries on that subject, but rather to get a student to think... for himself, to consider matters as a historian does, to take part in the process of knowledge-getting. Knowing is a process, not a product.”

- Bruner (1966)





MAKING CHOICES

All students will be examined in:

English – Language and Literature (2 GCSEs)

Maths - Calculator and Non- calculator papers (1 GCSE)

Science - Combined Science (2 GCSEs) or Separate Sciences (3 GCSEs)

In Year 9 all students study the same material based on the Combined Science specification. At the end of this year, mock exams will determine which students will follow the separate science courses and those that will remain on the combined science course.

Students will choose 6 options to study for Year 9:

1 x Humanities	1 x Language	1 x Enterprise	1 x Creative Arts	2 x "free choice"*
Geography History	<i>±All students will continue with their current language</i> French German Latin Spanish	Business Studies Child Development Computer Science ICT Creative iMedia Design Technology Food Preparation & Nutrition Economics Media	Art and Design Dance Drama Music Music Technology	<i>*2 subjects from any other column or from below</i> Citizenship Photography Physical Education Psychology Religious Education Sports Studies

*Alternatively all 6 options can be from the first 4 compulsory blocks

* Please note that the current subjects we are offering are not certain to go ahead at this stage. This will depend on several factors for example, the number of students opting to take it, staffing etc.

We will keep you updated on this throughout the process.

At the end of Year 9, students will discontinue one of their six options subjects, taking the other five into Years 10 and 11. Student and parent preferences are taken to account at this time, but the school reserves the right to take the final decision on which subjects each student will continue to study. Further details of this process will be shared in the Spring Term of Year 9.

KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE ENGLISH LANGUAGE (Compulsory Core)**

Director of study: **Mr S Barber** (barber@perins.hants.sch.uk)

Examination Board: **AQA** www.aqa.org.uk

Course Content

The English Language GCSE encourages students to read a greater range of high quality, challenging literature including fiction and non-fiction texts from a range of genres and types and eras (from the 19th, 20th and 21st centuries).

Subject Skills

Reading and writing are equally weighted in the current English Language GCSE.

The new English Language GCSE has a greater focus on making sure that students are able to write clearly and accurately, in good Standard English. There is an increased emphasis on spelling, punctuation and grammar including the use of varied and sophisticated vocabulary.

Tiers

Tiers have been removed from GCSE English. Content is accessible for students of all abilities.

Speaking & Listening

Speaking and Listening will be assessed through in-class formal speeches. There will be a bigger emphasis on teaching students to become more confident in formal presenting. Although their Spoken Language grade does not directly impact their GCSE English Language grade, they must achieve a pass in Spoken Language to pass GCSE English Language.

Assessment

All examinations are compulsory and take place at the end of year 11.

Examinations

Paper 1 Explorations in Creative Reading and Writing
Written exam – one hour 45 minutes (50% of GCSE)

Paper 2 Writers' Viewpoints and Perspectives
Written exam – one hour 45 minutes (50% of GCSE)

Both papers cover Reading and Writing
Non-examination formal assessment: Spoken Language, separate endorsement. This takes place in year 10.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE ENGLISH LITERATURE (Compulsory Core)**

Director of study: **Mr S Barber** (barber@perins.hants.sch.uk)

Examination Board: **AQA** www.aqa.org.uk

Course Content

The course develops the ability to read, understand and respond to a wide variety of literary texts and to appreciate the ways in which authors achieve their effects. It promotes an awareness of social, historical and cultural contexts in the study of literature. It allows pupils to develop an ability to construct and convey meaning through the written word by exploring how others have done so before them.

Subject Skills

The English Literature GCSE encourages students to read a wide range of classic literature fluently with the assessment of:

- A 19th century novel
- A Shakespeare play
- A selection of poetry since 1789 including representative Romantic poems
- British prose fiction or drama from 1914 onwards.

Tiers

Tiers have been removed from GCSE English Literature. This means that specifications and question papers will have to cover the full range of abilities.

Assessment

All examinations are compulsory and take place at the end of year 11.

Examinations

Paper 1 Explorations in Creative Reading and Writing

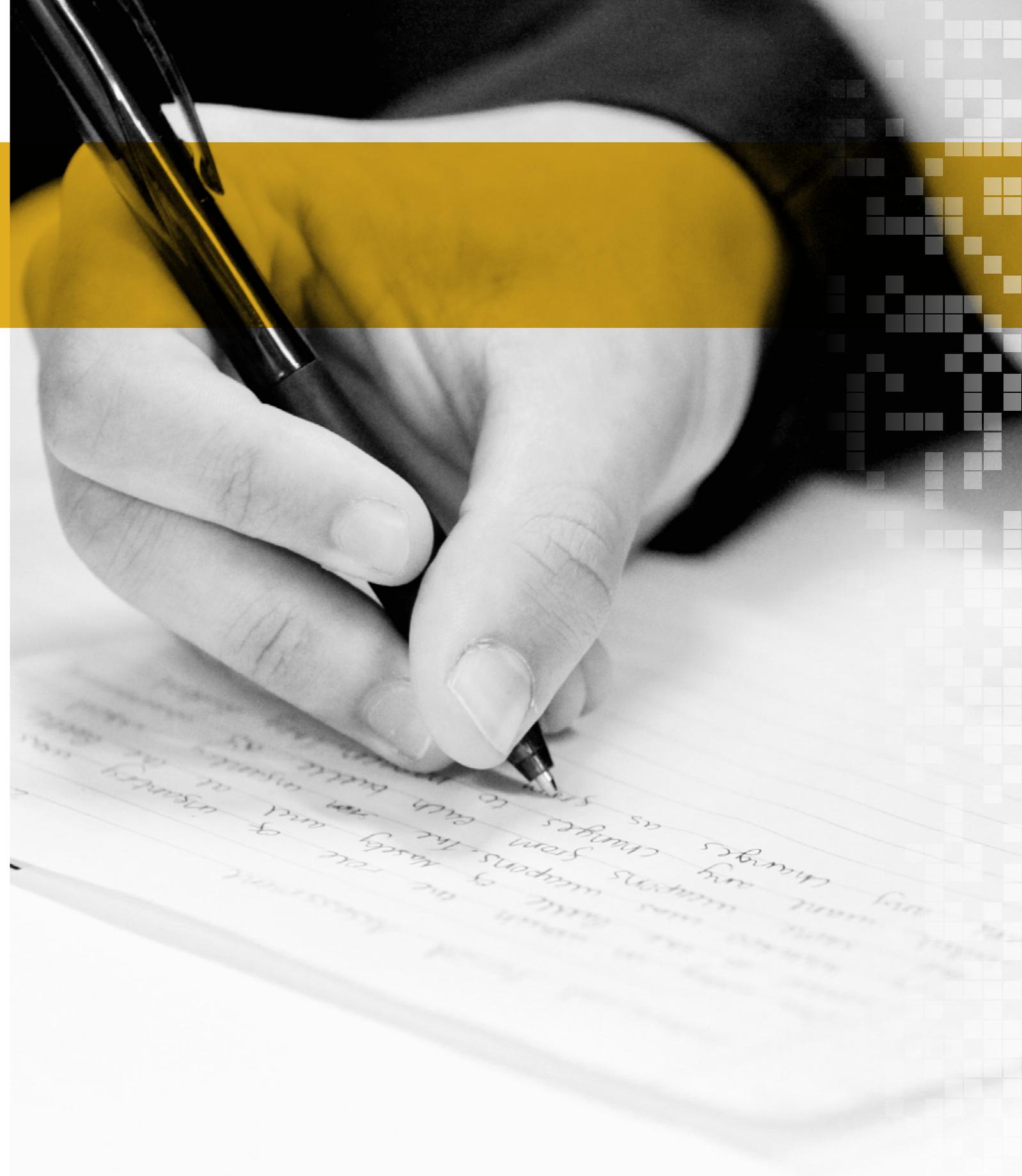
Written exam – one hour 45 minutes (50% of GCSE)

Paper 2 Writers' Viewpoints and Perspectives

Written exam – one hour 45 minutes (50% of GCSE)

Both papers cover Reading and Writing

Non-examination formal assessment: Spoken Language



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE MATHS (Compulsory Core)**

Director of study: **Miss S Griffin** (griffin@perins.hants.sch.uk)

Examination Board: **Edexcel** www.edexcel.org.uk

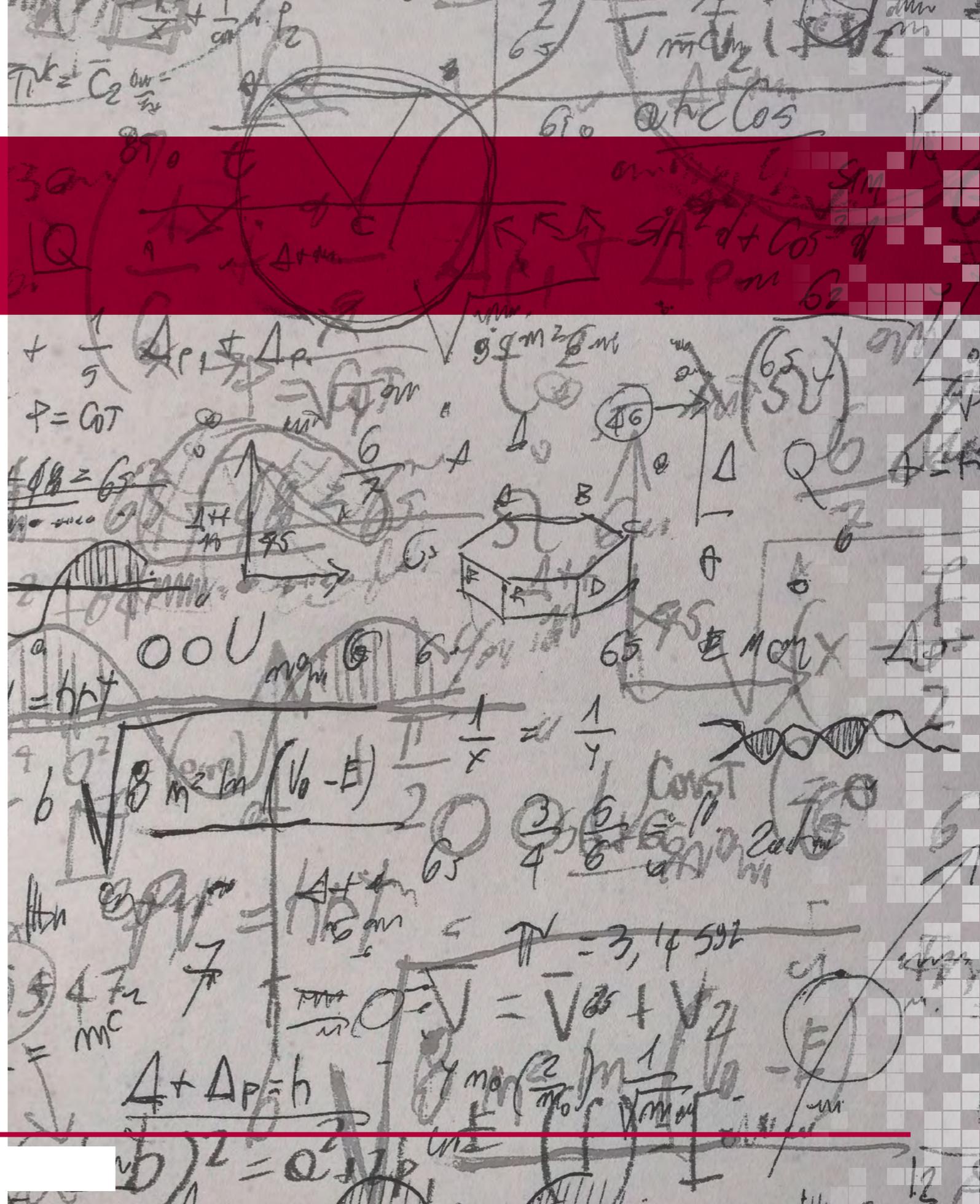
Course Description

All pupils will be studying the Edexcel Linear course (1Ma1). The pupils will sit three exams at the end of year 11. There is no coursework.

There are three written papers, each one being worth 1/3 of their final grade. The pupils will either sit the exam at Foundation Level, for which you can achieve new GCSE grades 1 to 5, or Higher Level, for which you can achieve grades 4 to 9. Each of the papers is 1 hour and 30 minutes long, with two being with a calculator and one without. Scientific calculators are imperative!

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts and will cover the following content headings:

- Algebra
- Shape
- Ratio and proportion
- Data handling
- Number



KEY STAGE FOUR PATHWAYS

Subject Title: **Life Studies and Religious Education (Compulsory Core)**

Director of study: **Miss B Joy (joy@perins.hants.sch.uk)**

Examination Board: **Non-Examined**

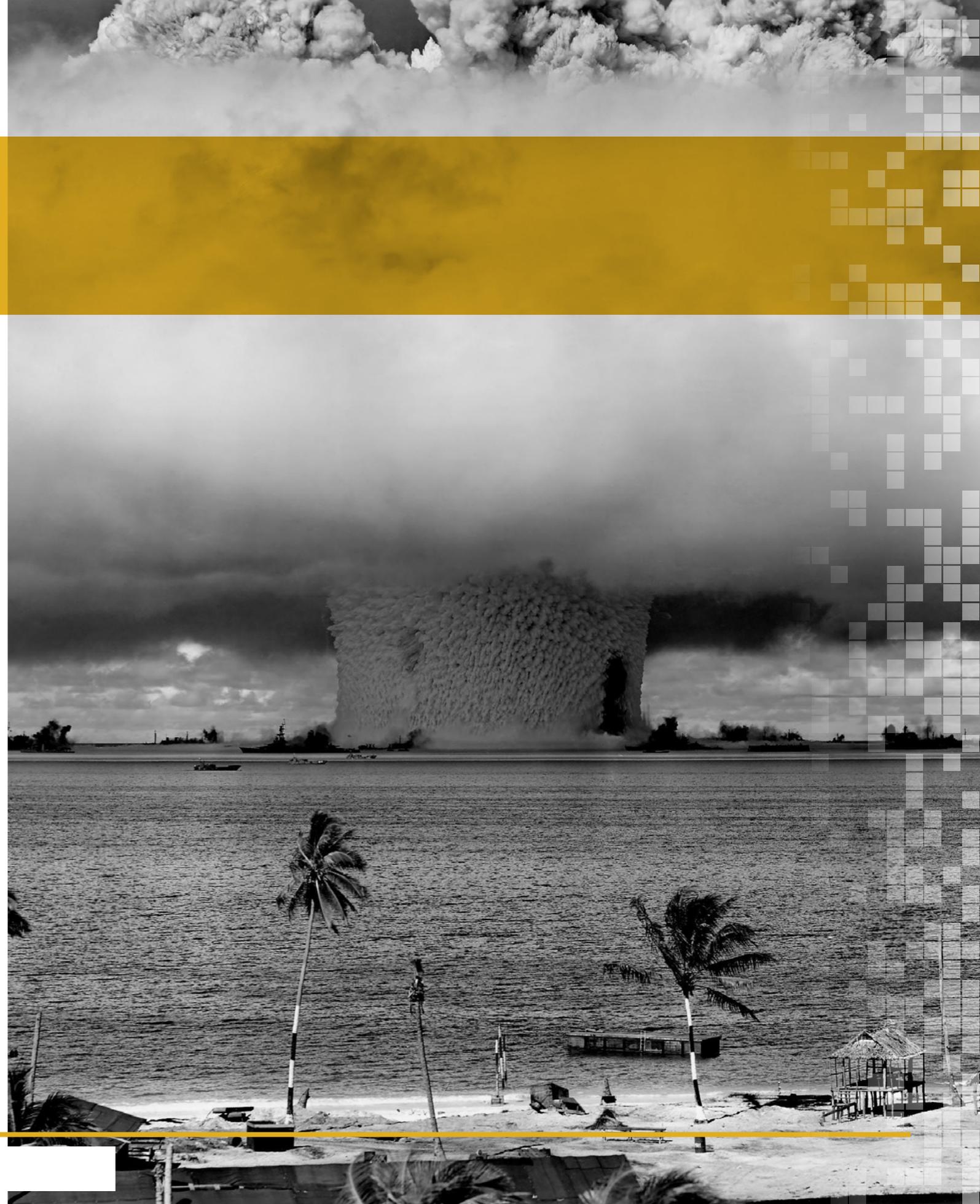
Course Description

Life Studies encompasses aspects of PSHE and Citizenship, and aims to help students develop a greater understanding of their identity and opinions, and how they fit into the world around them. The subject covers topics such as money, careers, drug and alcohol education, democracy, the legal system, and relationships and sex education (RSE). Life Studies is predominantly focused on discussion, and is not examined.

Participation and work completed within lessons contributes towards a Perins Life Studies certificate at the end of Year 11; Gold, Silver and Bronze certificates are awarded to pupils based on their achievement throughout Years 9, 10 and 11.

Society and Beliefs (RE) is a course designed to meet the government's requirement to provide continued religious education throughout students' education. Students have one lesson per fortnight from Y9 – Y11 and will receive a certificate on completion highlighting the key transferable skills they have developed. There is no homework or exam. Students are assessed by teachers on their contributions to discussion, completion of class tasks and attitude to learning.

They cover four units each year, looking at philosophical and ethical issues relevant to life in the 21st century. These include interfaith dialogue, Humanism and religious attitudes to relationships, conflict and work.



KEY STAGE FOUR PATHWAYS

Subject Title: **Core Physical Education (Compulsory)**
Director of study: **Mr R Whybro** (whybror@perins.hants.sch.uk)
Examination Board: **Non-Examined**

Course Content

Physical Education is a compulsory subject and is taught twice a week for all year groups. As part of the subject, pupils will be taught in either single sex or mixed ability groups. Areas studied as part of PE include invasion games (i.e., football), striking a fielding (i.e. rounders), net games (i.e. badminton), fitness, athletics and leadership (i.e. OAA). The subject is not formally assessed.

The aim of PE is to help our pupils develop a range of skills from experiencing a variety of activities and sports so that they will maintain their participation in exercise for many years beyond Perins. We hope that they also gain a better understanding of the importance of health and exercise.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Biology**

Director of study: **Mr C Rait (crait@perins.hants.sch.uk)**

Examination Board: **OCR www.ocr.org.uk**

Course Description

The GCSE Biology course helps students develop their biological knowledge and scientific thinking. They discover how key concepts in biology make sense of the observed diversity of natural phenomena. Relevant practical skills are integrated with the theoretical topics.

The course consists of 100% exams.

Topics of study

B1: Cell level systems

- Cell structures
- What happens in cells
- Respiration
- Photosynthesis

B2: Scaling up

- Supplying the cell
- The challenges of sizes

B3: Organism level systems

- The nervous system
- The endocrine system
- Maintaining internal environments

B4: Community level systems

B5: Genes, inheritance and selection

- Inheritance
- Natural selection and evolution

B6: Global challenges

- Monitoring the environment
- Feeding the human race
- Monitoring and maintaining health

Examinations

Biology Paper 1 – B1, B2, B3
 Biology Paper 2 – B4, B5, B6
(with assumed knowledge of B1,B2,B3)

EACH EXAM COUNTS 50% OF THE OVERALL
 BIOLOGY SCIENCE GRADE

EXAMS ARE 1hr 45 min

Total marks available 90

-



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Chemistry**

Director of study: **Mr C Rait (crait@perins.hants.sch.uk)**

Examination Board: **OCR www.ocr.org.uk/**

Course Description

The GCSE Chemistry course develops students' broad scientific knowledge as well as their conceptual understanding of a range of topics within chemistry itself. They develop practical and problem-solving skills and an ability to evaluate claims based on science through critical analysis.

The course consists of 100% exams.

Topics of study

C1: Particles

- Particle model
- Atomic structure

C2: Elements, compounds and mixtures

- Purity and separating mixtures
- Bonding
- Properties of materials

C3: Chemical reactions

- Chemical reactions
- Energetics
- Types of chemical reactions
- Electrolysis

C4: Predicting and identifying reactions and products

- Predicting chemical reactions
- Identifying products of chemical reactions

C5: Monitoring and controlling chemical reactions

- Monitoring chemical reactions
- Controlling reactions
- Equilibria

C6 Global challenges

- Improving products
- Organic chemistry
- Interpreting and interacting with earth systems

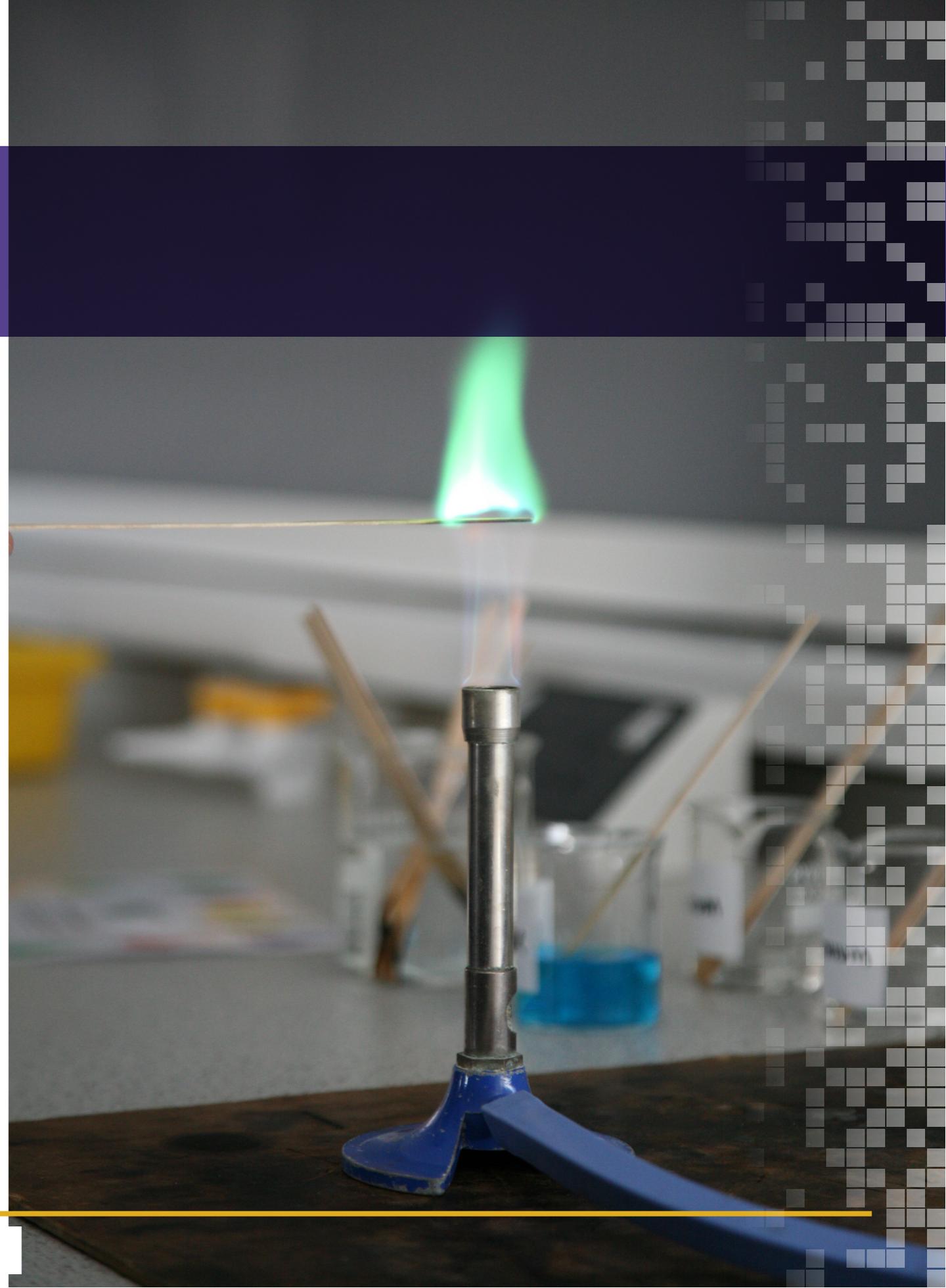
Examinations

Chemistry Paper 1 – C1, C2, C3
 Chemistry Paper 2 – C4, C5, C6
(with assumed knowledge of C1,C2,C3)

EACH EXAM COUNTS 50% OF THE OVERALL
 CHEMISTRY SCIENCE GRADE

EXAMS ARE 1hr 45 min

Total marks available 90



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Physics**

Director of study: **Mr C Rait (crait@perins.hants.sch.uk)**

Examination Board: **OCR www.ocr.org.uk**

Course Description

The GCSE Physics course introduces students to the key concepts of physics, integrating theory with practical skills. It helps students develop their knowledge of scientific methodology and their conceptual understanding of physics and how this can be applied to the world around them.

Topics of study

P1: Matter

- Particle model
- Changes of state
- Pressure

P2: Forces

- Motion
- Newton's laws
- Forces in action

P3: Electricity

- Static and charge
- Simple circuits

P4: Magnetism and magnetic fields

- Magnets and magnetic fields
- Uses of magnetism

P5: Waves in matter

- Wave behavior
- The EM spectrum
- Wave interaction

P6: Radioactivity

- Radioactive emissions
- Uses and hazards

P7: Energy

- Work done
- Power and efficiency

P8: Global challenges

- Physics on the move
- Powering Earth
- Beyond Earth

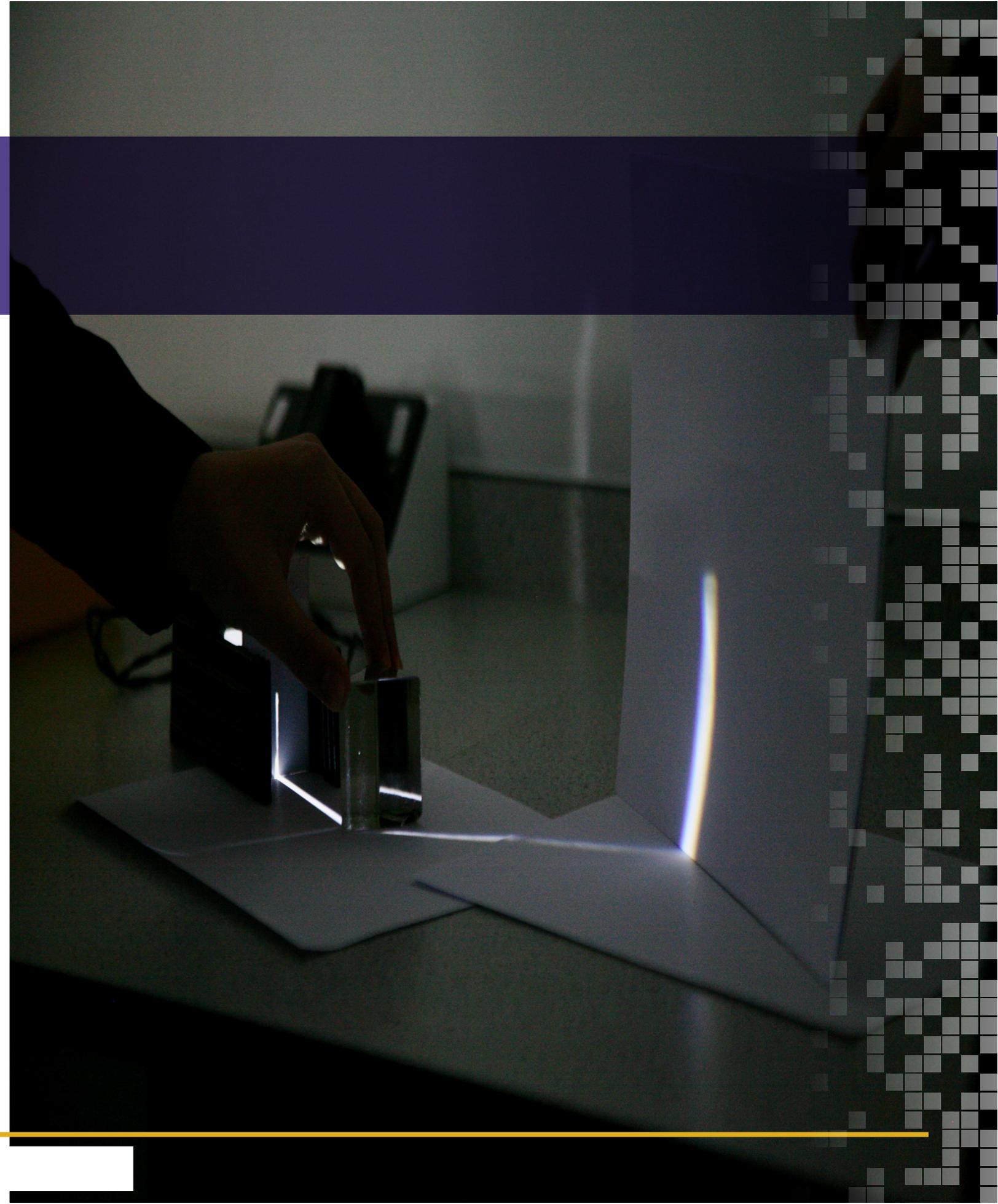
Examinations

Chemistry Paper 1 – P1, P2, P3
 Chemistry Paper 2 – P4, P5, P6
(with assumed knowledge of P1,P2,P3)

EACH EXAM COUNTS 50% OF THE
 OVERALL PHYSICS SCIENCE GRADE

EXAMS ARE 1hr 45 min

Total marks available 90



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Combined Science**

Director of study: **Mr C Rait (crait@perins.hants.sch.uk)**

Examination Board: **OCR www.ocr.org.uk/**

Course Content

The GCSE Combined Science qualification provides the foundation for understanding the material world. Students are introduced to various key concepts in biology, chemistry and physics, and develop their understanding of how these ideas can help describe diverse and complex natural phenomena.

Topics of study

BIOLOGY

- B1: Cell level systems
- B2: Scaling up
- B3: Organism level systems
- B4: Community level systems
- B5: Genes, inheritance and selection
- B6: Global challenges

CHEMISTRY

- C1: Particles
- C2: Elements, compounds and mixtures
- C3: Chemical reactions
- C4: Predicting and identifying reactions and products
- C5: Monitoring and controlling chemical reactions
- C6 Global challenges

PHYSICS

- P1: Matter
- P2: Forces
- P3: Electricity and magnetism
- P4: Waves and radioactivity
- P5: Energy
- P6: Global challenges

Examinations

- Biology Paper 1 – B1, B2, B3
- Biology Paper 2 – B4, B5, B6
- Chemistry Paper 1 – C1, C2, C3
- Chemistry Paper 2 – C4, C5, C6
- Physics Paper 1 – P1, P2, P3
- Physics Paper 2 – P4, P5, P6

EACH EXAM COUNTS 16.7% OF THE OVERALL COMBINED SCIENCE GRADE

EXAMS ARE 1hr 10 min

Total marks available 70



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Geography**

Director of study: **Miss K Skelton (skelton@perins.hants.sch.uk)**

Examination Board: **OCR B www.ocr.org.uk**

Course Content

This course is divided into 3 components

Our Natural World

- **Global Hazards:** Earthquakes, Volcanoes, Tropical Storms and Drought
- **Changing Climate:** Theory and evidence of Climate Change and impacts for the UK and the world
- **Distinctive Landscapes:** Study of Rivers and Coastal areas within the UK
- **Sustaining Ecosystems:** Importance of Ecosystems, Rainforests and Polar Regions

People and Society

- **Urban Futures:** Growth of cities and what life is like in cities in different parts of the world
- **Dynamic Development:** How development is measured and uneven between countries. Focus on one LIDC development in the past and future
- **UK in the 21st Century:** How the UK's population and land use is changing and its role within the world
- **Resource Reliance:** Global demand for food, energy and water. How can we be food secure.

Geographical Exploration - Sustainable Decision Making Exercise

The links, connections and ideas within the eight topics of Our Natural World and People and Society will be brought together for a Geographical Exploration. The learners are given a resource booklet and using their knowledge and understanding of the course they will answer questions and finally come to a decision on a particular issue. The synoptic nature of this paper allows learners to demonstrate how they can 'think like a geographer!'

Assessment

The final assessment is made up of three exams.

Our Natural World paper (35%)

1 hour 15 minutes exam paper assessing the physical topics of the course

People and Society paper (35%)

1 hour 15 minutes exam paper assessing the human topics of the course

Geographical Exploration (30%)

1 hour 30 minutes exam paper

Fieldwork Opportunities

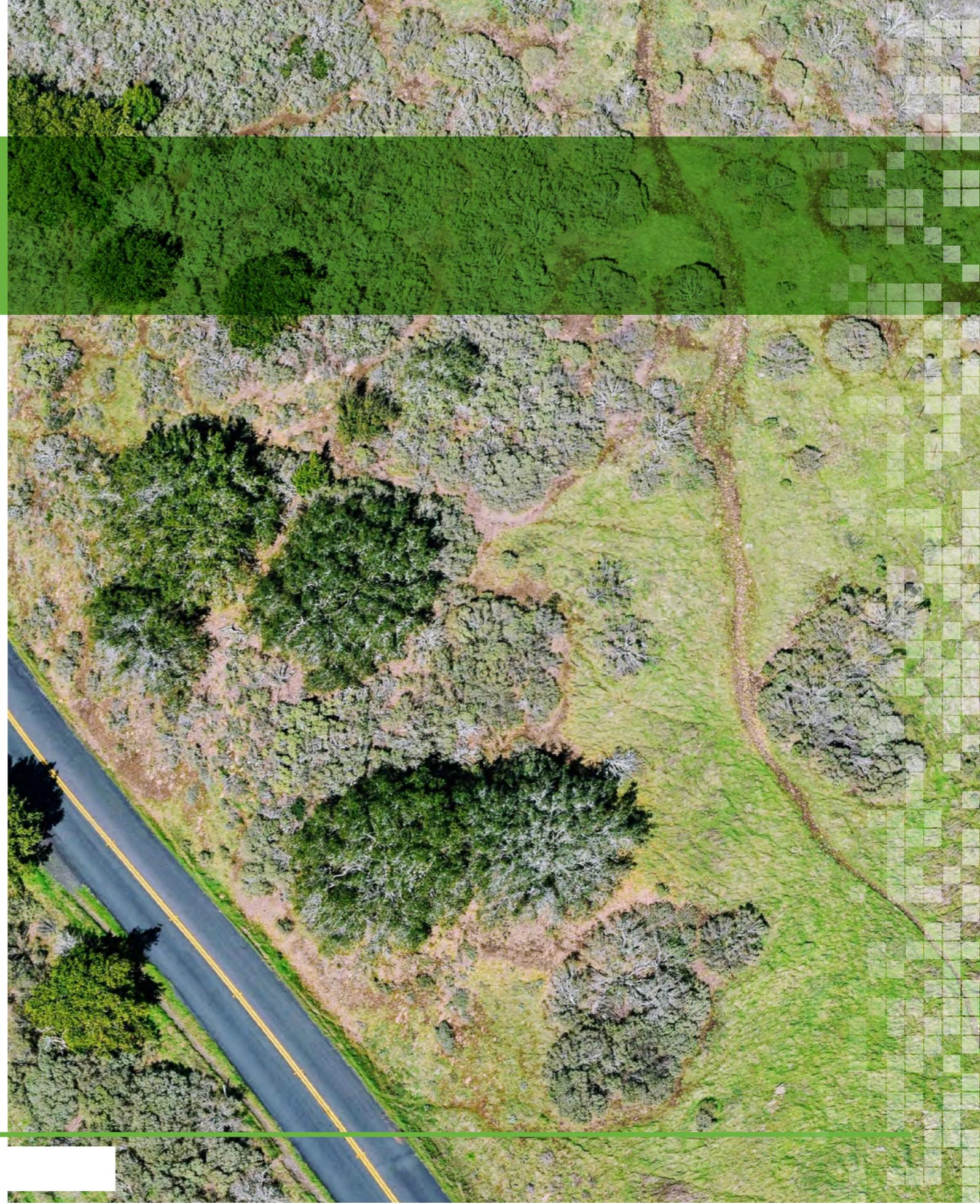
In years 10 and 11 learners join two compulsory field trips outside the classroom environment in both a human & physical context.

- *Highland Water, New Forest - studying a river from its source to its mouth*
- *Southampton City - studying how retail changes through a cross section of a city*

Extra-Curricular Opportunities

In order to support learners in their geographical studies the Geography department also plans some optional extracurricular trips including;

- *The Eden Project*
- *Overseas trips - previous destinations include Italy and Iceland*



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE History**

Director of study: **Miss K Lewis (lewis@perins.hants.sch.uk)**

Examination Board: **Edexcelonline.com**

Course Description

The course is divided into 3 exams. Learners study warfare and British Society 1250 – present and London and the Second World War 1939 – 1945.

Learners will also study Anglo Saxon and Norman England 1060 – 1088, Superpower relations and the Cold War and a third study of Weimar and Nazi Germany 1918 – 1939.

Subject Skills

- **Writing Skills** – the ability to express ideas clearly in written form.
- **Reading and Research Skills** – the ability to find out, select and evaluate relevant information.
- **Acquire knowledge and understanding of the human past.**
- **Develop understanding of how the past has been represented and interpreted.**
- **Use a range of historical sources critically in their historical context.**
- **Understanding historical interpretations**
- **Draw conclusions, make judgements and appreciate that these and other historical conclusions are liable to change in the light of new evidence.**

Assessment

The final assessment is made up of three exams.

Paper One= 1 hour 15 minutes (30%)

- On the topic of warfare and British Society (thematic) and London and the Second World War (Historical Environment)

Paper Two= 1 hour 45 minutes (40%)

- British depth study – Anglo Saxon Society and the Normans
- Period Study – Superpower relations and the Cold War

Paper Three= 1 hour 20 minutes (30%)

- Modern Study – Weimar and Nazi Germany

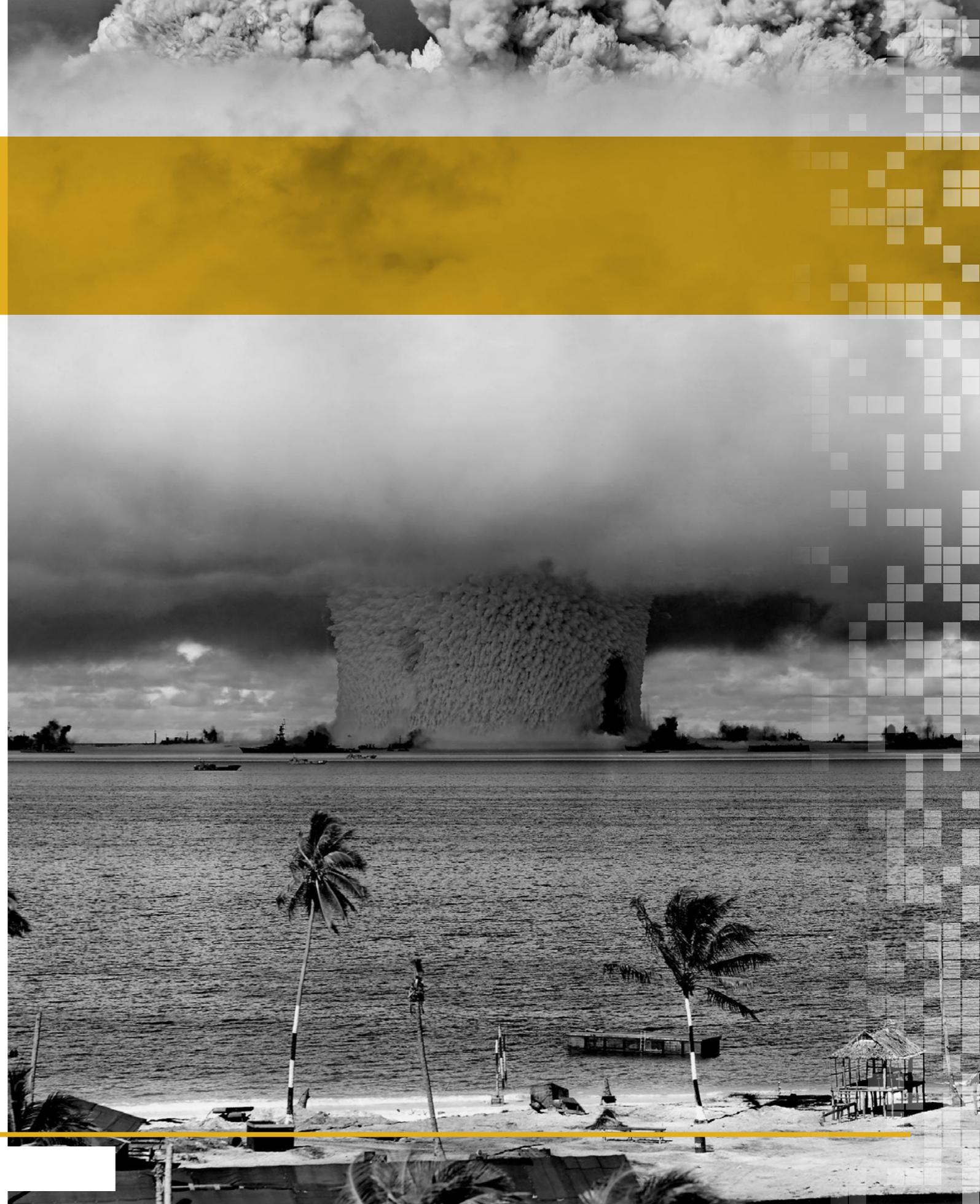
Tiers

The scheme of assessment consists of one tier covering the whole ability range grades. Students will be taught in mixed-ability groups.

Extra-Curricular Opportunities.

In order to support pupils learning in History we plan a range of optional trips including-

- **Hitler on Trial**
- **Imperial War Museum**
- **Belgium Battlefields Tour**
- **Auschwitz & Krakow Tour**



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE French**

Director of study: **Mr D Eastham** (eastham@perins.hants.sch.uk)

Examination Board: **AQA** www.aqa.org.uk

Course Content

There are three themes covered

1. Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in French-speaking countries/ communities

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

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

3. Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

Tiers

Higher (Grades 9-4) &
Foundation (Grades 5-1)

Assessment

Students are assessed in four skill areas:

Listening – 25% - comprehension including questions and answers in both English and French.

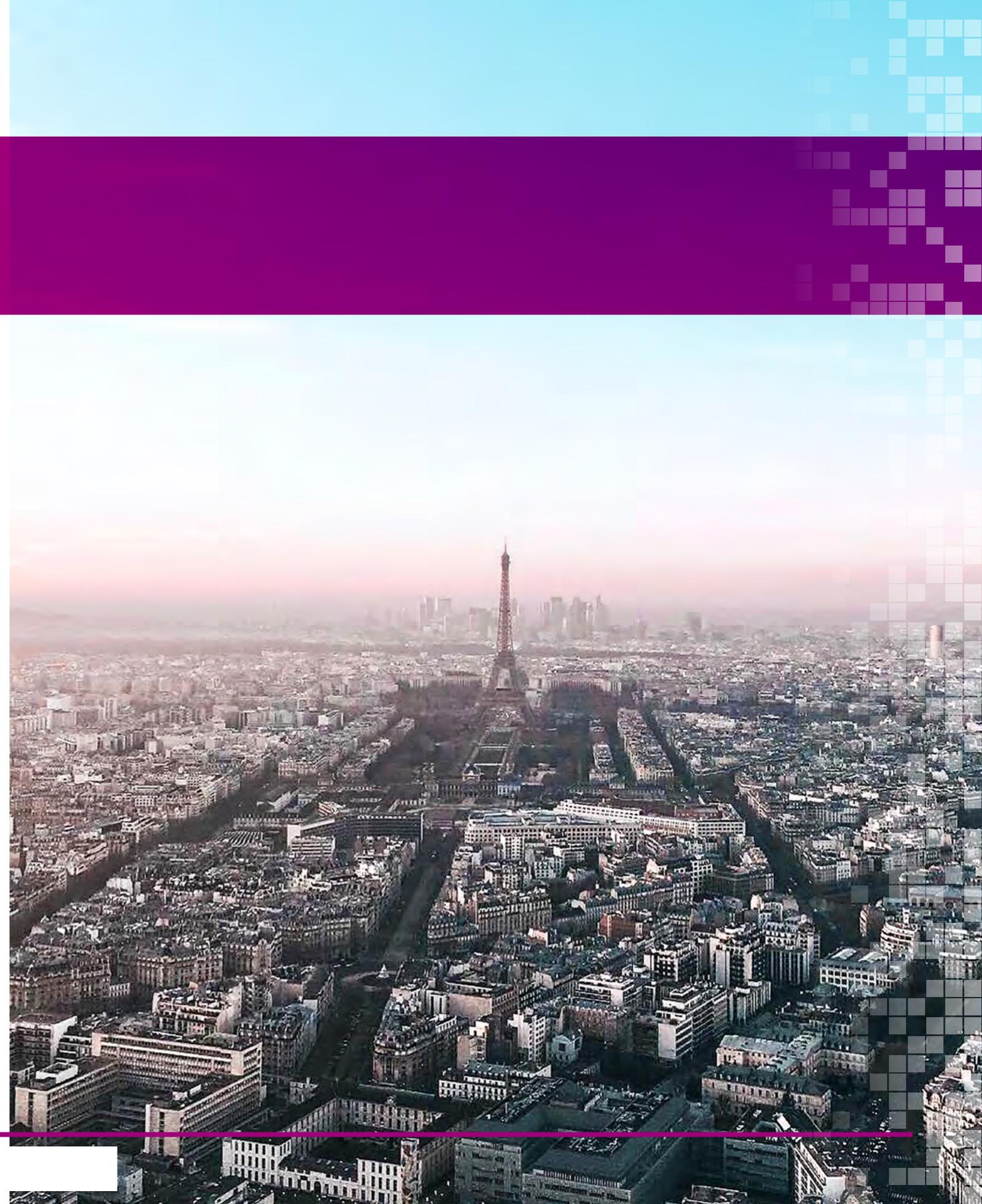
Speaking 25% - a role play and a photo description activity followed by general conversation

Reading – 25% - comprehension including questions and answers in both English and French. Translation passage into English.

Writing – 25% - range of writing tasks between 40 and 150 words. Translation activity into French.

Access

Only students who are currently studying French in Year 8 are able to opt for GCSE French.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE German**

Director of study: **Mr D Eastham (eastham@perins.hants.sch.uk)**

Examination Board: **AQA www.aqa.org.uk**

Course Content

There are three themes covered

1. Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in German-speaking countries/communities

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

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

3. Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

Tiers

Higher (Grades 9-4) & Foundation (Grades 5-1)

Assessment

Students are assessed in four skill areas:

Listening – 25% - comprehension including questions and answers in both English and German.

Speaking 25% - a role play and a photo description activity followed by general conversation

Reading – 25% - comprehension including questions and answers in both English and German. Translation passage into English.

Writing – 25% - range of writing tasks between 40 and 150 words. Translation activity into German.

Access

If students wish to study GCSE German, they should contact Mr Eastham.

This is a challenging intensive 3 year accelerated course which is suitable for those who enjoy their study of French and Spanish and wish to learn an additional language or have a connection to a German speaking country.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Latin**

Director of study: **Mr D Eastham** (eastham@perins.hants.sch.uk)

Examination Board: **WJEC** www.eduqas.co.uk

Course Content

Cambridge Latin Course

Language

Students study texts and stories in Latin to build knowledge and understanding of Latin vocabulary and syntax.

Literature

Students study Latin set texts and answer questions in English on aspects of content and analyze, evaluate and respond to the ancient literature they have studied.

Culture

Students study two topics on Roman Civilization and Culture using the sources in the Prescribed Sources Booklet and answer questions in English on aspects of content, culture, social practices and values.

Assessment

Students are assessed in three skill areas:

Component 1: Latin Language

Written examination: 90 minutes / 50% of qualification

This paper will be in two sections:

Section A

A range of short comprehension questions testing understanding of the storyline (55% of the marks for this component).

Translation of a passage from Latin into English, with a gradation of difficulty (35% of the marks for this component).

Section B

Either Translation from English into Latin or the permitted alternative, i.e. recognize, analyze and explain items of syntax and accidence (10% of the marks for this component).

Component 2: Latin Literature and Sources (Themes)

Written examination: 75 minutes / 30% of qualification

A prescription of Latin literature, both prose and verse, on a theme together with prescribed ancient source materials on the same theme.

A choice of one of two themes is offered. This is an open-book assessment.

EITHER Component 3A: Latin Literature (Narratives)

OR Component 3B: Roman Civilization

Written examination: 60 minutes / 20% of qualification

3A: A prescription of Latin literature forming a narrative, accompanied by adjacent passage(s) in English.

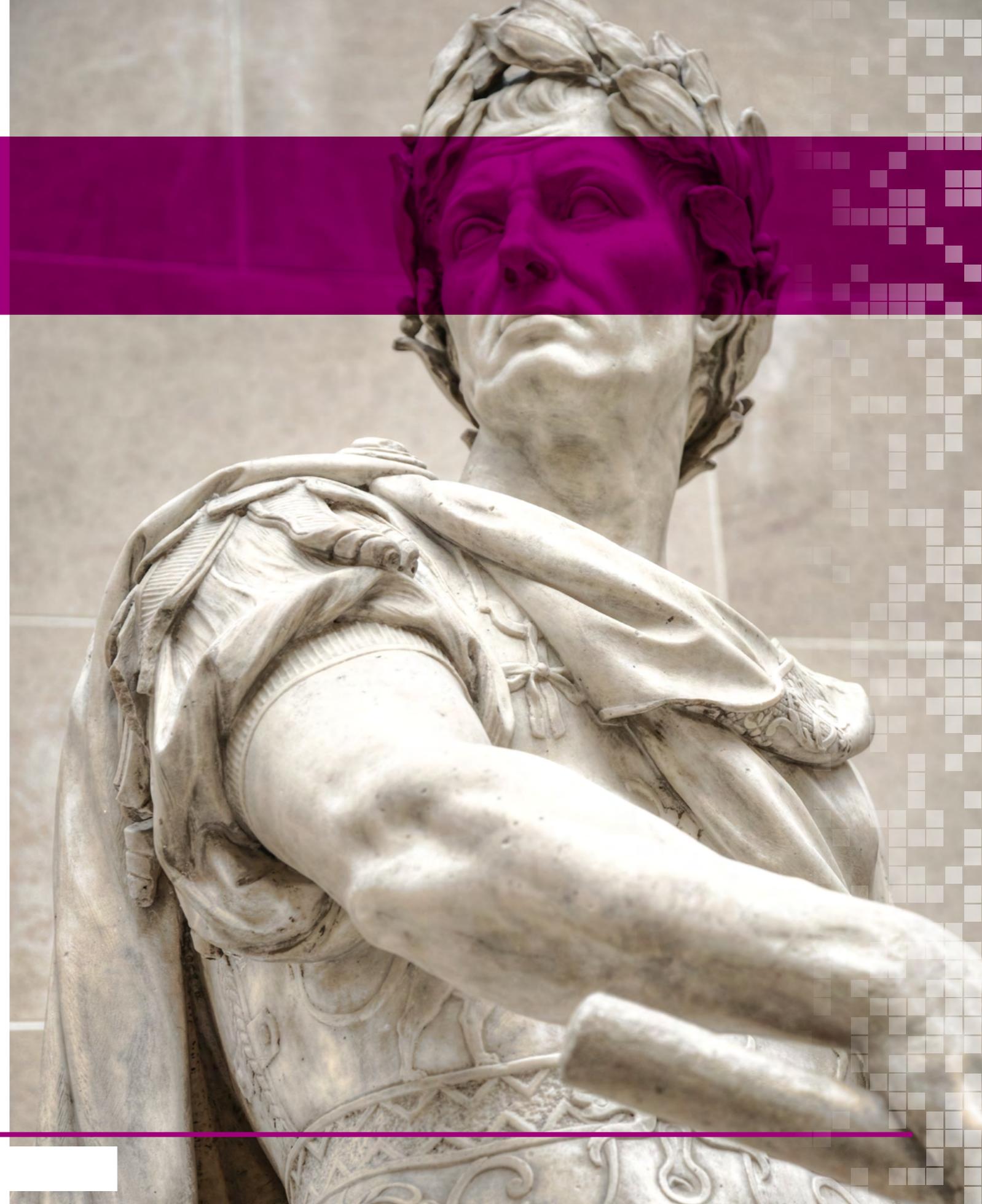
A choice of one of two narratives (one verse, one prose) is offered. This is an open-book assessment.

3B: A prescribed topic of Roman Civilization.

A choice of one of two topics is offered.

Access

Please contact Mr Eastham if you are interested in taking Latin. This course is ideal to study alongside French or Spanish to discover the origins of these languages.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Spanish**

Director of study: **Mr D Eastham** (eastham@perins.hants.sch.uk)

Examination Board: **AQA** www.aqa.org.uk

Course Content

There are three themes covered

1. Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in Spanish-speaking countries/ communities

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

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

3. Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

Tiers

Higher (Grades 9-4) &
Foundation (Grades 5-1)

Assessment

Students are assessed in four skill areas:

Listening – 25% - comprehension including questions and answers in both English and Spanish.

Speaking 25% - a role play and a photo description activity followed by general conversation

Reading – 25% - comprehension including questions and answers in both English and Spanish. Translation passage into English.

Writing – 25% - range of writing tasks between 40 and 150 words. Translation activity into Spanish.

Access

Only students who are currently studying Spanish in Year 8 are able to opt for GCSE Spanish.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Full Course Fine Art & Design**

Director of study: **Miss L Billington (billington@perins.hants.sch.uk)**

Examination Board: **Edexcel**

Course Content

Students could develop work in at least one of the following areas of study:

- Drawing
- Installation
- Lens-/light-based media Mixed media
- Land art
 - Printing
 - Painting
- Sculpture

Tiers

The scheme of assessment consists of one tier covering the whole ability range with grades from 9 to 1.

Portfolio of Work (Coursework)

Students will submit a portfolio of work accounting for 60% of the final grade. The presented portfolio must show an extended collection of work consisting of at least two projects. We will undertake a minimum of 4 projects across the two years; allowing students the opportunity to identify their areas of strength.

Externally Set Task. (Examination)

Students will have a 6 week period of preparatory time leading to a timed 10 hour final piece which is produced under exam conditions. Students will have a selection of Set Tasks to choose from. The Externally Set Task accounts for 40% of the final grade

Assessment

There are 4 key areas of assessment with equal weighting;

- Development of ideas
- Exploration and refinement of ideas and use of appropriate materials.
- Recording of observations.
- Presenting a personal response



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Business Studies**

Director of study: **Mr J Ahmed** (jahmed@perins.hants.sch.uk)

Examination Board: **Pearson Edexcel** qualifications.pearson.com

Course Content

Business Studies covers topics about the creation, development and management of businesses;

- Enterprise and entrepreneurship
- Spotting business opportunities
- Putting business ideas into practice
- Making the business effective
- External influences on business
- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resources decisions

Subject Skills

- Apply knowledge and understanding to modern business issues and to know many types and sizes of local and global companies
- Develop as critical and reflective thinkers with enquiring minds
- Use a critical approach to make informed judgements about issues
- Develop and apply quantitative skills relevant to business, including using and interpreting data

Future careers

Business Studies can help with a wide variety of careers, not necessarily just those in finance.

Relevant career options include:

- Business adviser
- Human Resources officer
- Marketing executive
- Project manager
- Retail manager

Assessment

Business Studies is fully assessed through exams at the end of Year 11. Both exams are 90 minutes long and make up 50% of the grade.

The exams have the same format, and are divided into three sections; Section A comprises 35 marks, Section B 30 marks and Section C 25 marks. Section A will be a mixture of multiple choice and short answer questions, which may require calculations. Questions in Sections B and C will short answer and essay questions be based on business contexts given in the paper. Pupils will need to learn formulae to use in the exams, but will be permitted to use a calculator.

- Exam 1 – Investigating Small Business
- Exam 2 – Building a Business



KEY STAGE FOUR PATHWAYS

Subject Title: **Child Development (Cambridge National Certificate Level 1/2)**

Director of study: Mrs H Mitchell (hmitchell@perins.hants.sch.uk)

Examination Board: OCR www.ocr.org.uk

Course Content

- Health and well-being for child development
- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment

Create a safe environment and understand the nutritional needs of children from birth to five years

- Accidents and accident prevention in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years

Understand the development of a child from one to five years

- Physical, intellectual and social developmental norms from one to five years
- Stages and types of play and how play benefits development
- Observe the development of a child aged one to five years
- Plan and evaluate play activities for a child aged one to five years for a chosen area of development

Assessment

Written Paper (70 marks)

1 hour and 15 minute written paper based on course content.

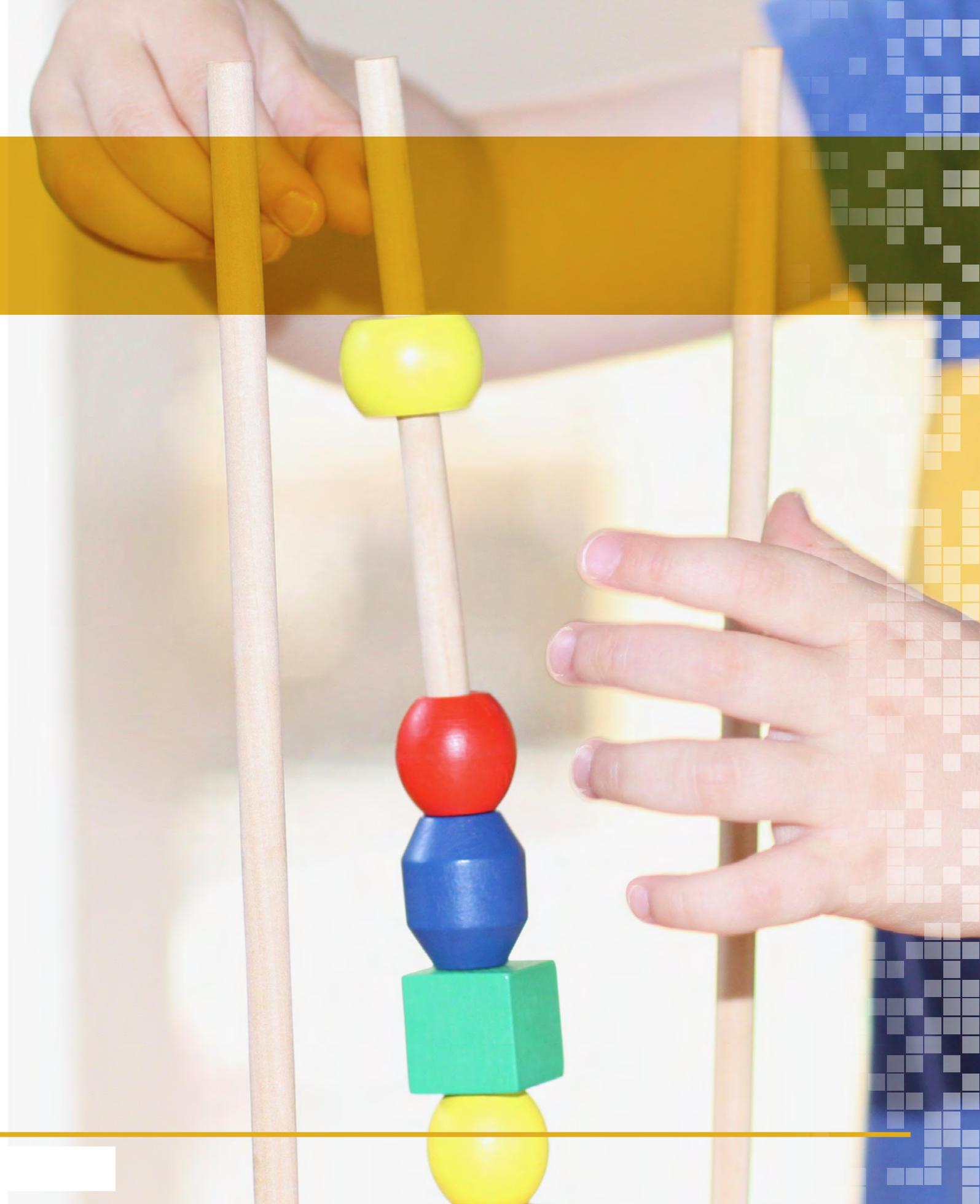
Coursework (Non Examined Assessment)

- Create a safe environment and understand the nutritional needs of children from birth to five years (60 marks)
- Understand the development of a child from birth to five years (60 marks)

Grading

All results are awarded on the following scale:

Level 2 – Distinction* (*2)
 Distinction (D2)
 Merit (M2)
 Pass (P2)
 Level 1 – Distinction (D1)
 Merit (M1)
 Pass (P1)
 Fail/Unclassified



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Citizenship Studies**

Director of study: **Mr B Joy (joy@perins.hants.sch.uk)**

Examination Board: **OCR www.ocr.org.uk**

Course Content

Pupils will be studying a variety of broad issues of local, national and international significance:

- Democracy, elections and voting in the UK
- The various levels of government
- British Constitution
- The role of the media and free press
- Citizen participation
- Rights and responsibilities
- The law & the legal system
- Relations between UK & the wider world
- Identities and diversity in UK society
- The economy, finance and money

Subject Skills

- Form their own hypotheses and create sustained and reasoned arguments
- Understand the range of methods and approaches that can be used to address citizenship issues in society
- Present their own and other viewpoints and represent the views of others
- Plan and evaluate the effectiveness of practical Citizenship Action projects

Trips and Visits

Pupils may have the chance to be involved in;

- Visits from local PCSOs and Magistrates
- Trips to the Houses of Parliament and the Supreme Court

- Workshops with organisations such as Solutions Not Sides, CND and MyBnk
- Conversations with politicians in local and/or national government

Assessment

Citizenship is fully assessed through exams at the end of Year 11:

- **Exam 1 – Citizenship in Perspective (50 minutes – 25%)**
 - multiple choice-style questions
 - focuses on demonstrating knowledge and understanding
- **Exam 2 – Citizenship in Action (1 hour 45 min – 50%)**
 - short and long answer written questions
 - focuses on applying knowledge and understanding
- **Exam 3 – Our Rights, Our Society, Our World (1 hour – 25%)**
 - short and long answer written questions
 - focuses on evaluating viewpoints and developing arguments

Pupils will participate in a Citizenship Action project, where they will choose and research an issue, and then plan and conduct a campaign to benefit or change the community. The work completed as a part of their project is not directly assessed, however they will be asked to reflect upon that work as part of Exam 2.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Computer Science**

Director of study: **Mr J Ahmed** (jahmed@perins.hants.sch.uk)

Examination Board: **OCR (J277)** www.ocr.org.uk

Course Content

This academic Computer Science course covers computer programming and how computers work at a technical level. The course gives an overview of a wide range of topics with a particular focus on logical algorithms.

Areas of theoretical study include:

- **Computer Hardware**
- **Computer Software**
- **Computer Communications and Networking / Internet**
- **Protocols**
- **Security**
- **How data is represented in a Computer System**
- **Databases**
- **Computer Programming**

Students will also acquire practical skills with the Python programming language.

Tiers & Grading

- **GCSE results are awarded on a 9 to 1 scale. Candidates' final Grade is awarded based on contributions from two exam assessments.**
- **Students must also be given the opportunity to program a computer in a high level programming language. This is not formally assessed but is still mandatory.**

Assessment

Computer Systems (Written Exam):

Worth 50% of qualification.

Assessing topics including systems architecture, wired and wireless networks, security and software.

Computational Thinking, Algorithms and Programming (Written Exam):

Worth 50% of qualification.

Assessing topics including high- and low-level programming, algorithms, computational logic and data representation.

Notes on programming project:

There is now no formally assessed NEA (coursework) and no work sent to the exam board for moderation. However, students must be given time to program a computer in a high level language. This is delivered as part of the GCSE in the classroom.

We use Python 3 as our high level programming language.

KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Dance**

Director of study: **Ms D Brown**

Examination Board: **AQA <http://www.aqa.org.uk>**

Course Content

If you have a love for dance and are committed to performances and practises then Dance is for you.

It is suggested you attend the after-school Dance Club, where you will participate in technique classes and perform during school events such as; Arts Festival and Rock Challenge.

Attendance at dance club has shown to improve student's grades and technique, which are both heavily assessed as part of the course.

Homework is not set on a regular basis; therefore your homework will be to attend the practical technique class.

Creating dances is a big part of the course; your creativity will be challenged.

There are trip opportunities and analysis of performances which will help you to gain movement ideas and learn to analyse pieces to a higher standards.

Assessment

Practical
Performance and choreography –60%

Theory
Written Exam – 40%

GCSE Dance Practical (Component 1) 60%

Students will be assessed as a performer and for their ability to choreograph and create a dance piece.

- **Performance - set phrases as a solo performance 20 marks 15%**
- Duet/trio performance 20 marks 15%
- **Choreography - solo or group choreography 40 marks 30% - themes released to students during final year (Yr11).**

GCSE Dance Theory (Component 2) 40%

Throughout the 3 years, students will study 6 professional dance pieces. They will learn to compare, contrast and critique each piece.

The written exam will ask questions related to each professional work, along with questions related to their own dance practice.

- **Dance Appreciation - written exam, 1 hour 30 minutes, 80 marks 40%**



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Design & Technology**

Director of study: **Mr W Davies** (wdavies@perins.hants.sch.uk)

Examination Board: **AQA** www.aqa.org.uk

Course Content

Students will be given the opportunity to work with a wide range of Resistant Materials; woods, textile based materials, metals and plastics, electronics and mechanical systems. Students will design & make products that satisfy a brief and solve a real world problem.

You will develop technical knowledge in:

- **New and emerging technologies**
- **Developments in new materials**
- **Mechanical devices**
- **Materials and their working properties.**

You will develop an in-depth knowledge and understanding of the following:

- **Selection of materials or components**
- **Forces and stresses**
- **Ecological and social footprint**
- **Sources and origins**
- **Using and working with materials**
- **Stock forms, types and sizes**
- **Scales of production**
- **Specialist techniques and processes**
- **Surface treatments and finishes.**

You will demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- **Investigation, primary and secondary data**
- **Environmental, social and economic challenge**
- **The work of others**
- **Design strategies**
- **Communication of design ideas**
- **Prototype development**

- **Selection of materials and components**
- **Material management**
- **Specialist tools and equipment**
- **Specialist techniques and processes**

Non Examined Assessment (NEA)

One design project, selected from a given range by the student. The exam board will provide a list of tasks from which each pupil, with support from their class teacher, will choose the most appropriate. The student will develop prototypes of products and produce a concise design folder.

The total time spent on the coursework is expected to be around 30-35 hours. All work on the controlled assessment must be observed and controlled by the class teacher.

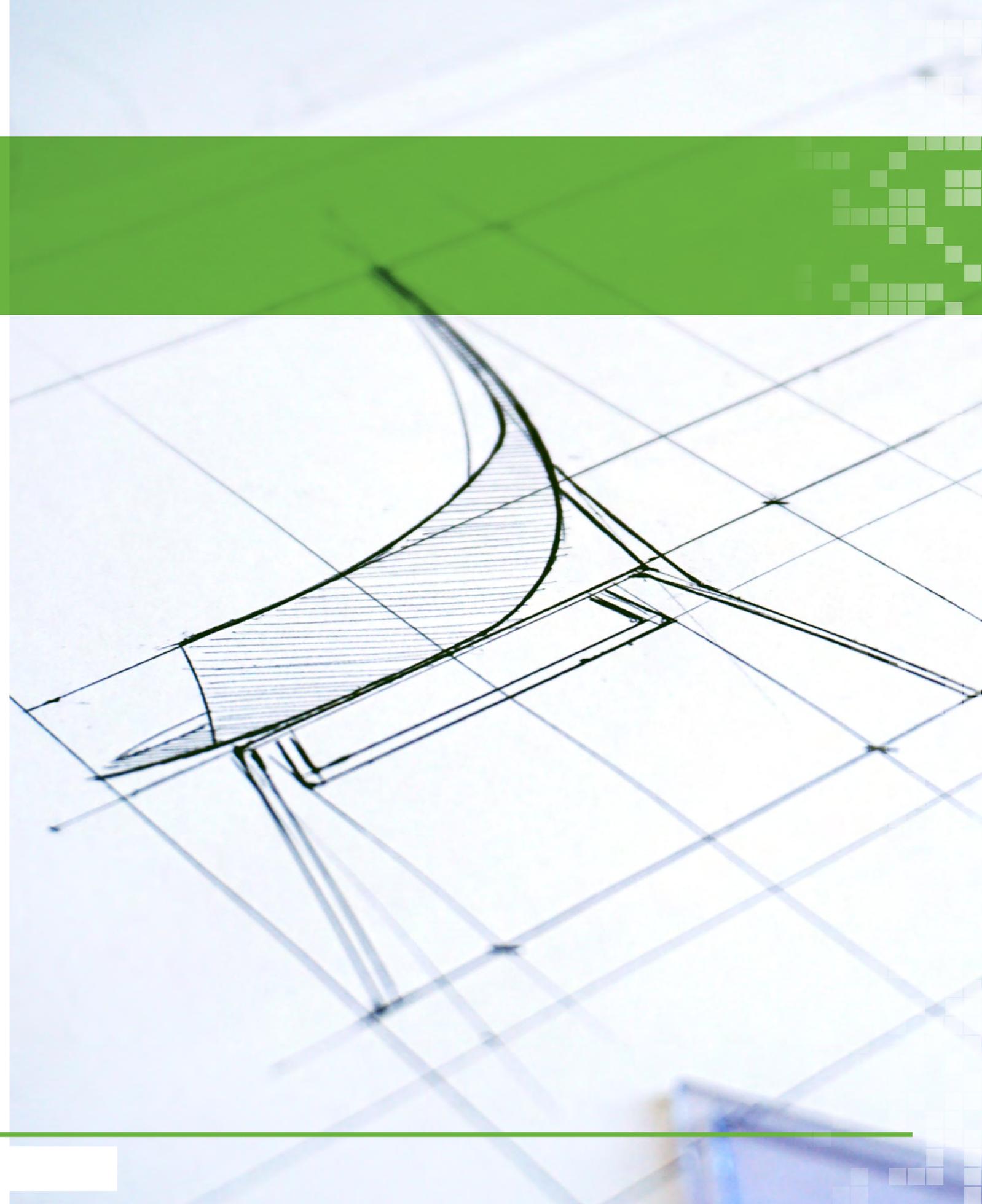
Assessment

Written Paper 50% of total marks

2 hours - written and drawn responses with structured and free response sections.

NEA 50% of total marks

Substantial design and make task – you will produce a prototype and a portfolio of evidence



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Drama**

Director of study: **Mrs A Jordan** ajordan@perins.hants.sch.uk

Examination Board: **AQA** www.aqa.org.uk

Course Content

This course aims to develop imaginative, creative, intellectual and social skills; extend awareness of self and group and increase confidence in communication skills. The syllabus is accessible to candidates of all abilities. It is challenging, flexible and largely practical. You will study a range of texts and see high quality live theatre, where possible. You will devise your own pieces of theatre.

Do you enjoy:

- Expressing yourself in an active and exciting way?
- Working in a group?
- Contributing your own ideas and respecting those of others?
- Exploring ideas by putting yourself in other people's shoes?
- Playing many parts in different imaginary situations?
- Creating your own drama work?
- Looking at plays written by other people?

If you like to be challenged, work hard and enjoy sharing your ideas, Drama is the course for you.

You will develop your physical and vocal skills through working individually and in groups. This will help you to present yourself confidently in a range of situations.

You will perform and evaluate performance regularly.

You will keep a diary of your development and learn to write critical reviews of performances.

You will see exciting and imaginative live theatre. Non Examined Assessment (NEA)

Assessment

You must enjoy performing in front of an audience as the majority of the course is practical. This will be regularly in front of your class and teacher. We also hold a variety of different performance evenings for family and friends, staff and the general public.

Component 1:
Written Exam - 40% of the overall GCSE grade It is split into 3 sections:

Section A: 4 multiple choice questions based on your knowledge of drama and theatre.

Section B: 4 questions that increase in the number of marks awarded based on an extract from a set studied text.

Section C: 2 questions based on a piece of live theatre. The first of which analyses how a live performance has been achieved. The second evaluates how effective the performance was.

Component 2:
Devising Drama - 40% of the overall GCSE grade. This is a project marked by the teacher.

You will work in small groups to devise your own piece of original theatre.

You are assessed on your performance as well as a devising log/workbook

Component 3:
Scripted performance - 20% of the overall GCSE grade. This is a polished performance of two extracts from a play This is marked by a visiting examiner.

You will work in small groups and will be assessed on your acting skills during that performance.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Economics**

Director of study: **Mr M Nevola** (nevola@perins.hants.sch.uk)

Examination Board: **OCR** www.ocr.org.uk

Course Content

Economics is about studying the world around us from a social, financial and cultural perspective.

The subject looks at all the different factors that affect wealth and well-being; how companies make money, how customers spend money and how money transfers around the globe. Topics covered include:

- Supply and demand
- How companies set their prices
- Interest rates, inflation and investment
- How the government spends its money
- Global issues, such as exchange rates and international trade

Subject Skills

Economics will help you to develop key skills which will directly help you in the workplace. These skills include:

- Analysis and evaluation
- Numeracy skills
- Cultural awareness
- Communication
- Problem solving

Future Careers

Economics lends itself to a wide variety of careers, not necessarily just those in finance.

Relevant career options include:

- Economist
- Chartered account

- Investment analyst
- Financial risk analyst
- Management consultant

Assessment

Economics is fully assessed through exams at the end of Year 11. Both exams are 90 minutes long and make up 50% of the grade.

The exams have the same format, and are divided into two sections; Section A consists of 20 multiple choice questions, while Section B includes case studies with short and medium responses.

The units assessed in each exam are:

- **Exam 1**
- 'Introduction to Economics' and 'Role of Markets & Money'
- **Exam 2**
- 'Economic Objectives and the Role of the Government' and 'International Trade and the Global Economy'

A minimum of 10% of the total marks will require the application of data handling and numerical analysis at a Key Stage 3 Maths level.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Food Preparation & Nutrition**

Director of study: **Mr W Davies** (wdavies@perins.hants.sch.uk)

Examination Board: **AQA** www.aqa.org.uk

Course Content

Students will be given the opportunity to work with a wide range of foods in order to gain knowledge and understanding of the working characteristics and processing techniques used when designing and making products. There will be a strong emphasis on the scientific knowledge that underpins the preparation and cooking of food.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

There are twelve skill groups pupils will learn, through practical activities:

- General practical skills
- Knife skills
- Preparing fruit and vegetables
- Use of the cooker
- Use of equipment
- Cooking methods
- Prepare, combine and shape
- Sauce making
- Tenderise and marinate
- Dough
- Raising agents
- Setting mixtures

Assessment

Written Paper (50% of total marks)

1 hour 45 minutes. 100 marks.

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

Coursework (Non Examined Assessment) 50% of total marks

Task 1: Food investigation (15% of the GCSE)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

This will be assessed by a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. Recommended time: 10 hours.

Task 2: Food preparation assessment (35% of the GCSE)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. This will be assessed by written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. Recommended time: 20 hours.



KEY STAGE FOUR PATHWAYS

Subject Title: **Cambridge National Certificate In Creative Imedia**

Director of study: **Mr J Ahmed (jahmed@perins.hants.sch.uk)**

Examination Board: **OCR www.ocr.org.uk**

Course Content

This vocational ICT course equips students with a range of creative media skills as well as skills in planning and reviewing ICT products.

There are strong links to GCSE Media Studies within this qualification.

Some of the skills taught could include*:

- Digital Graphics
- Creating a digital sound sequence
- Creating a multipage website
- Storyboarding
- Planning
- Creating a digital video sequence
- Digital Photography

**Not all skills will be taught; depends on assessment schemes*

Tiers & Grading System

- Results are graded using the following scale:
- Level 2 - Distinction Level 2 - Merit Level 2 - Pass Level 2. The structure is mirrored for level 1.
- There is a formal written exam in pre-production skills and 3 units of coursework.

Assessment

Creative iMedia in the media industry (Written Exam):

An exam requiring students to demonstrate skills of analysis and evaluation of ICT products in particular contexts.

40% of the qualification

Coursework Units:

The coursework units vary in skill set depending on the scenarios published by the exam board. 'Visual Identity' and 'Digital Graphics' will always feature but other units vary year to year depending on the strengths of the cohort.

Each project will last for approximately 10 hours and is worth 60 marks.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Media Studies**

Director of study: **Mr S Barber** (barber@perins.hants.sch.uk)

Examination Board: **OCR** www.ocr.org.uk

Course Content

Media GCSE offers extensive coverage of media theory and practice, relating to every-day accessible media forms as well as critical media principles of language, representations, industries and audiences.

The course will cover significant forms of media including radio, film, TV, advertising and marketing, print publishing, music videos and digital media (such as social media and video gaming), and each component has 'Close Study Products' – texts which are determined by the exam board.

Tiers

There are no tiers in GCSE Media Studies. Content is accessible for students of all abilities.

Non-examined assessment (Coursework)

Students will submit a creative production based on one of five briefs released by AQA one year prior to the exam. These tasks will be practical responses to media industries already studied. This is worth 30% of the final grade.

Externally Set Task (Examination)

Students will sit two 90-minute examinations, set and assessed externally. They will assess students' engagement with and understanding of a number of exam texts studied throughout years 10 and 11, as well as their ability to apply their understanding to unseen media products.

Assessment

There are three assessment objectives assessed with different weightings across the three assessments:

- **Demonstration of knowledge and understanding of media theory, context and influence;**
- **Analysis of media products;**
- **Creative application of media knowledge and understanding in order to express meaning.**



KEY STAGE FOUR PATHWAYS

Subject Title:	GCSE Music
Director of study:	Mr M Blackwell (mblackwell@perins.hants.sch.uk)
Examination Board:	AQA www.aqa.org.uk

Course Content

Musical language/content

The musical references made below under the heading The Organisation of Sounds form the basis for the exploration of the components/strands within GCSE Music. The whole musical experience of this course – both teaching and learning will be centered on them.

Candidates will be expected to be able to understand notation suitable to the occasion, including staff notation.

Pupils will study three components within the course: Understanding Music, Performing and Composing.

These will be explored through set works in the following two strands:

- The Western Classical Tradition 1650-1910
- Traditional music (Externally assessed)

Tiers

The Scheme of assessment consists of one tier covering the entire ability range of grades 9 - 1

Assessment

Composing

30%: Controlled Assessment

2 x compositions to be completed in school time

- 15% - Yr 10 – a 'free' composition (25 hrs to complete, Internally assessed)
- 15% - Yr 11 – set to a brief released by AQA in the year of entry. (25 hrs to complete, Internally assessed)

Listening to and Appraising Music

40%: 1.5 hour written examination- May Year 11
A mixture of unfamiliar music and questions on the set works.

Externally assessed.

Performing Music

30 %: Controlled Assessment (Recorded at school)

- Solo performance (15% internally assessed and externally moderated)**
- Ensemble performance (15% - internally assessed and externally moderated)**

Over the course pupils will learn:

- **Basic notation**
- **Perform and compose in a variety of different musical genres**
- **Basic keyboard technique**
- **Music technology skills.**

In order to be successful in this course, students must have the confidence and the technical ability to perform solo on at least one instrument; this includes vocals.



KEY STAGE FOUR PATHWAYS

Subject Title: **RSL Level 2 Certificate in Technology for Music Practitioners**

Director of study: **Mr M Blackwell** (mblackwell@perins.hants.sch.uk)

Examination Board: **RSL** www.rslawards.com

Course Content

Students will study three units over two years which will be split over a number of different assessments in order to complete all criteria. Practical learning will mainly utilise the use of Logic Pro, the school's industry-standard digital audio workstation. Units of study focus on music production skills and techniques, as well as learning about broader musical styles and analytical listening.

Tiers

The Scheme of assessment consists of one tier covering the entire ability range of Pass, Merit and Distinction grades.

Assessment

The course has no formal written exam - instead, assessment is entirely coursework-based. Students must study three units to completion:

201ta - Musical Knowledge (20%) (internally assessed)
Learning will focus on the origins and development of different genres of contemporary music, with reference to specific artists and recordings. Learners will also choose a song to analyse in terms of its lyrical and musical content, as well as production techniques used.

203ta - Music Sequencing and Production (40%) (externally assessed)
Learners will be set a brief by the examination board, and must produce a song containing multiple tracks and samples to meet the requirements of the scenario. This unit is externally marked by RSL.

207ta - Using a Digital Audio Workstation (DAW) (40%) (internally assessed)

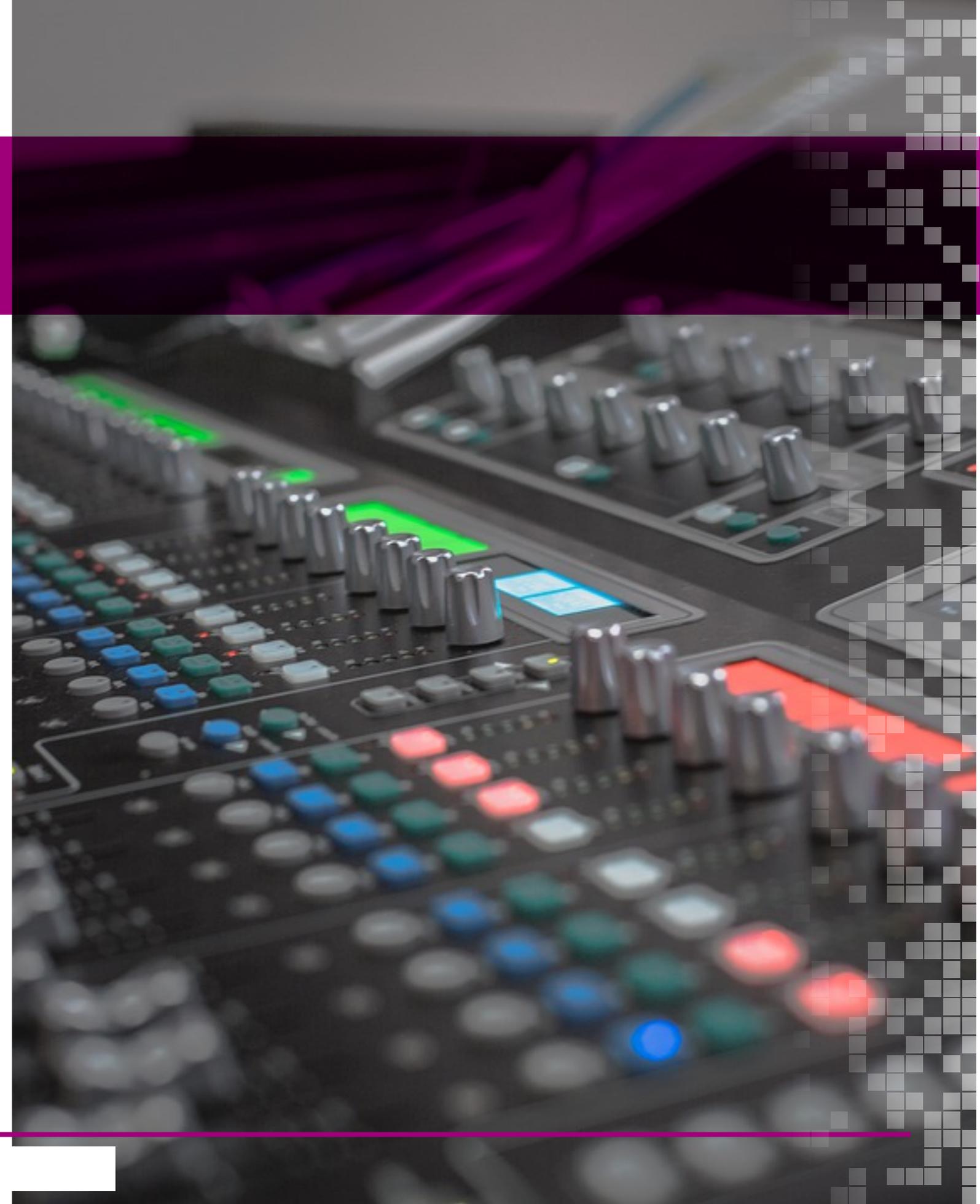
Learners must demonstrate their knowledge of how to operate a digital audio workstation, as well as recording a number of short excerpts to showcase their musical and technological abilities.

At the end of the course, learners will receive a Pass, Merit, or Distinction grade. (These are roughly equivalent to a 4, 6.25, and 7.75 respectively at GCSE.)

Over the course students will learn:

- Recording, manipulation and playback techniques
- Critical music listening skills
- Basic keyboard technique
- How to plan and review work, and how to respond to a brief.

In order to be successful in this course, pupils must be able to work independently and analytically. Internal coursework deadlines are very important, and so organisation is an essential skill for success. Learners do not have to play a musical instrument to achieve on this course, though basic piano skills are an advantage.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Photography (Art & Design/Photography)**
 Director of study: **Mrs N Lang / Mrs Alexiou (alexiou@perins.hants.sch.uk)**
 Examination Board: **AQA www.aqa.org.uk**

Course Content

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

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

They may explore overlapping areas and combinations of areas.

Portfolio of Work (Coursework)

Students will submit a portfolio of work accounting for 60% of the final grade. The presented portfolio must show an extended collection of work consisting of at least two projects. We will undertake a minimum of 4 projects across the two years; allowing students the opportunity to identify their areas of strength. This is marked by the teacher and moderated by the exam board.

Externally Set Task. (Examination)

Externally Set Task. (Examination)

Students will have a 6 week period of preparatory time leading to a timed 10 hour final piece which is produced under exam conditions. Students will have a selection of Set Tasks to choose from. The Externally Set Task accounts for 40% of the final grade

Assessment

There are 4 key areas of assessment with equal weighting across the two components;

- Development of ideas through investigations, demonstrating critical understanding of resources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Physical Education**

Director of study: **Mr R Whybro** (whybror@perins.hants.sch.uk)

Examination Board: **AQA** www.aqa.org.uk

Course Content

The course is split into practical and theory sessions.

Practical – Students will experience a variety of sports/ physical activities. Individuals are assessed as performers in three different sports (one must be an individual sport and one must be a team sport) and need to be able to play these sports to a good standard in competition (not recreationally) to achieve the higher marks.

One of these sports must be a team sport and one must be an individual sport typically from the following list.

Individual – athletics, badminton, rowing (lake), cycling (track or road competition), dance, golf, gymnastics, equestrian, rock climbing, skiing, squash, swimming, tennis, table tennis, trampolining

Team – football, basketball, cricket, hockey, netball, lacrosse, rugby, volleyball (tennis / squash / badminton / table tennis – can enter as a doubles player – but cannot enter as both singles and doubles player), dance – group performance (cannot enter dance as individual and a group)

Theory – This covers many topics including applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences and health, fitness and well-being.

Assessment

Two 1hr 15min exams in the summer of Year 11 Worth 60% of final mark (each paper is worth 30%)

Paper 1 = Anatomy & Physiology, Fitness & Training, Movement Analysis, Data Analysis

Paper 2 = Sport Psychology, Commercialisation of Sport, Social Factors & Participation, Ethical & Socio-cultural issues

Practical Assessment (30% of final mark)

Have to enter 3 practical sports (each weighted 10%)

Coursework (worth 10% of final mark)

In depth written analysis and evaluation of own sporting performance completed in theory lessons.

Marked by teachers and moderated by AQA.



KEY STAGE FOUR PATHWAYS

Subject Title: **Level 1/2 Cambridge National Certificate in Sport Studies**

Director of study: **Mr R Whybro** (whybror@perins.hants.sch.uk)

Examination Board: **OCR** www.ocr.org.uk

Course Content

Students will cover units from the list below

- Contemporary Issues in Sport - EXAM
- Performance and Leadership in Sport (Practical)
- Increasing Awareness in Outdoor Adventurous Activities

Non-Examined Assessment (Coursework)

Two of the three units are assessed via course work assignments which are written by hand, using Powerpoint, Word, video recordings, interviews, posters etc.

Practical

Pupils will focus on basketball and football (team sport) and badminton or table tennis (individual sport) for one year and be graded as a performer. Theory work is connected to these lessons as pupils analyse and track their performance and progress.

Assessment

Written Exam

“Contemporary Issues” is assessed via a written exam marked by external examiners.

Each internally assessed unit requires individual criteria to be met.

The overall assignments are then graded according to how many of which criteria have been achieved.

P – pass (equivalent to a GCSE grade C)

M – merit (equivalent to a GCSE grade B)

D – distinction (equivalent to a GCSE grade A)

To gain a Pass at the end of Year 11 – all PASS criteria must have been met.

To gain a Merit at the end of Year 11 – all PASS criteria and MERIT criteria must have been met.

To gain a Distinction at the end of Year 11 – all PASS / MERIT / DISTINCTION criteria must have been met.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Psychology**

Director of study: **Miss T Lunn (tlunn@perins.hants.sch.uk)**

Examination Board: **AQA www.aqa.org.uk**

Course Content

Perins is excited to offer Psychology as a GCSE for its students. As the scientific study of the human mind and its functions, you can expect to discuss, debate and research fascinating questions about how people and our society work.

What skills will be used?

- Reading and research
- Summarising and retaining information
- Discussion and debate of mature topics
- Enthusiasm and confidence to participate in and conduct research projects
- Statistical data analysis
- Critical thinking
- Form hypotheses and create sustained and reasoned arguments
- Understand and apply a range of methods and psychological approaches
- Subject specific terminology

Future Careers

Psychology offers a new perspective on science and the world we live in and, whilst infinitely interesting, can lead to a number of different career opportunities:

- Research Psychologist
- Counselling
- Criminology and Forensic Science
- Sport Psychology
- Social Work

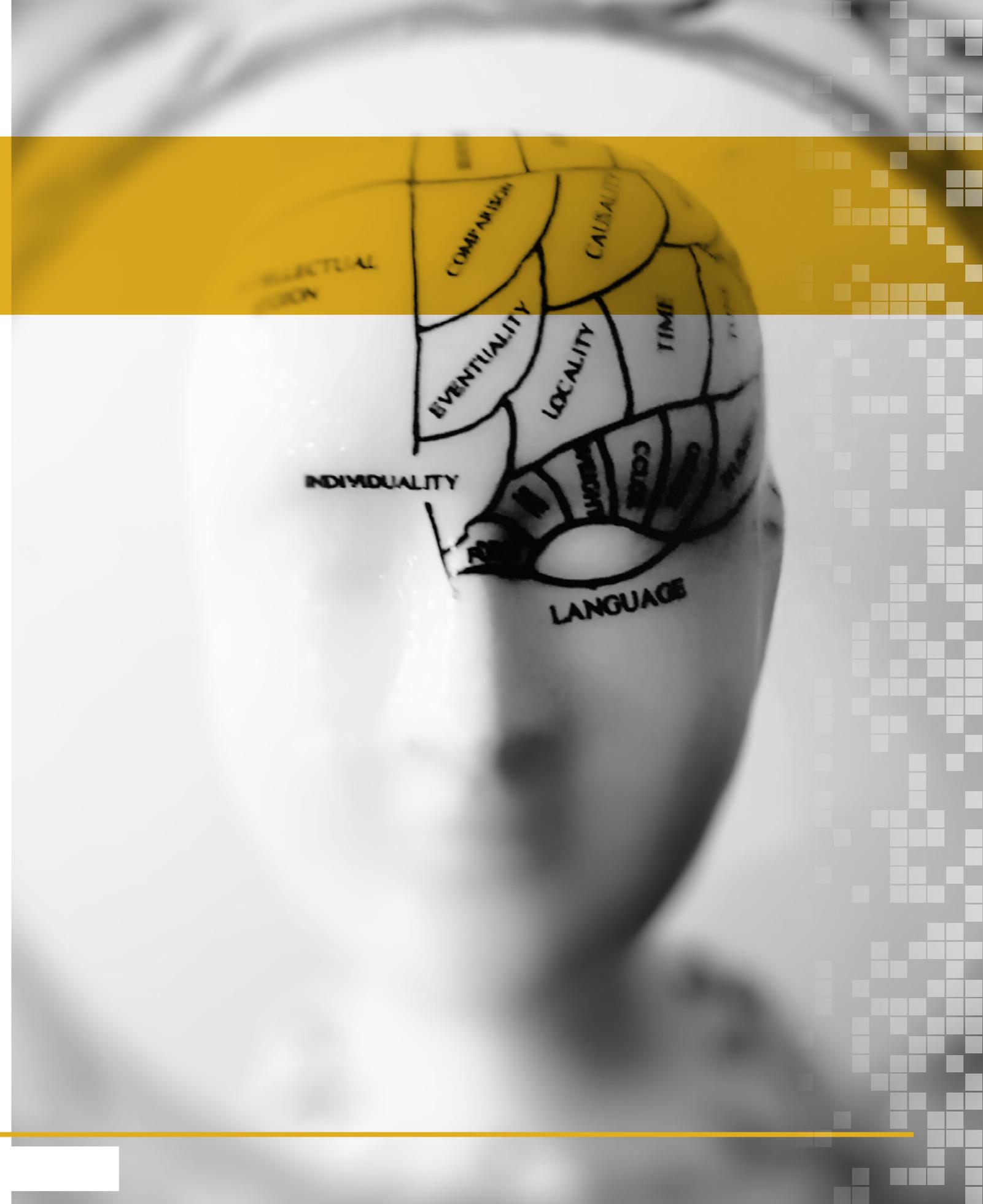
- Nursing
- Teaching
- Law
- Public Relations and Marketing

Assessment

Psychology is fully assessed through exams at the end of Year 11. Both exams are 1 hour and 45 minutes long and make up 50% of the grade. Each exam assesses four themes through a combination of multiple choice, short answer and extended answer questions.

- **Paper 1 - Cognition and Behaviour**
- Memory, Perception, Development, Research Methods
- **Paper 2 - Social Context and Behaviour**
- Social Influence, Language/Thought/Communication, Psychological Problems, Brain/Neuropsychology

To help pupils in preparing for the course, Year 9 will culminate in an internally assessed research project, involving practical investigation of a topic of interest and the production of a report on these findings. Practice exams and projects throughout Years 10 and 11 will also be utilised to monitor pupil progress.



KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Religious Studies**

Director of study: **Miss R Sargent** (rsargent@perins.hants.sch.uk) AQA

Examination Board: **www.aqa.org.uk**

Course Content

In Religious Studies, pupils will study the beliefs, teaching and practices of Christianity and Judaism.

Pupils will also study four of these themes:

- Relationships and families
- Religion and life
- The existence of God and revelation
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and society

Subject Skills

Many of the skills offered in this course are shared by all subjects but RS offers its own unique skills:

- Developing knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority
- Developing the ability to construct well-argued, well-informed, balanced and structured written arguments, showing depth and breadth of understanding
- Providing opportunities to engage with questions of belief, meaning, purpose, truth, and their impact on human life
- Challenging students to reflect on and develop their own values, beliefs and attitudes, and contributing to their preparation for adult life in a pluralistic society and global community

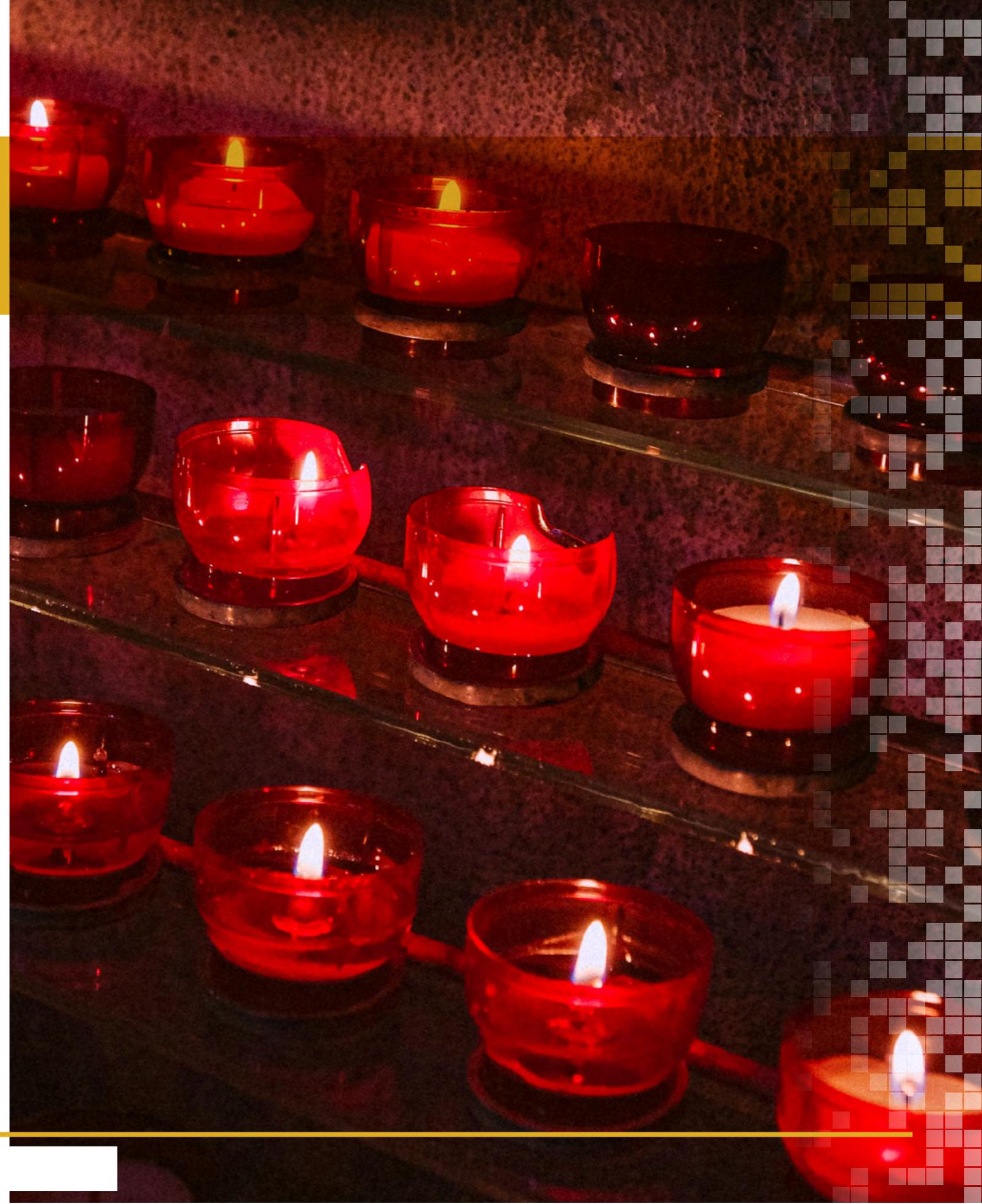
Future Careers

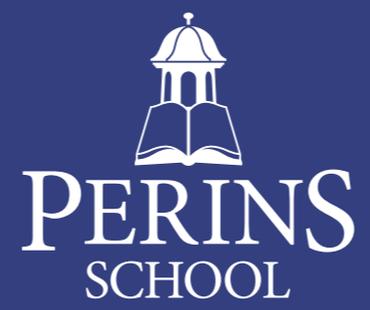
Having an understanding of others' faiths and lifestyles is essential in a wide range of careers. Previous students of RS have gone on to careers in law, medicine, teaching, childcare and the police.

Assessment

Religious Studies is fully assessed through two exams at the end of Year 11. The assessment of each unit consists of multiple choice, short answer and extended answer questions.

- **Exam 1 – Beliefs, Teachings & Practices of Christianity & Judaism**
- 1 hour 45 minutes to complete four sets of questions
- each religion is worth 25% of the final grade;
50% overall
- **Exam 2 – Thematic Studies**
- 1 hour 45 minutes to complete four sets of questions
- each theme is worth 12.5% of the final grade;
50% overall





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