

## Options choices – 2024

You will need to choose one subject from each of the columns below, a Humanities subject, A language and 2 additional courses. You will also be asked to choose a reserve subject.

Your choices need to be made on the SIMS parent app – if you are having any problems with this, please get in touch with Mrs Hemmings our SIMS manager on [nrh@malbank.cheshire.sch.uk](mailto:nrh@malbank.cheshire.sch.uk) or call 01270 611009

January 2024 – Year 9 Options

Humanities	Language	Additional course 1	Additional course 2
Geography History	French German Spanish	<ul style="list-style-type: none"><li>• Business</li><li>• Dance</li><li>• Performing Arts</li><li>• Media</li><li>• Health &amp; Social Care</li><li>• Film Studies</li><li>• Separate Science</li><li>• Music</li><li>• RS</li><li>• Art</li><li>• Social Science – Psychology or Sociology</li></ul>	<ul style="list-style-type: none"><li>• Computer studies – Digital Information Technology or Computer Science</li><li>• PE – OCR Sport or GCSE PE</li><li>• Hospitality and Catering</li><li>• DT</li><li>• Health &amp; Social Care</li><li>• Art</li><li>• Drama</li><li>• Media</li><li>• Citizenship</li><li>• Separate Science</li><li>• French</li></ul>

## Course information

### The Humanities subjects

#### GEOGRAPHY

#### AQA



Studying Geography gives you the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. You will understand how Geography impacts everyday life and discover the key opportunities and challenges facing the world. You will also develop academic and life skills from writing, teamwork and communication to analytical skills.

Much of the content is based on real-life case studies to enable students of all abilities to learn and develop. This exciting course is balanced between physical and human Geography. It allows you to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students who complete the course will have the skills and experience to progress onto A-level and beyond.

In the AQA Geography GCSE course, the subject content is split into 2 main areas:

**1. Living with the physical environment:**

- Rivers and coasts
- Tectonic and climatic hazards (volcanoes, earthquakes & tropical storms)
- The Living World (ecosystems – with a focus on rain forests and hot deserts)

**2. Challenges in the human environment**

- Urban environments (E.g. the problems of cities and possible solutions)
- The changing economic world (E.g. why quality of life varies around the world and what can be done to improve the less developed regions of the world)
- Managing our use of resources - food, water and energy

Geographical skills are taught throughout the course (E.g. drawing and interpreting graphs, understanding maps, aerial photos, satellite images etc.). Pupils will learn how to apply theory to real life situations and to make decisions based on real-world issues

At GCSE level students are required to study case studies and examples from across the world and in the UK. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. They will provide you with a great platform for studying A Level with us.

**How will I be assessed?**

You will have three written exams. Papers 1 and 2 are 1 hour 30 minutes long and together, they contribute to 70% of your final mark.

Paper 3 is 1 hour 30 minutes and contributes to the final 30 % of your GCSE grade. This exam is based on fieldwork and a decision-making issue.

**Please note- work outside the classroom is a compulsory part of the course.** There will be a one-day field trip, to collect data first hand, then follow-up work in lessons

**CONTACT     Mrs Batty or your Geography teacher**

# HISTORY

The History course at GCSE offers students the opportunity to develop their understanding of a wide range of historical topics, including British and International events that will capture imagination and inspire further study.

This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE History students will take assessments in both of the following papers in the same series:

Paper 1: Thematic and study and historical environment – 30%

Paper 2: Period study and British depth study – 40%

Paper 3: Modern depth study – 30%

For **Paper 1** students will undertake a development study of Medicine Through Time. In this study students will investigate the changes to medical practices that took place over the centuries. From Medieval times to high tech surgery there is plenty to discover here!



For **Paper 2** students will undertake two studies. Firstly, pupils will look the reign of Elizabeth I – identifying the religious, political and social challenges that she faced in her reign. Secondly, pupils will study The American West – empathising with the plight of the Plains Indians and identifying how the West of America developed through the Gold Rush, lawlessness and land rushes!

In **Paper 3**, pupils will study Weimar and Nazi Germany 1918-1939. Students will focus on Post war Germany, the rise of Hitler and life under the Nazis.

As well as an interesting subject, this course is EBacc accredited. It is also a useful option, not only for those studying A Level History, but also those interested in careers in Law, Commerce, Journalism, Medicine, Management and Finance. The underlying skills of analysis, evaluation and interpretation are particularly useful for all further academic studies.

**Please note-** work outside the classroom is a compulsory part of the course. It is essential that you engage in active revision under the direction of your classroom teacher.

**CONTACT Mr Condliffe or your History Teacher**

# Languages

## GCSE French, German and Spanish



Studying at least one foreign language at GCSE has become mandatory. There will be opportunity for our double-linguist to study 2 languages.

In GCSE French, Spanish or German you will study a range of topics within the 3 contexts of:

- Identity and culture (relationships with family and friends, modern technology, social media, leisure activities.)
- local and international global areas of interest charity and volunteer work, healthy living, environment, poverty).
- current and future study and employment (life at school, career choice and ambitions).

The course follows on naturally from the work covered in years 7, 8 and 9. The GCSE course focuses on improving your vocabulary and grammatical knowledge and will give you the skills to take your language learning further in the future. A GCSE in Modern Foreign Languages forms part of the Ebacc qualification.

You will be assessed in listening, reading, speaking and writing. Each skill contributes to your final grade as follows

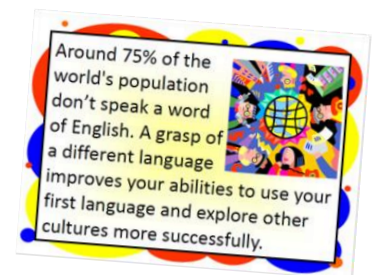
Unit 1: listening 25%

Unit 2: reading 25%

Unit 3: speaking 25%

Unit 4: writing 25%

All are assessed in formal examinations at the end of year 11 and there is the option to take a foundation or a higher paper.



## CONTACT

**Mr Guichoux in A10 for any additional information.**



## Additional Courses



We follow the AQA Art, Craft and Design specification at GCSE.

Art, Craft & Design at GCSE level will require you to be enthusiastic about the subject, creative, hardworking and to have enjoyed your lessons at Key Stage 3. **Successful GCSE Art & Design students are independent learners and have a passion for practical creative thinking.**

The Art, Craft and Design course is practical, vibrant and explorative. **During the course you will build upon and develop further the practical skills developed during KS3 art lessons.** You will be introduced to a broad curriculum where you can explore and develop technical processes involved with painting, drawing, print making, textiles, mixed media processes, photography and digital art.

**You will also learn about artists, designers and craftspeople relevant to your theme and project.**

You will complete an in-depth coursework portfolio which is made up of a foundation project and a sustained personal project. Your portfolio will show evidence of your creative journey from your initial ideas and engagement with the theme to the final practical outcomes.



**PAINTING**



**Drawing**



**Digital Art**



**MIXED MEDIA**



**Printmaking**



In each project you will work to provide evidence of the four Assessment Objectives:

**Assessment Objective 1: Research.**

*Research into the work of artists, designers and craftspeople is extremely important to make connections with your own work and to inspire new ideas.*

**Assessment Objective 2: Exploring Materials and Techniques.**

*You will use a wide range of fine art, design and craft-based processes to develop different art works related to your theme, using your own drawings and photographs.*

**Assessment Objective 3: Drawing and Recording.**

*You will explore observational drawing and take photographs as the initial source for your artwork and discuss your process through written annotation.*

**Assessment Objective 4: Personal Response.**

*You will create one or a series of final pieces of artwork which enables you to bring all your explored ideas together, demonstrating your strengths and your refined skills as an artist.*





AQA

MIXED MEDIA

# GCSE ART, CRAFT & DESIGN

The A level course is divided between 2 components:

## Component 1: Coursework Portfolio (60% of overall grade)

*This will be made up from a foundation project and the larger sustained project and is worked on for the whole of year 10 and the first term of year 11.*

## Component 2: Externally Set Assignment (40% of overall grade).

*In the January of year 11 you will complete an externally set exam unit; an exam paper which requires you to choose from 7 different themes/ topics and produce a unit of work in a specific time period ending in 10hrs of supervised work to produce an outcome for the unit.*

## Digital Art



## PAINTING



### Our Aims

Our aims within the Art department are to provide varied and exciting opportunities that allow and encourage all students to develop their intellectual, imaginative and creative capabilities. We provide students with support and guidance to aid their analytical, experimental, expressive and technical skills. We encourage independence of mind and reflective thinking.

Through the GCSE course we embed an enthusiasm for and enjoyment of art, craft and design.

### Department facilities

We have two recently refurbished teaching studios, textiles and printing facilities, as well as a computer and photography suite.

For further information about the course please see the school website [Malbank.com](http://Malbank.com)

or contact

Mrs Jennings (Head of Art): [sej@malbank.Cheshire.sch.uk](mailto:sej@malbank.Cheshire.sch.uk)

Mrs Knight: [chk@malbank.Cheshire.sch.uk](mailto:chk@malbank.Cheshire.sch.uk)

## MIXED MEDIA



## Printmaking



# Business

## BTEC Tech Award in Enterprise

BTEC Tech Award Enterprise is a practical based qualification which will develop business skills through skills based learning. We endeavour to give the students as much of an opportunity to learn through experience as possible.

The course is made up of **three components**: two internally assessed in school and one that's externally assessed. The three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

### Component 1 – what students will learn:

Exploring enterprises

**Aim:** examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs

**Assessment:** internally assessed assignments **Weighting:** 30% of total course

During Component 1 students will:

- **examine** the characteristics of enterprises
- **explore** how market research helps enterprises meet customer needs and understand competitor behaviour
- **investigate** the factors that contribute to the success of an enterprise
- **develop** transferable skills, such as research, and data analysis in order to interpret their findings.

### Component 2 – what students will learn:

Planning for and Pitching an Enterprise Activity

**Aim:** explore ideas, plan and pitch a micro-enterprise activity to an audience, and use feedback to review their business plan.

**Assessment:** internally assessed assignments **Weighting:** 30% of total course

During Component 2, your students will:

- **explore** ideas and plan for a micro-enterprise activity
- pitch a micro-enterprise activity
- review their own pitch for a micro-enterprise activity

- **develop** their planning and research, presentation, communication and self-reflection skills.

### **Component 3 – what students will learn:**

Promotion and Finance for Enterprise

**Aim:** explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market

**Assessment:** externally assessed synoptic task **Weighting:** 40% of total course

During Component 3, students will:

- **demonstrate** knowledge and understanding of elements of promotion and financial records
- **interpret** and use promotional and financial information in relation to a given enterprise
- **make connections** between different factors influencing a given enterprise
- **advise and provide recommendations** to a given enterprise on ways to improve its performance

**CONTACT Mr A Brownsword**

## **Citizenship Studies**

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally.

Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves

This is a new course and the exam board is still to be confirmed however it is likely that the course will be divided into the following themes:

A – Living together

B – Democracy at work in the UK



C – Law and Justice

D – Power and influence

E – Taking citizenship action



The link to one of the specifications that offer citizenship is [Edexcel GCSE Citizenship Studies \(2016\) | Pearson qualifications](#) so you can find out more information.

**Contact – Mr Reed**

## **Computer studies**

**There are 2 courses available – Digital Information Technology and Computer Science. To access this option, you need to select 'Computing' and your Progress Manager along with Mr Wolff will determine which course you go on to study. This decision will be based on your In-Class assessment data.**

### **BTEC DIGITAL INFORMATION TECHNOLOGY**

Year 10 and 11 students who chose to study ICT at Key Stage 4 are following the [Pearson BTEC Level 2 Tech Award in Digital Information Technology](#) course.

The topics covered in the course are:

- Exploring User Interface Design Principles and Project Planning Techniques
- Collecting, Presenting and Interpreting Data
- Effective Digital Working Practices

The types of tasks that are completed are a series of practical tasks which solve the kind of issues that creative ICT professionals tackle in real life. Amongst other things, these include:

- Analysis of apps and websites
- Investigation of different ways in which we can interact with computers
- Creation of apps, websites and information points to suit design briefs
- Creation of spreadsheet models

The course is assessed through:

- Controlled Assessment - Two thirds of the final grade will be made up of performance in controlled assessment pieces of work that will be created for units 1 and 2. In the first project students use planning techniques to create a user interface that meets user requirements. In the second project students use their spreadsheet skills to create a data dashboard that will allow organisations to make effective decisions.
- Examination - Unit 3 ('Effective Digital Working Practices') is an examination which is set and marked by Pearson. This exam is designed to allow students to show their knowledge of the digital systems available to organisations and how their features have an impact on the way organisations operate. The exam is worth one third of the final grade.

The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs are advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy.

**We are always asked what the difference is between Computer Science and IT qualification. In this regards, this video from Pearson is very helpful:** [GCSE Computer Science and the BTEC Tech Award Digital Information Technology – Key Differences - YouTube](#)

## **GCSE COMPUTER SCIENCE**

### **What is this subject about?**

If you want to be involved in the use of and to create new technology such as hacks and games, then a GCSE in Computer Science is just for you...

The subject will give you a really good understanding of how technology works. You will find many aspects of the course great fun, especially when you work in class groups online to create amazing programs and to complete the challenges.

## **What will I learn?**

Topics include:

- Learning about ethical hacking and create programs that guess passwords and to flood networks with traffic, to see what real criminals get up to.
- Finding out how to keep your own systems at home safe from hacking.
- Use your programming skills to create games and try them out with other students in the class.
- Networking; can you use what you learn to boost your network speed at home?
- What do the insides of a computer actually look like and do?

## **How will I learn?**

You will learn how to design, code and test your own computer programmes by practising, then practising even more, every week. As part of this you will study the high level programming language, Python, which is widely used all over the world. You will also combine all of your skills into a 20 hour programming project.

We also use 'cookbook' approach for the non-programming topics. It contains all content, activities and exam practice question. It's a good way to learn because you spend less time writing and more time on the activities.

We also have a fun quiz every week.

## **Assessment details:**

Two written papers which are 100% of the qualification.

## **Career and other important information:**

There are fantastic career opportunities available in the field of information technology. The job market is growing greatly year on year and there are myriads of interesting jobs available. Malbank School have a developing and ongoing relationship with Barclays Bank Technology Centre in Knutsford (we regularly win their prestigious competitions!), with a number of ex-pupils now enjoying excellent careers at the Bank. Pupils who have an interest in a technology career or computers science can take advantage of these opportunities.

**Additional information:**

You can find further details on our course by checking for GCSE Computer Science course (code : J276) on the OCR examination website.

**Further Study:**

The GCSE in Computer Science can lead on to study at A Level.



**CONTACT   Mr Wolff**



# Dance

## BTEC Tech Award in Performing Arts Dance Level 2

If you like to learn and perform dance repertoire and explore a wide variety of dance styles, this is the course for you.

### What is a BTEC Tech Qualification?

This is a nationally recognised qualification, designed to provide students with various opportunities to specialise in Dance. This qualification is recognised in Progress 8 and equates to one GCSE grade. This qualification will provide students with the knowledge, understanding and skills required to prepare them for FE in the Performing Arts.

### What the course consists of: Three core compulsory units.

Core Components		
Component 1	Exploring the Performing Arts	Internally Assessed
Component 2	Developing Skills and Techniques in the Performing Arts	Internally Assessed
Component 3	Performing to a Brief	Externally Assessed

#### Component 1

This will give you a taster of 3 different styles of dance by studying repertoire from 3 different dance practitioners. You will learn dance phrases from professional dance work. You will analyse the pieces to help you understand how choreographers express themes and ideas through movement. You will look at each choreographer working practices to help you understand different methods of creating dance.

#### Component 2

During this unit you will learn longer sections of repertoire and get them ready for performance. You will set targets and review your progress regularly in order to improve your dance skills and techniques to discover who you are as a dancer.



#### Component 3

This will combine all the skills you have learnt over the course. You will use your knowledge of creating works from Component 1 to choreograph your own group piece in response to a brief set by the exam board. You will use the dance skills learnt in Component 2 to rehearse your piece fully for a professional feeling performance.

### What will I need to do to pass the qualification?

Students will be expected to work practically, prepare and plan their own ideas and material, research, understand and explore the work of other artists. Written work is an integral part of the course. Students opting into this course should be prepared to take part in theatre performances/visits and a willingness to be a parts of the extra curricular life within the Performing Arts at Malbank.

# Design and Technology (DT)

*50% Single Coursework project. (An A3 portfolio and practical outcome.)*

*50% Single Examination.*

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Design and Technology GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

As well as leading directly to Product Design A-level, or in higher education to degree level, this subject is ideal for students looking at BTECs at FE, Engineering, Business Administration, Furniture design and

In this particular branch of Design and Technology you will learn to cut, join and finish a range of materials to a high standard using hand, power and bench tools. This includes working with wood, metal, and plastics, electronic components, card and textiles. As well as looking at traditional areas such as woodwork joints, you will also look at working with metals using heat and pressure as well as plastics using adhesives and moulding machinery, sublimation printing and laser cutting.

You will study the design process, a system which provides us with an excellent framework to guide us through our coursework and give us a greater understanding of the manufactured objects around us.

Recent outcomes that have helped students reach a high level of achievement at GCSE include personal items, storage systems, furniture, sports and also audio equipment. Because of the wide range of projects, techniques and materials this is a popular subject that appeals to both creative and practical students.

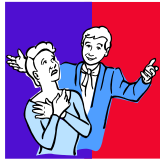



**CONTACT – Mr Leigh**


# Drama

GCSE Drama is a fresh exciting and vibrant course of study. The department works creatively using the performing arts not only as a means of self-expression, but also to build skills beyond the arts. We offer a wealth of social, artistic and practical sessions to enrich the life experiences and thus the well-being of our students.

The Edexcel GCSE in Drama is comprised of three units.

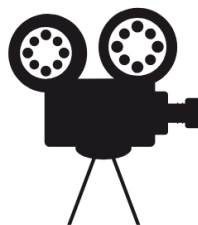
<b>Unit 1: Devising</b>	
<ul style="list-style-type: none"> <li>Internally assessed</li> </ul>	40% of the GCSE
<b>Overview of content:</b> <ul style="list-style-type: none"> <li>Devise an original performance using one key extract from a performance text and a theatre practitioner as stimuli.</li> </ul>	
<b>Overview of assessment:</b> <ul style="list-style-type: none"> <li>Devised performance (20 marks)</li> <li>Portfolio of evidence from the process (1,250 – 1,500 words or a 12-14 minute recorded/verbal response)</li> </ul>	

<b>Unit 2: Text in Performance</b>	
<ul style="list-style-type: none"> <li>Externally assessed by a visiting examiner</li> </ul>	20% of the GCSE
<b>Overview of content:</b> <ul style="list-style-type: none"> <li>2 performances to be delivered to an examiner. <ul style="list-style-type: none"> <li>1 group performance/design of a key extract from a play</li> <li>A monologue or duologue from a key extract of a play.</li> </ul> </li> </ul>	
<b>Overview of assessment:</b> <ul style="list-style-type: none"> <li>Both performance will be assessed in the same session.</li> <li>Group performance is worth 36 marks.</li> <li>Monologue/duologue performance is worth 24 marks.</li> </ul>	

<b>Unit 3: Theatre Makers in Practice</b>	
<ul style="list-style-type: none"> <li>Written exam – Externally assessed.</li> </ul>	40% of the GCSE
<b>Overview of content:</b> <ul style="list-style-type: none"> <li>An evaluation of a live theatre performance you will see.</li> <li>Practical exploration and study of a complete text.</li> <li>Practical exploration and interpretation of a second complete text, in light of a drama practitioner.</li> </ul>	
<b>Overview of assessment:</b> <ul style="list-style-type: none"> <li>2 hours 30 minutes written exam.</li> <li>Section A: Live Theatre Evaluation (20 marks)</li> <li>Section B: Page to Stage: Performance Text (36 marks)</li> <li>Section C: Interpreting a Performance Text (24 marks)</li> </ul>	

**CONTACT**    Your Drama Teacher

## Film Studies – GCSE



## FILM STUDIES

### Course Information

Film Studies is structured to allow students to learn about the development of film through history, study a range of international films and create their own script.

Students will learn terminology, complete creative tasks as well as study a range of films in close detail, in order to be able to answer questions about them under exam conditions.

Students will need to consider how audiences respond to the creative decisions made in films, how audiences might respond a range of different ways and how society influences and is influenced by the medium.



## Course Content

Students will be introduced to the codes and conventions of film products, as well as developing an understanding of the film industry.

Students will use the filmic language and understanding developed to approach the two exam topics. Students will study US film through history until the present day using two comparative film texts, as well as a modern US Independent film. Students will also experience an international, non-English language film and a contemporary British film. Students will study each film closely so they are able to answer questions about its construction and impact on the audience. See the exam spec link at the bottom for films that may be selected in 202

Internal Assessment		External Assessment	
Component 3: Production Non-exam assessment 30% of qualification This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis.		Paper One - Key Developments in US Film. (35%)  Paper Two - Global Film: Narrative, Representation and Film Style. (35%)  These are worth 70% of the overall grade.	
Course Title	Exam Board	Specification Code	Website
GCSE Film Studies	Eduqas	C670QS	<a href="http://www.eduqas.co.uk">www.eduqas.co.uk</a>

See Mr Harrison for more details alongside the Educas specification:  
[eduqas-gcse-film-studies-spec-from-2017-e-16-08-23-1.pdf](#)

## Health & Social Care

### BTEC Level 2 Tech Award in Health & Social Care

#### Introduction:

This subject is about issues facing the general population, and the society places upon the health and social care industry.

Students who chose this subject are interested in human [behaviour](#) and improve the lives of others. This course will especially be relevant if you are interested in A level study or a career working in the health care, social care, early [years](#) and public service professions.



#### What will it be like?

The course is made up of one mandatory exam unit, and two mandatory course work [units](#). You need to be hardworking to develop excellent research skills, complete study independent and meet deadlines. Each component of study will make up 1/3 of the final grade.

##### Component 1: Human Lifespan Development — coursework

[You will](#) investigate how people grow and develop over the course of their lifespan, from infancy to older age; considering physical, intellectual, emotional and social areas of development. You will explore how different factors may impact growth and development and [have the opportunity to](#) explore different support networks available.

##### Component 2: Health and Social Care Services and Values — coursework

You will explore health and social care services in your local area and assess how they meet the needs of individuals with complex care needs. You will also learn the care values that underpin effective professional practice – they explore how they are used to protect service users from harm.

##### Component 3: Health and Wellbeing — exam

You will study the factors that positively and negatively affect health and well-being by getting to grips with what being 'healthy' means. You will learn how to interpret different physiological and [life style](#) factors and from this you will design an appropriate plan for improving someone's health and wellbeing. The plan will include SMART targets to help the client improve. You will have to consider the barriers which prevent someone from following the plan, and effectively manage these to ensure the outcome are achievable.

#### Assessment:

**Component 1** — Coursework from Sept—April in Y10

**Component 2** — Coursework from May of Y10—January of Y11

**Component 3** — Exam in summer of Y11

# Hospitality and Catering

Vocational Award in

## Hospitality and Catering

(Technical award)



Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The sector is a major contributor to the UK economy, employing 2.9 million people and generating £130bn in economic activity, while paying £38bn in taxation to fund important local and national services. Hospitality is the 3rd largest private sector employer in the UK; double the size of financial services and bigger than automotive, pharmaceuticals and aerospace combined.

Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions. Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education.

Hospitality and Catering is a technical award which runs alongside GCSE's.

It is assessed through 2 units:

### Unit 1: The hospitality and catering industry

Written examination: 1 hour 20 minutes

40% of qualification

Topics covered:

- 1.1 Hospitality and catering provision
- 1.2 How hospitality and catering providers operate
- 1.3 Health and safety in hospitality and catering
- 2.1 The importance of nutrition
- 2.2 Menu planning
- 2.3 The skills and techniques of preparation, cooking and presentation of dishes
- 2.4 Evaluating cooking skills
- 1.4 Food safety in hospitality and catering



### Unit 2: Hospitality and catering in action

Controlled assessment: approximately 12 hours

60% of qualification

- 2.1 The importance of nutrition
- 2.2 Menu planning
- 2.3 The skills and techniques of preparation, cooking and presentation of dishes
- 2.4 Evaluating cooking skills



Contact Mr Leigh, Mrs Conneely, Mrs Scott or Mr Reed



# Media Studies

## MEDIA STUDIES

GCSE Media studies is a subject that gives you the opportunity to study wide variety of media texts; the film industry, television, advertising, magazines, newspapers and the internet. This is a great subject if you are lively, creative and an enthusiastic student with a good ability in English.



### Coursework

Media Coursework allows students to show creativity and flair, engaging in a pre-released brief which focus on a range of media platforms, which students start in year 11. Planning and preparation allows students to engage in the world of media and use cameras and editing equipment to create their final pieces.

### Examination

Students are tested on their knowledge during two year 11 exams, having studied a variety of Close Study Projects to answer a range of questions. The course will allow students to study a range of media texts and understand theories and key concepts. The exam will test their own personal research, as well as the prescribed material from the examination board - AQA.

Extra-curricular opportunities include the Stop Motion Club where students learn about creating, filming and take on extra responsibilities to film around the school. We meet weekly to plan and create a range of different projects. Students can also take part in a range of trips, including London to Harry Potter Studios and the theatre.

***Due to the nature of the course, good literacy skills are essential!***

**CONTACT** Mrs Harding in B12 for any additional information.





# Music

**Entry requirement – To take Music as an option you must be able to play an instrument or learning to play an instrument.**



## How will GCSE Music help me in the future?

In the future creativity is going to be one of the most important and in demand skills at work. When business bosses across the world were surveyed, they voted creativity as the most important workplace capability to help their businesses survive and grow.

This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions! At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

## What skills will I get?

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills.

Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain training which will help you in other areas too.

You will gain a deep learning of transferable abilities and practice applying these to new situations, developing analytical and problem solving skills.

Through studying music, you will be equipped with the skills to succeed in your next steps.

## What Skills Will I Need?

You need to play an instrument or sing, or be willing to learn and practice. Instrumental or vocal lessons on top of the timetabled lessons are vital.

Dedication and perseverance.

A basic understanding of notation (helpful but not essential).

A willingness to take part in extra-curricular music.

An open mind!

**CONTACT: Mr Cope**

## How Will I Be Assessed?

### Component 1 – Performing (30%)

A minimum of 2 pieces (1 solo, 1 ensemble) on your chosen instrument or voice lasting a total of 4 minutes.

### Component 2 – Composing (30%)

Two pieces – 1 linked to a brief from the exam board, and 1 free choice

### Component 3 – Listening and Appraising (40%)

Listening examination: 8 questions, 2 on each area of study:

**AoS 1 Musical Forms and Devices:** Western Classical Music (Study piece; *Bodineire* by J.S. Bach)

**AoS 2 Music for Ensemble:** including jazz, blues & musical theatre

**AoS 3 Film Music**

**AoS 4 Popular Music:** Rock, pop, metal, prog rock, Rn B, Bhangra (study piece - *Africa* by Toto)

### Reasons to choose Music.

If you already play an instrument or sing, you can develop your skills and get a GCSE out of it!

If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE.

If you are a creative person who wants to learn to make music this course will give you that chance.

If you love listening to music, and can spot all the details, sing every riff and "air drum" every beat you have already developed some of the abilities you need.

## PE

There are 2 courses available – OCR Sports Studies and GCSE Physical Education. To access this option, you need to select 'Sport' and your Progress Manager along with Mr Shore will determine which course you go on to study. This decision will be based on your In-Class assessment data and participation in sport outside of school.

Entry requirement for GCSE PE – students must take part in a sport outside of school.

### OCR Cambridge Nationals Sports Studies

The OCR Level 1/Level 2 Cambridge National in Sport Studies is aimed at students who are interested in Sport. It will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector.

#### Who?

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Understanding contemporary issues in sport and how they impact on different sporting activities
- Applying your skills as both a performer in two different sporting activities and as a leader in one sporting activity
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations
- Understanding the relationship between sport and the media and applying this to real life examples
- How to evaluate and interpret the different ways in which sport is represented by the media

#### Why?

This course will help you to develop independence and confidence in using skills that would be relevant to the Exercise, Physical Activity, Sport and Health sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research
- Working with others
- Planning training programmes
- Evaluating and making recommendations to help improve performance
- Creating and delivering presentations
- Writing reports
- Leadership skills
- Healthy living and lifestyle skills.

This qualification will complement other learning that you're completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study.

#### Assessment:

Over the 2 years you will study 3 units:

Contemporary issues in sport	external exam in year 11
Performance and leadership in sports activities	Coursework and internal assessment end of year 10
Sport and the media	Coursework in year 11

**For any further information please ask Mr Shore**

# GCSE Physical Education



Do you have a passion and enthusiasm for physical education? Do you want to study an exciting course where you can experience the benefits that both individual performance and teamwork can bring? As well as studying human body and contemporary issues. If so, then GCSE Physical Education is the course for you.



## Why study Physical Education?

You will be challenged and inspired in a variety of sporting activities and theoretical concepts:

- You will develop theoretical knowledge and understanding of the factors that underpin sport and use this to improve performance
- You will gain understanding of how the physiological and psychological state affects performance
- You will perform effectively in different physical activities by developing skills, techniques, tactical awareness, strategies and compositional ideas
- You will develop your ability to analyse and evaluate to improve performance
- You will understand the contribution which physical activity and sport make to health, fitness and wellbeing
- You will understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

It will also help you to develop key skills such as:

- Performance analysis and improvement
- Teamwork
- Application of number
- ICT

## Q. WHAT WILL I STUDY?

You will have the opportunity to explore a wide range of physiological and socio-cultural topics

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

## Q. HOW WILL I BE ASSESSED?

Two exam papers & 3 practical performances

**Paper 1:** The human body and movement. 1 ¼ hours written exam. 30% of GCSE  
**Paper 2:** Socio-cultural influences and well-being. 1 ¼ hours written exam. 30% of GCSE

### 5 Theory Lessons over 2 Weeks

### Practical Performance:

Player/performer in 3 sports. Plus written/verbal evaluation of performance. 40% of GCSE.

It is advised that you participate in a club/team outside of school for your practical assessment.

Please contact Mr Shore for any questions or extra information

### The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

### Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness & well-being

### Practical Performance in physical activity and sport

- Player/performer in 3 different activities
- One in a team activity, one in an individual activity and a third in either
- Assessed on skills and in the full context of the activity
- Additional written/verbal assessment; Analysis & evaluation of performance to bring about improvement



# Performing Arts



## BTEC TECHNICAL AWARD PERFORMING ARTS

The Performing Arts team specialise in putting on shows and all that that involves. People have the idea that this is 'the technical course'... but it's so much more than that, it's for performers too! There are many skills and roles involved in putting on a show, from lighting and sound through to

make up and costume, and, of course, the performers themselves!

This exciting, practical and performance-based course allows you to learn about an amazing range of roles, which are listed in the table below.

This course is run by two members of staff who have a huge amount of industry experience which can be passed on to you, as well as a lot of enthusiasm! If you want to work in a practical, performance-based way and have an interest in the technical or performance side of this industry, this is the course for you.



### PERFORMANCE SKILLS

- Acting
- Dancing
- Musician (vocal or instrumental)
- Musical theatre
- Variety performance, including stand-up, magician, puppetry
- Pantomime and commedia dell'arte
- Physical theatre
- Circus skills.

### PRODUCTION SKILLS

- Costume
- Set, including projected and moving images
- Properties, including masks and puppets
- Make-up, including hair
- Lighting
- Sound, including D-J-ing
- Stage management
- Original writing (script or song)
- Directing
- Choreography
- Public relations, including front of house, box office, marketing and publicity
- Film production, including animation.

SEE MRS SINDEN  
FOR DETAILS!

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts				
Component number	Component title	GLH	Level	How assessed
1	Exploring the Performing Arts	36	1/2	Internal - externally moderated
2	Developing Skills and Techniques in the Performing Arts	36	1/2	Internal - externally moderated
3	Responding to a Brief	48	1/2	External synoptic

For the course, click here:  
<https://bit.ly/MalbankPArtsBtec>





## Separate Science Content (3 GCSEs)

### **Exam Board: AQA**

The students have separate lessons in Biology, Chemistry and Physics with specialist teachers. Science concepts will be covered in some depth and will allow you to explore key ideas and scientific principles. Experiments will be used to help you to develop greater skills in equipment manipulation and data recording. You will be discussing scientific problems, designing research projects and testing out scientific models

This course is designed to cater for students who have real skills in science work, or who have a strong desire to pursue a career or course that requires a strong science background and would like a head-start when it comes to AS level sciences

### **Course content**

<b>Biology (1 GCSE)</b>	<b>Chemistry (1 GCSE)</b>	<b>Physics (1 GCSE)</b>
Cell biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic structure and the periodic table  Bonding, structure, and the properties of matter  Quantitative chemistry  Chemical changes  Energy changes  The rate and extent of chemical change  Organic chemistry  Chemical analysis  Chemistry of the atmosphere  Using resources	Forces  Energy  Waves  Electricity  Magnetism and electromagnetism  Particle model of matter  Atomic structure  Space physics

## **Examinations**

- **Six papers:** two Biology, two Chemistry and two Physics. Each will assess different topics.
- **Duration:** all the papers are 1 hour 45 minutes.
- **Tiers:** Foundation (Grades 1-5) and Higher (Grades 5-9).
- **Weighting:** the papers are equally weighted. Each is worth 50% of the GCSE subject (Biology, Chemistry and Physics).
- **Question types:** multiple choice, structured, closed, short answer and open response.

On completion of the course you will be awarded three GCSEs (one for each science).

Science qualifications are highly valued by employers and universities and can lead to many career options including:

- Analytical chemist, Animal technician, Biomedical engineer, Biomedical scientist, Clinical psychologist, Clinical research associate, Clothing/textile technologist, Colour technologist, Community pharmacist, Environmental health practitioner, Food technologist, Forensic scientist, Healthcare scientist, audiology, Healthcare scientist, clinical biochemistry, Healthcare scientist, clinical embryology, Healthcare scientist, genomics, Healthcare scientist, histocompatibility and immunogenetics, Healthcare scientist, immunology, Hospital pharmacist, Metallurgist, Meteorologist, Microbiologist, Nanotechnologist, Oceanographer, Pharmacologist, Plant breeder/geneticist, Product/process development scientist, Research scientist (life sciences), Research scientist (maths), Research scientist (medical), Research scientist (physical sciences), Science writer, Scientific laboratory technician, Teaching laboratory technician, Toxicologist, Water quality scientist
- **For further information please contact: Miss H Jones**

**Social Sciences** – There are 2 courses available –GCSE Sociology and GCSE Psychology. To access this option, you need to select ‘Social Sciences’ and your Progress Manager along with Mrs Brown will determine which course you go on to study. This decision will be based on your In-Class assessment data.

**Entry requirement for GCSE Psychology** – students must be working towards achieving a grade 6 in Science and Maths.

## **GCSE Sociology**

Sociologists are interested in why society works in the way that it does, and they investigate the extent to which our behaviour and opportunities can be shaped by our social class, age, gender and race. Studying Sociology will help you to understand how individuals fit into a wider social group and will encourage you to question beliefs about society which you may have previously taken for granted.

Sociology is about analysing groups of people based on what they have in common and what differences there are. For example, studying people in terms of culture, gender, race, disability, ethnicity and age.

Sociologists conduct experiments and observations to try to understand why groups of people act the way they do. They use this understanding to create useful applications to help society to run smoothly. Sociology will provide you with many key skills, including logical thinking, planning, research and negotiation – all of which can be used in a variety of careers.

The nature of Sociology makes the subject an ideal choice for a range of careers and higher education courses. For example, many sociologists go into journalism, recruitment, management, government, human resources, business, sales, social work, community projects, charity work, civil service, prison officers, police, teaching ... anywhere you interact with people!

GCSE Sociology is a two-year course which is assessed entirely by exams – no coursework. It offers a thorough introduction to the subject and acts as a great foundation to A level Sociology.

Currently we offer A level Sociology at A level, so you can continue your studies further with us.

## **Entry Requirements**

A good grasp of English is useful to meet the demands of the 12-mark extended responses. Students will be required to use specialist vocabulary and understand sociological concepts and terminology to explain explanations of behaviour.

## **Course Content**

### **Following the AQA specification**

#### **Paper 1: The sociology of families and education**

- The sociology of families
- The sociology of education
- Sociological theory and methodology

#### **Paper 2: The sociology of crime and deviance and social stratification**

- The sociology of crime and deviance
- The sociology of social stratification
- Sociological theory and methodology

Any questions please speak with Mrs Brown (T26)

## **GCSE Psychology**

### ***Is this the right subject for me?***

If you enjoy:

- understanding why people behave the way they do
- developing your ability to think scientifically
- learning about the treatments and therapies used to help people
- finding out what psychologists do

Then the GCSE Psychology course is the subject for you.

### ***What do I need to know, or be able to do, before taking this course?***

This will be a new subject for you so you will not have to have any prior knowledge of Psychology. Psychology is the science of mind



and behaviour, and, using scientific research, you will gain an understanding of why individuals and groups behave the way they do. **A word of advice**, Psychology is a science and a good level in science by the end of Year 9 is strongly recommended. There will be a significant element of maths in this GCSE (10%) and so you must also be a competent mathematician.

.

### ***What will I learn?***

You will be looking at answers to the following topics:

- Topic 1: Development – How did you develop in terms of intelligence and morality?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?
- Topic 6: Criminal psychology – Why do people become criminals?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 11: Research methods – How do you carry out psychological research?

### ***How will I be assessed?***

There are two exams at the summer of the second year which include:-

- some multiple-choice questions,
- some short-answer questions and
- some extended writing

You will be asked to use your understanding of psychology, such as offering improvements to



There is no coursework.

**Contact Mrs Brown in T26 for any additional information.**

