

**YEAR 9
OPTIONS
INFORMATION BOOKLET
2020**



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April 2020

LETTER TO PARENTS AND PUPILS

Dear parents, carers and pupils,

This booklet has been created to provide you with information about year 10 and 11 courses and to help pupils choose their options.

As well as traditional courses, we are offering several places at different institutions for some pupils to study a more technical and vocational option.

We believe that that options subjects studied at GCSE are appropriate and accessible to pupils.

With many subjects to choose between, it is very important to make the best choices - it may not be possible to change the chosen subject once the course is underway. We recommend that parents and read through this booklet together.

We will be providing plenty of advice and assistance with this process.

These meetings will provide an opportunity for parents/ carers and pupils to find out more about the courses being offered and discuss the appropriateness of courses dependent on current attainment.

We will be holding meetings with parents/ carers and pupils to provide guidance on what option to choose. Further information regarding these meetings will be shared in the coming weeks and the nature of these meetings will be arranged following government guidance on school closure.

These meetings will be important, and I urge all pupils to be represented by at least one parent if at all possible.

We continue to have an unshakable belief in our pupils, we believe that Attitude Determines Altitude.

Kind regards,

Mr W. Bourke
Deputy Headteacher

WHAT “OPTIONS” ARE ALL ABOUT

KEY STAGE THREE

In your first three years at Platanos College, you have studied many different subjects - English, Mathematics, Science, Arts subjects, Music, Computing, a Modern Foreign Language, Humanities subjects, Physical Education and Religious Education. These have provided you with a wide range of skills, experiences and knowledge and have built a sound foundation for the future.

You now have the skills to move forward to Key Stage Four.

KEY STAGE FOUR

You are moving up to a higher level of learning - Key Stage 4, where you will complete GCSE (General Certificate of Secondary Education) examinations. In this key stage, you continue to study some subjects (compulsory ones) but will have a choice about the others (options). Options subjects include ones you may not have studied before.

COMPULSORY SUBJECTS

There is no choice about these - you have to study them. This is because they are seen as very important by the government, colleges, universities and most employers. They include GCSE subjects and non-examination subjects.

- English Language
- English Literature
- Science (Combined/Triple Science)
- Maths
- Religious Studies
- History (A and B bands)
- Spanish (A and B bands)
- Physical Education (Core)

OPTION SUBJECTS

- Art and Design
- Art Graphics
- Photography
- Drama
- Animation
- I-Media
- Business Studies (A band only – current grade 4 in Mathematics required)
- Computer Science (A band only – current grade 4 in Mathematics required)
- Further Maths (A band only – offered to selected pupils)

PLATANOS PATHWAYS

There are three different pathways to follow for pupils in different bands.

What you will study?

A Band Pathway

- English Language
- English Literature
- Mathematics
- Triple or Combined Science*
- Religious Studies
- History
- Spanish
- Any other subject (your option)
- Compulsory Physical Education

B Band Pathway

- English Language
- English Literature
- Mathematics
- Combined Science
- Religious Studies
- History
- Spanish
- Any other subject (excluding Business Studies and Computer Science)
- Compulsory Physical Education

C Band Pathway

- English Language
- English Literature
- Mathematics
- Combined Science
- Religious Studies
- Any other subject (excluding Business Studies and Computer Science)
- Alternative curriculum pathways option will be offered on an individual basis
- Compulsory Physical Education

Parents/ carers and pupils should read this booklet carefully. This will provide you with information that will help guide the pupil's decision.

Pupils should ask themselves and have an honest discussion with their parents/ carers if the option subject is something that they would enjoy, is accessible (i.e. they will not find the subject too hard) and will help with prospective career choices.

QUESTIONS AND ANSWERS

Here are some questions you might ask, with the answers.

Q: How do I decide which subject to choose? I don't know where to start!

A. Start by asking yourself these questions: Which subject am I most interested in? Which one am I best at? Is there a new subject I'd like to take up?

Q. I know what kind of career I want. Which will be the best subject to study for it?

A. Research online and look for advice from adults – including your teachers. Discuss your options with your parents/ carers and most importantly look at the subject descriptors.

Q. But what if I change my mind in a year or so about what career to do?

A. Well ... you might! You can't be sure how you will change as a person over the next few years. You may find new things that interest you or you may develop new skills. Additionally, you can't be sure how technology and the working world will change. There may be jobs available in five years' time that don't exist right now. That's why it is a good idea not to specialise too early. A balanced choice of subjects is the best bet as it is likely to leave doors to lots of different careers open.

Q. My problem is that I've got no idea of what I want to do when I leave school. Does this matter?

A. No. It's a good idea to start thinking about what you may be interested in now, but you don't have to make any definite plans. Go for subjects you are interested in and are good at.

Q. I don't think that I'll start a job at the end of Year 11. I'll probably stay on in the sixth form and then go on to college or university. What options should I choose now?

A. Even if you think you know what you want to study at university, remember that colleges and universities expect you to have a good general education at Key Stage 4. If you follow your interests and abilities but keep a balance, you will do well.

COMPULSORY SUBJECTS

ENGLISH

Why you study English

English is an essential element of education and society. English will help improve pupils' literacy allowing them to read and write fluently so that they can communicate their ideas and emotions to others. Reading, in particular reading literature, provides pupils with opportunities to explore ideas and through these ideas develop emotionally, intellectually and socially. It can also be a pleasure and an opportunity to explore. Reading enables pupils to acquire knowledge in all other subjects. With the ability to read effectively and critically, pupils can successfully access all other areas of the curriculum.

Additionally, as pupils improve their literacy, speaking, listening and analytical skills, this empowers them to scrutinise everyday literature, such as magazines and newspapers, so they are prepared to formulate their own opinions and responses. English also provides pupils with the skills they need to write effectively, a skill which can be applied creatively (with writing poetry, narrative or even plays to express emotions and ideas) or formally (with application letters, reports and academic essays). All of these skills are an advantage in all pupils' future aspirations.

ENGLISH LANGUAGE

Topics

- Fiction
- Creative Writing
- Non-Fiction
- Transactional Writing

Skills

- Comprehension
- Inference
- Summary
- Comparison
- Language analysis
- Structural analysis
- Evaluation
- Writing for form, purpose and audience
- Using accurate spelling, punctuation and grammar
- Using a range of sentence structures and vocabulary

- Presentation skills
- Using standard spoken English
- Listening and responding appropriately

Exam board

AQA

How you will be assessed

GCSE English Language is assessed through two examinations. Pupils will also be assessed in class by their class teacher for the spoken language endorsement. The spoken language assessment will be reported on as part of the qualification, but it will not form part of the final mark and grade.

Paper 1: Explorations in Creative Reading and Writing

Examination - 1 hour 45 minutes - 50% of grade

The aim of this paper is to engage pupils in a creative text and inspire them to write creatively.

- In section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- In section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

Content

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

As a stimulus for pupils' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a topic for writing with a designated audience, purpose and form.

Paper 2: Writers' viewpoints and perspectives

Examination - 1 hour 45 minutes - 50% of grade

The aim of this paper is to develop pupils' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.

- Section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.
- Section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

Content

The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century. The combination selected will always provide pupils with an opportunity to consider viewpoints and perspectives over time. The choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

In section B, there will be a single transactional writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

Spoken Language Endorsement

The aim of the assessment is to allow pupils to demonstrate their speaking and listening skills by: giving a presentation in a formal context; responding appropriately to questions and to feedback, asking questions themselves to elicit clarification and using spoken Standard English.

The assessment will be separately endorsed and does not contribute to the English Language GCSE grade. Pupils will be assessed in class by their class teacher.

When you will be assessed

Pupils will be examined in the summer term of year 11

ENGLISH LITERATURE

Topics

- William Shakespeare 'Macbeth'
- J.B. Priestley 'An Inspector Calls'
- Conflict poetry
- 19th Century novel

Skills

- Comprehension
- Inference
- Identification of techniques
- Analysis of language form and structure
- Selecting appropriate quotations as evidence to support an effective argument
- Linking texts to the contexts in which they were written
- Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
- Using a critical style to develop an informed and personal response

Exam board

Edexcel

How you will be assessed

GCSE English Literature is assessed through two examinations:

Paper 1: Shakespeare and Post 1914 Literature

Examination - 1 hour 45 minutes - 50% of grade

Content

- Section A – a Shakespeare play. Pupils complete a two-part question. Part a) is focused on the close language analysis of an extract from the play. The extract will be approximately 30 lines in length. Part b) is focused on how a theme from the extract is explored elsewhere in the play. The focus will be on maintaining a critical style and demonstrating an understanding of the relationship between the text and the context in which it was written.
- Section B – a post-1914 British play or novel. Pupils answer one essay question from a choice of two on their studied text. Each question will be preceded by a short quotation from the text, to provide a stimulus for the response. Questions will focus on one or more of the following areas: plot, setting, character and theme and

will require pupils to explore the question in relation to the context. Marks will also be given for accurate use of spelling, punctuation and grammar

Paper 2: 19th Century Novel and Poetry since 1789

Examination - 1 hour 45 minutes - 50% of grade

- Section A – a 19th-century novel. Pupils complete a two-part question. Part 1 is focussed on a close language analysis of an extract of approximately 400 words. Part 2 questions may focus on different aspects of the text, requiring exploration of one or more of the following areas: plot, settings, characters and themes.
- Section B – Poetry since 1789. Pupils complete two poetry comparisons. In Part 1, pupils answer one question on one named poem from their poetry anthology collection, reproduced in the question paper, and one poem of choice. Pupils will compare the poems. Questions will focus on the language, form and structure of the poem and the contexts in which the poems were written. In Part 2, pupils answer one question comparing two unseen contemporary poems that are linked by a theme. Pupils are required to compare the poets' portrayals of the theme through their use of language, form and structure.

When you will be assessed

Pupils will be examined in the summer term of year 11

What can you expect from studying GCSE English?

You will study a range of literature texts, including plays, poetry, novels, short stories, newspaper articles, letters, diary entries, journals and more. You will begin to analyse these texts in a more critical style, evaluating how successful authors have been, identifying their views and opinions and analysing how these are conveyed as well as considering more challenging features (such as structural devices) and how these have been selected by writers in order to impact their readers or audiences. You will also begin to apply critical theory in your responses to texts. Gaining knowledge about critical theorists such as Freud, Simone de Beauvoir and Jacques Derrida will increase your own critical analysis and encourage you to view the texts you study through different viewpoints, be it Feminist, Marxist or Semiotic. With a greater understanding of how writers formulate their work, you will apply this knowledge to your own written work, increasing the number of language and structural features in your written repertoire to create narratives, descriptions, letters, speeches, newspaper articles and academic essays that are convincing and compelling to readers.

What careers does the subject link to?

English provides a range of transferrable skills, which means that this subject is useful in a range of careers. English Language in particular is a requirement for an array of professions, including teaching! The communication skills gained through both English Language and Literature are beneficial for all jobs, including medicine, engineering, veterinary science and even accountancy.

More specifically, English Language and Literature link directly to the following careers: journalism, publishing, editing, marketing communications, public relations, advertising, law, digital media, business, film and television and web content management.

What A levels/ further education opportunities will this subject allow?

Pupils who do well in their English GCSEs may choose to pursue any academic subject in further education. The subjects which most closely link to English include: English Language and Literature, Sociology, Media Studies, Psychology, History, Classical Studies, Business, Digital Media and Design, Drama and Theatre, Philosophy and many more. All subjects and courses that require the submission of extended essays or reports would greatly benefit from a strong foundation with a successful English GCSE.

Links to further information

- AQA Language specification:
<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>
- AQA revision on BBC Bitesize:
<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>
- Edexcel Literature Specification:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html>
- Edexcel revision on BBC Bitesize:
<https://www.bbc.co.uk/bitesize/examspecs/z2whq82>

MATHEMATICS

Why you study Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary in most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject.

Topics

The course covers a wide variety of topics from each of the key areas.

1. Number
2. Algebra
3. Ratio, Proportion and Rates of Change
4. Geometry and Measures
5. Probability
6. Statistics

Skills

Each key area will require the development of a variety skills, an example of skills developed in each topic is shown below:

Number

- calculation and accuracy: calculate exactly with fractions and surds, including simplification and rationalising of denominators, and with multiples of π
- number theory: understand and use algebraic arguments, relying on the multiplicative structure of number.

Algebra

- expressing relations: interpret and express linear, quadratic and trigonometric relationships algebraically and geometrically
- using equations and functions (includes pre-calculus): model simple contextual and subject-based problems algebraically

Ratio, Proportion and Rates of Change

- use and understand ratio, proportion and rates of change, including contextual and subject-based problems

Geometry and Measures

- interpret and express linear, quadratic and trigonometric relationships algebraically and geometrically

Probability

- calculate the probability of independent and dependent combined events, including tree diagrams and other representations, understanding underlying assumptions

Statistics

- describe and compare grouped, continuous data using graphical representations, and measures of central tendency and spread, and cumulative frequency

Exam Board

The course follows the **Edexcel** GCSE Mathematics (9-1) content which matches the national curriculum. It covers a wide variety of topics from each of the key areas.

How will you be assessed

The Pearson Edexcel Level 2 GCSE (9 to 1) in Mathematics is a tiered qualification. There are two tiers:

- Foundation tier - grades 1 to 5 available
- Higher tier grades – 4 to 9 available (grade 3 allowed).

The assessment for each tier of entry consists of three externally-examined papers, all three must be from the same tier of entry.

This course DOES NOT require coursework. An examination comprising three equally weighted papers will determine the grade pupils receive:

Paper 1 (Non- calculator)

Paper 2 (Calculator)

Paper 3 (Calculator)

When you will be assessed

Pupils must complete all three papers in the same assessment series in year 11 at the end of the academic year.

What can you expect from studying GCSE Maths?

In the assessment there's a greater emphasis on **problem solving** and **mathematical reasoning**, with more marks now being allocated to these higher order skills. Pupils will be required to memorise formulae as fewer will be provided in the examinations.

Pupils are taught the knowledge, skills and understanding through practical activities which:

- ensure they become familiar with and confident using standard procedures for a range of calculations
- develop their problem-solving skills in a range of contexts
- show how algebra, as an extension of number using symbols, gives precise form to mathematical relationships and calculations
- develop their geometrical skills
- require pupils to analyse and draw inferences from data consider the uses of statistics in society
- require pupils to use appropriate ICT tools to present data and also to use these to solve numerical and graphical problems
- develop their application of learning to real life situations.

What A levels/ further education opportunities will this subject allow?

In recent years, higher education institutions and employers have consistently flagged the need for pupils to develop a secure foundation in GCSE Mathematics to enable them to respond with confidence to the demands of undergraduate study and the world of work.

Many educational institutes therefore require a minimum of a good pass in a core subject of GCSE Mathematics to pursue a range of A levels and higher-level qualifications.

What careers does the subject link to?

Almost all jobs and careers require you to have a GCSE in mathematics, but the following careers are some that would enable you to make a lot of use of your Mathematics: Economics, Medicine, Architecture, Engineering, Accountancy, Teaching, Psychology, Environmental Studies, Computing, ICT, Banking, Insurance, Marketing, Business Management, Pharmacy, Science, Aviation, Construction, Cookery and many more...

Links to further information

- Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics (1MA1):
- <https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>
- National curriculum in England: mathematics programmes of study:

- <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study#key-stage-4>

SCIENCE

Why you study this subject

Platanos College has high expectations of all pupils and in line with this pupils will be given the opportunity to gain the required knowledge, skills and attitudes outlined in the programme of study. Science encourages you to practice problem solving and critical thinking which is useful in any career chosen.

Topics

BIOLOGY

Autumn Term	Spring Term	Summer Term
Ecosystem 1	Interdependence	Ecosystem 2

CHEMISTRY

Autumn Term	Spring Term	Summer Term
Earth	Atomic structure	Chemical reactions

PHYSICS

Autumn Term	Spring Term	Summer Term
Forces	Moments and pressure	Energy

Skills

- Planning and designing investigations
- Collecting and presenting data
- Using scientific evidence to draw valid conclusions
- Use of mathematical skills effectively to solve scientific problems

Exam

AQA

How you will be assessed

You will be assessed based on the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

When you will be assessed

- Pupils will be tested at the end of each unit of work.
- Pupils will also write a formal examination at the end of each term.
- Practical and mathematical skills will be taught during the course and will be assessed in all tests done by pupils.

What can you expect from studying GCSE Science

Studying science at GCSE level will enable you to:

- Develop an understanding of the nature of science and its applications and the interrelationships between science and the society.
- Develop and apply your knowledge and understanding of the scientific processes through hypotheses, theories and concepts.
- Develop your understanding of the relationships between hypotheses, evidence, theories and explanations.
- Develop your awareness of risk and the ability to assess potential risk in the context of potential benefits.
- Develop and apply your observational, practical, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments.
- Develop your ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions.
- Develop your skills in communication, mathematics and the use of technology in scientific contexts.

Further education opportunities:

- A-Levels
- B-Tech
- Applied science

- Degree courses in science
- Apprenticeship

If you want a chemistry-based degree, other options include:

- applied chemistry
- biochemistry
- pharmacology
- environmental science
- forensic science.

If you want a biology-based degree, other options include:

- zoology
- marine biology
- genetics
- microbiology
- biomedical science.

If you want a physics-based degree, other options include:

- astrophysics
- geophysics
- chemical physics
- mathematical physics
- theoretical physics.

Careers

Here are some careers where further studies in Science (Biology, Chemistry and Physics) will be an advantage, if not a requirement: dentist, doctor, electrical engineer, food scientist, managers in industries, quality controller, marketing, pathologist, primary/secondary school teacher, soil scientist, nurse and numerous other careers.

Links to further information

- <https://nationalcareersservice.direct.gov.uk>
- www.careerpilot.org.uk

HISTORY (A AND B BANDS ONLY)

Why you study History

History is a highly academic subject which is sought after by universities. It will help you to develop a number of key skills necessary both for work and future study. These include the ability to debate, analyse, evaluate and create judgements based on evidence. You will learn about key events, and people who have shaped the world around you. Our discussion work will link to current events. Your ability to form opinions and make strong judgements will be of benefit during this course.

By attaining a good GCSE grade in History, pupils will contribute to their English Baccalaureate (Ebacc), alongside good GCSE grades in English, Mathematics, Science and a Modern Foreign Language.

Topics

UNIT 1: A study in depth (25%)

The Elizabethan Age, 1558-1603

This unit focuses on reign of Queen Elizabeth I. Key themes include her personality, accession to the throne, government, people's lives (e.g. – rich & poor, entertainment and the theatre), Elizabeth's religious problems, and relations with foreign powers (e.g. – the Spanish Armada).

There will be one examination paper of 1 hour

UNIT 2: A further study in depth (25%)

Germany in transition, 1919-1947

This unit focuses on the factors which led to the rise of the Nazi regime, the impact of change on groups within German society including women and children. Also, the significance of World War II for Germany and the decisions which led to the Holocaust.

There will be one examination paper of 1 hour

UNIT 3: A thematic based study (30%)

Thematic study of Crime and Punishment c. 500 the present.

This unit will study the development of crime, policing and punishment over time. The

focus is to analyse changes and trends. A key case study will be the Jack the Ripper murders of 1888, as well as understanding medieval outlaws and modern forensics.

There will be one examination paper of 1 hour and 15 minutes.

UNIT 4: An outline study (20%)

The Development of the USA, 1929 – 2000

This unit focuses on key trends or turning-points in three main areas: political and social life (e.g. – popular and youth culture, women's roles), racial inequality and the struggle for equality by Martin Luther King and others, foreign policy - the Cold War (e.g. – President Kennedy & the Cuban missile crisis, Vietnam) and the search for world peace.

There will be one examination paper of 45 minutes.

Skills

- Pupils develop their historical knowledge and understanding & their ability to explain, analyse and evaluate key events, people and changes in each unit of study.
- Pupils develop skills in researching, writing about, discussing and debating different views and interpretations of the main events and people involved in each unit.
- Pupils learn to investigate issues critically using a wide range of historical sources.

Exam board

Eduqas

How you will be assessed

Pupils will undergo regular testing to ensure they are developing skills as they gain a more sophisticated understanding of History from Year 10 until Year 11. Assessment will follow the whole school policy of pupils undertaking three formal examinations during each academic year. They will have their final assessment at the end of Year 11 which will lead to a formal GCSE qualification.

Pupils sit four exams in the summer of Year 11. These will be sat in two sessions in which pupils will sit two papers back to back. In the first session pupils will sit papers 1 and 2 and in the second session pupils will sit papers 3 and 4.

What can you expect from studying GCSE History?

Through studying GCSE History pupils will gain a deeper understanding of several key events from the C20th, giving them an understanding of the world today. Additionally, from studying key monarchs and laws from Britain's history pupils will begin to understand the development of British democracy, legal system and value system. The skills that pupils acquire will help them to engage critically with the world today. By studying source analysis pupils will learn how to analyse different opinions and interpret how reliable different sources are. Also, by forming their own justified conclusions pupils will begin to form skills that will help them to navigate professional conversations as they grow into young adults.

What A Levels and further study opportunities will this subject allow?

Pupils wishing to develop their knowledge can go on to study History at A level. Some pupils go on to study a History degree at university or Law as the step after this. In doing so, pupils will help to develop their understanding of important events from the past whose impacts are still felt today. They will be able to construct debates which are meaningful to today's society, along with improving their critical thinking skills.

What careers does History link to?

Studying History does not have a firm link to any area of work, however it does help to develop skills of analytical writing and decision making which are necessary for a number of managerial roles. In addition, it is seen as a highly desirable subject by many graduate programmes from the legal profession to banking. It also helps develop skills such as communication, analysis, attention to detail, and problem solving. There are a wide variety of careers that History can be used for from journalism to the Civil Service.

Links to further information:

- https://www.wjec.co.uk/en/qualifications/history-gcse#tab_overview
- <https://www.ucas.com/job-subjects/history>

MODERN FOREIGN LANGUAGES

Why you study a Modern Foreign Language

Bilingualism brings many benefits: it enhances the thinking process and fosters contact with other people and cultures. Speaking more than one language also increases brain capacity and enhances memory function. In addition, it has been shown that those who speak multiple languages have better empathy and social understanding than those who don't. Furthermore, those who speak two or more languages have wider work and education options and opportunities available to them.

By attaining a good GCSE grade in a Modern Foreign Language, pupils will contribute to their English Baccalaureate (Ebacc), alongside good GCSE grades in English, Mathematics, Science and History.

Themes

1. Identity and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study and work
5. International and global dimension

Skills

- Listening - concentration, brain processing, recognising linking words
- Speaking - listening actively, organising ideas, expressing ideas clearly in Spanish
- Reading - understanding lengthier texts in Spanish
- Writing – being able to write in Spanish using a range of past, present and future tenses

Each skill above makes up 25% of the final GCSE grade.

How you will be assessed

There will be an assessment each term in three of the four skills: reading, writing and listening. At the end of the school year, pupils also complete a speaking assessment.

Exam board

The board for the Spanish GCSE is Edexcel.

What can you expect from studying GCSE Modern Foreign Languages?

The Spanish GCSE opens doors to better educational opportunities. Currently, having a language GCSE or A level is an essential entry requirement for the top universities in the UK.

At Platanos College there are annual trips to Spain to enhance learning, offering pupils the ideal opportunity to practise the Spanish they have learned and experience Spanish culture. There are also day trips in London to enhance learning, such as to King's College Language Centre or trips to the cinema to see Spanish language movies.

What A Levels and further study opportunities will this subject allow?

Spanish is the world's third most spoken language, after English and Mandarin. The Spanish speaking population is also increasing at a fast rate. Therefore, companies interact with Spanish speaking clients all the time and require staff with language skills. In recognition of that fact, bilingual employees are paid up to twenty percent more than other employees with no additional languages.

What careers does Moder Foreign Languages link to?

Language skills can be used in almost any career, and particularly in businesses that trade internationally.

Some jobs directly related to a language degree include interpreter, political risk analyst, translator, teacher, academic researcher, broadcast journalist, diplomatic service officer or marketing executive.

COMMUNITY LANGUAGES

If you speak another language, and it is decided that you are fluent enough across all four disciplines: Reading, Writing, Speaking and Listening, then you will be assessed in this language and sit the GCSE in your home language at the end of year 11.

Links to further information

- Studying in Spain <http://www.educacionyfp.gob.es/india/en/estudiar/espana.html>
- Learning second language 'slows brain ageing' <https://www.bbc.co.uk/news/health-27634990>
- Being bilingual 'boosts brain power' <https://www.bbc.co.uk/news/health-17892521>
- Learn at home <https://www.bbc.co.uk/bitesize/topics/z83897h>

RELIGIOUS STUDIES

Why you study Religious Studies

Religious Studies is an academic subject which is sought after by universities. It will help you to develop a number of key skills necessary both for work and future study. These include the ability to debate, analyse, evaluate and create judgements based on evidence. As well as this, it will help refine your ability to create sophisticated arguments at length. You will learn key ideas about morality and ethics and be able to see how they shape the modern world around us. The studies will help you to understand key controversies in today's society regarding medical ethics, the environment, and the way in which people choose to live. Your ability to form opinions and make strong judgements will be of benefit during this course.

Topics

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

Christianity

Key beliefs and practices:

- Key beliefs of Christianity e.g. the nature of God, different Christian beliefs about creation and different Christian beliefs about sin, its' link to the afterlife and the importance of this to Christians.
- Jesus Christ and salvation e.g. beliefs and teachings about the incarnation, the crucifixion, ascension, and Jesus' teachings.
- Worship and festivals e.g. different forms of worship, prayer, sacraments, pilgrimages, etc.
- The role of the church in the local and worldwide community e.g. missions, Christian Aid, why charity and kindness is important, etc.

Islam

Key beliefs and practices:

- Key beliefs of Islam e.g. articles of faith and roots of Islam, the oneness of God, the nature of God etc.
- Authority e.g. Prophethood, the Holy Books including the Qur'an, ideas in Shi'a Islam, etc.
- Worship e.g. Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam, Shahadah, Salah and its significance:
- Duties and festivals e.g. Sawm, Zakah, Hajj, Jihad, festivals e.g. Id-ul-Adha etc.

Component 2: Thematic studies

Theme A: Relationships and family

- Sex, marriage and divorce e.g. human sexuality, sexual relationships before and outside of marriage, the nature and purpose of marriage, divorce, including reasons for divorce, and remarrying.
- Families and gender equality e.g. the nature of families, the purpose of families, contemporary family issues, gender equality

Theme B: Religion and Life

- Religious view on the creation of the world, as well as how these might meet or conflict with scientific theories like the Big Bang and evolution
- The way in which human beings relate to the world around them, including stewardship and animal rights
- Ethical arguments surrounding the creation of life and the ending of it, largely through looking at arguments relating to euthanasia and abortion

Theme D: Religion, peace and conflict

- Religion, violence, terrorism and war, e.g. the meaning of peace, justice etc., violence, terrorism, Holy war, the Just war theory etc.
- Religion and belief in C20th conflict, e.g. religion and belief as a cause of war, nuclear weapons, religion and peace-making, religious responses to victims of war

Theme F: Religion, human rights and social justice

- Human rights, e.g. prejudice and discrimination in religion, issues of equality and freedom, of religion, human rights and responsibilities, social justice, racial prejudice, and discrimination and ethical arguments relating to this
- Wealth and poverty, e.g. wealth, the responsibilities of wealth, exploitation of the poor, charity etc.

Skills

- Pupils will learn key words relating to theological and ethical arguments.
- Pupils will be able to recall information about the beliefs, practices and worship of Christianity and Islam, including detail about how Christian churches and the two branches of Islam (Sunni and Shi'a) differ.
- Pupils will be able to expand on their arguments to explain their ideas. They will be able to link these ideas to religious teachings as evidence of their knowledge.

- Pupils will be able to construct two-sided arguments based on an opinionated statement. They will be able to show a detailed knowledge and understanding of the way in which religious ideas relate to the world around them today.

Exam board

AQA, Specification A

How you will be assessed

Pupils will undergo regular testing to ensure they are developing skills as they gain a more sophisticated understanding of Religious Studies from Year 9 until Year 11. Assessment will follow the whole school policy of pupils undertaking three formal exams during each academic year. They will have their final assessment at the end of Year 11 which will lead to a formal GCSE qualification.

- Pupils sit two exams in the summer of year 11
- Paper 1 focuses on the religions of Christianity and Islam
- Paper 2 focuses on the four themes outlined above
- Each exam paper will consist of 20 questions. These questions will be divided over four sections. The exams will take 1 hour and 45 minutes.

When you will be assessed

Pupils begin their studies of GCSE Religious Studies in Year 9. Pupils are examined using the school's formal examination points three times a year. Written exams will become more demanding and lengthier as pupils move through each stage of the academic year so as to fully prepare them for the requirements of the GCSE exam papers. Pupils will sit their final exam in the Summer term of year 11 and will be awarded a GCSE grade based on their performance.

What can you expect from studying GCSE Religious Studies?

Through their studies, pupils will gain a better understanding of the world around them today. They will be able to understand key ideas underpinning two key religions (Islam and Christianity) and have a better understanding of the moral code by which many religious believers live by today. Pupils will be able to use this understanding in their interactions with others in the wider world. They will also be able to develop their writing style and make assertive judgments supported by evidence. Religious Studies will aid pupils in their communication of complex ideas which will also boost their

communication in other subjects. It will also hone their communication skills in their life after GCSE.

What A Levels and further study opportunities will this subject allow?

Pupils wishing to develop their knowledge can go on to study Religious Studies at A level. Some pupils go on to study a Theology Degree at University or PPE (Philosophy, Politics and Economics) as the step after this. In doing so, pupils will help to develop their understanding of morality, ethics and philosophy. They will be able to construct debates which are meaningful to today's society.

What careers does Religious Studies link to?

Studying Religious Studies does not have a firm link to any area of work, however it does help to develop skills of analytical writing and decision making which are necessary for a number of managerial roles. It also helps develop skills such as communication, analysis, attention to detail, and problem solving. There are a wide variety of careers that Religious Studies can be used for from Arts and Media, to Leisure and Tourism.

Links to further information:

- <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>
- <https://www.ucas.com/job-subjects/religious-studies>

COMPULSORY PHYSICAL EDUCATION (non-examination)

Physical Education (Core PE) remains a compulsory subject in years 10 and 11 and all pupils have one hour of curriculum time dedicated to Physical Education. The emphasis in KS4 is on participation and enjoyment to promote a prolonged interest in sport and physical activity.

Core PE provides an enjoyable, satisfying and balanced curriculum which will allow all of our pupils to develop physically, socially, emotionally and cognitively. All pupils are encouraged, regardless of any natural sporting ability, to get involved in the wide range of experiences we offer.

PE develops pupils' competence and confidence to take part in a range of physical activities that hopefully become a central part of their lives, both in and out of school. Our high-quality PE curriculum enables all pupils to enjoy, achieve and succeed in many kinds of physical activity. Pupils will tackle complex and demanding activities and get involved in physical activity that is mainly focused on performing, promoting healthy and active lives, or developing personal fitness.

Pupils are taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Compare their performance with previous ones to achieve their personal best.
- Continue to take part in competitive sports and activities outside school through community links or sports clubs.

Pupils will be taught a range of activities including:

Basketball	Football	Trampolining	Team Games
Netball	Rounders	Volleyball	Badminton
Athletics	Table Tennis	Handball	Health & Fitness

Talented pupils in lessons are invited to represent the school at the Lambeth Borough events throughout the year.

Core PE explicitly teaches the necessary knowledge and skills for working with and relating to others and provides the learning opportunities to develop these skills. It enables the development of leadership and teamwork skills and encourages pupils to transfer knowledge to other subject areas. Pupils will be presented with opportunities

to further enhance their life skills within the curriculum in preparation for further education, apprenticeships and their future career aspirations.

OPTION SUBJECTS

ART (CRAFT AND DESIGN)

Why should you study this subject?

Art and Design equips pupils with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. GCSE Art provides the opportunity for pupils to explore both contemporary and historical sources of art, craft and design first hand by:

- Visiting museums, galleries, art shows and fairs.
- Experiencing audio-visual productions, including still and moving imagery.
- Analysing their surroundings and environments.
- Taking an individual approach to their art, craft and design making.
- Selecting their best and most appropriate work for presentation.

GCSE Art is all about developing visual ideas and is perfect for those pupils who enjoy making practical pieces of artwork. An enquiring mind and a willingness to learn new techniques are essential. You will learn about significant artists and designers from the past and about contemporary artists too. The skills you learn will be varied: among them will be a working knowledge of the materials, practices of art and design, analysis skills, experimentation and idea development.

Thinking skills will be developed alongside the practical activities to encourage creative thinking. Pupils become aware of art theory and wider cultural influences. Pupils keep a sketchbook, to explore themes and develop personal response for projects.

Topics

The course is split into Component 1 (Coursework 60%) and Component 2 (Exam 40%)

The projects that are taught are as follows:

- Component 1: Coursework
Two independent projects (Micro Macro- Natural Forms and Reflection)
- Component 2: Exam
Unseen theme

Skills

Art and Design pupils will be required to demonstrate the ability to:

- Develop their ideas through investigations informed by selecting and critically analysing sources.
- Apply an understanding of relevant practices in the creative and cultural industries to their work.
- Refine their ideas as work progresses through experimenting with media, materials, techniques and processes.
- Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.
- Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies, use drawing skills for different needs and purposes, appropriate to the context.
- Realise personal intentions through the sustained application of the creative process.

Specifically, Art pupils will develop skills within the following areas:

- Drawing
- Photography
- Mixed media
- Printing
- Painting
- Sculpture
- Ceramics

Exam board

Edexcel

How you will be assessed

Pupils will be assessed against 4 assessment objectives which are equally weighted and all worth 25% of their overall mark.

- AO1: Pupils need to demonstrate critical understanding of sources, and one of the best ways of demonstrating critical understanding of sources is to show that they have informed ideas and investigations.
- AO2: Pupils refine work by exploring ideas, rather than refining ideas, but they are still expected to do this through selecting and experimenting with appropriate media, materials, techniques and processes.

- AO3: As work progresses gives a new emphasis on recording as a continual process, which should take place throughout the creative journey. Although forms of recording aren't explicitly mentioned in the Assessment Objective, the subject content states that pupils should record 'visually and through written annotation'.
- AO4 has been updated: There is a requirement for pupils to demonstrate their understanding of visual language. By visual language, we mean use of the formal elements and imagery to communicate visually.

When you will be assessed

Teacher assessment will take place every lesson through tracking to ensure pupils coursework is of the very highest standard.

Every 3 weeks pupils will receive teacher feedback against the assessment objectives given to us by the exam board.

Termly pupils work will be moderated and the teacher will give pupils a grade for either one piece of work or the whole sketchbook.

Pupils will complete Component 1 by Christmas in year 11 and then pupils will start the preparation for component 2. The 10 hour exam will take place shortly after Easter in year 11.

What can you expect from studying GCSE Art?

The GCSE in Art, Craft and Design is a broad and flexible course that requires pupils to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Pupils should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Pupils should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.

What A levels/ further education opportunities will this subject allow?

A Level

- Art and Design
- Design and Technology
- Textiles
- Fashion and Textiles
- Film studies
- Graphic communication

- History of Art
- Media Studies
- Moving image Arts
- Product Design
- Photography

Btec

- Art, Design and Media
- Beauty Therapy and Hairdressing
- Design and Technology
- Media
- Textiles and Apparel Manufacturing

What careers does the subject link to?

Possible careers after studying Art and Design are as follows: Architecture, Art Therapist, Games Designer, Audio - Visual Designer, Book Designer, Corporate Identity Designer, Display Designer, Electronic Image Designer, Exhibition Designer, Exhibition Officer, Fashion Buyer, Fashion Forecaster, Fashion Grader, Fashion Illustrator, Fashion Journalist, Fashion Merchandiser, Advertising Designer, Animator, Ceramicist, Editorial Illustrator, Electronic Image Designer, Film Director/Producer, Maker, Fine art Conservator, Furniture Designer, Gallery Administrator, Illustrator, Image animator, Industrial Designer, Interior designer, Landscape designer, Lettering Artist, Magazine Designer, Model Maker, Photographer, Printmaker, Publicity Designer, Sculptor, Silversmith/Jeweler, Teacher, Technical illustrator, Theatre designer, Typographer... to name just a few!

Links to further information

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

GRAPHICS

Why should you study this subject?

Graphics equips pupils with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. GCSE Graphics provides the opportunity for pupils to explore both contemporary and historical sources of art, craft and design first hand by:

- Visiting museums, galleries, art shows and fairs.
- Experiencing audio-visual productions, including still and moving imagery.
- Analysing their surroundings and environments.
- Taking an individual approach to their art, craft and design making.
- Selecting their best and most appropriate work for presentation.

GCSE Graphics is all about developing visual ideas and is perfect for those pupils who enjoy making practical pieces of artwork. An enquiring mind and a willingness to learn new techniques are essential. You will learn about significant artists and designers from the past and about contemporary artists too. The skills you learn will be varied: among them will be a working knowledge of the materials, practices of graphics, analysis skills, experimentation and idea development.

Thinking skills will be developed alongside the practical activities to encourage creative thinking. Pupils become aware of art theory and wider cultural influences. Pupils keep a sketchbook, to explore themes and develop personal response for projects.

Topics

The course is split into Component 1 (Coursework 60%) and Component 2 (Exam 40%)

The projects that are taught are as follows:

- Component 1: Coursework
Two independent projects (Micro Macro- Natural Forms and Reflection)
- Component 2: Exam
Unseen theme

Skills

There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Graphic Communication. In addition to any specialist

requirements listed under the chosen area(s) of study, pupils should develop a practical knowledge and understanding of:

- The use of formal elements and visual communication through a variety of approaches.
- The use of observational skill to record from sources and communicate ideas.
- Graphic materials and techniques such as traditional and digital graphics, printing and web-based technologies.
- Properties of colour and light such as hue, tint, saturation and tone.
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media.
- The use of digital and/or non-digital applications.

Specifically, Art pupils will develop work within one or more of the following areas:

- Advertising
- Communication graphics
- Design for print
- Illustration
- Multi media
- Package design
- Signage
- Typography

Exam board

Edexcel

How you will be assessed

Pupils will be assessed against 4 assessment objectives which are equally weighted and all worth 25% of their overall mark.

- AO1: Pupils need to demonstrate critical understanding of sources, and one of the best ways of demonstrating critical understanding of sources is to show that they have informed ideas and investigations.
- AO2: Pupils refine work by exploring ideas, rather than refining ideas, but they are still expected to do this through selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: As work progresses gives a new emphasis on recording as a continual process, which should take place throughout the creative journey. Although forms of recording aren't explicitly mentioned in the Assessment Objective, the subject content states that pupils should record 'visually and through written annotation'.

- AO4 has been updated: There is a requirement for pupils to demonstrate their understanding of visual language. By visual language, we mean use of the formal elements and imagery to communicate visually.

When you will be assessed

Teacher assessment will take place every lesson through tracking to ensure pupils coursework is of the very highest standard.

Every 3 weeks pupils will receive teacher feedback against the assessment objectives given to us by the exam board.

Termly pupils work will be moderated, and the teacher will give pupils a grade for either one piece of work or the whole sketchbook.

Pupils will complete Component 1 by Christmas in year 11 and then pupils will start the preparation for component 2. The 10 hour exam will take place shortly after Easter in year 11.

What can you expect from studying GCSE Graphics?

Graphic Communication introduces pupils to a visual way of conveying information, ideas and emotions, using a range of graphic media, processes, techniques and elements such as colour, icons, images, typography and photographs. Pupils should conduct primary and secondary investigations during their design development and explore traditional and/or new technologies. They should also consider the use of signs and symbols, and the balance between aesthetic and commercial considerations. Pupils will also understand that Graphic Design practitioners may work within a small team environment or work as freelance practitioners. They may be responsible for a particular aspect of the Design or Production process or for the entire design cycle. They will need good communication skills in order to liaise with clients and to promote themselves as graphic designers.

What A levels/ further education opportunities will this subject allow?

A Level

- Art and Design
- Design and Technology
- Textiles
- Fashion and Textiles
- Film studies
- Graphic communication

- History of Art
- Media Studies
- Moving image Arts
- Product Design
- Photography

Btec

- Art, Design and Media
- Beauty Therapy and Hairdressing
- Design and Technology
- Media
- Textiles and Apparel Manufacturing

What careers does the subject link to?

Possible careers after studying Art and Design are as follows: Architecture, Art Therapist, Games Designer, Audio - Visual Designer, Book Designer, Corporate Identity Designer, Display Designer, Electronic Image Designer, Exhibition Designer, Exhibition Officer, Fashion Buyer, Fashion Forecaster, Fashion Grader, Fashion Illustrator, Fashion Journalist, Fashion Merchandiser, Advertising Designer, Animator, Ceramicist, Editorial Illustrator, Electronic Image Designer, Film Director/Producer, Maker, Fine art Conservator, Furniture Designer, Gallery Administrator, Illustrator, Image animator, Industrial Designer, Interior designer, Landscape designer, Lettering Artist, Magazine Designer, Model Maker, Photographer, Printmaker, Publicity Designer, Sculptor, Silversmith/Jeweler, Teacher, Technical illustrator, Theatre designer, Typographer... to name just a few!

Links to further information

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

PHOTOGRAPHY

Why should you study this subject?

Photography equips pupils with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. GCSE Photography provides the opportunity for pupils to explore both contemporary and historical sources of art, craft and design first hand by:

- Visiting museums, galleries, art shows and fairs.
- Experiencing audio-visual productions, including still and moving imagery.
- Analysing their surroundings and environments.
- Taking an individual approach to their art, craft and design making.
- Selecting their best and most appropriate work for presentation.

GCSE Photography is all about developing visual ideas and is perfect for those pupils who enjoy making practical pieces of artwork. An enquiring mind and a willingness to learn new techniques are essential. You will learn about significant artists and designers from the past and about contemporary artists too. The skills you learn will be varied: among them will be a working knowledge of the materials, practices of photography, analysis skills, experimentation and idea development.

Thinking skills will be developed alongside the practical activities to encourage creative thinking. Pupils become aware of art theory and wider cultural influences. Pupils keep a sketchbook, to explore themes and develop personal response for projects.

Topics

The course is split into Component 1 (Coursework 60%) and Component 2 (Exam 40%)

The projects that are taught are as follows:

- Component 1: Coursework
Two independent projects (Micro Macro- Natural Forms and Reflection)
- Component 2: Exam
Unseen theme

Skills

There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Photography. In addition to any specialist

requirements listed under the chosen area(s) of study, pupils should develop a practical knowledge and understanding of:

- The use of formal elements and visual communication through a variety of approaches.
- The use of observational skill to record from sources and communicate ideas.
- Graphic materials and techniques such as traditional and digital graphics, printing and web-based technologies.
- Properties of colour and light such as hue, tint, saturation and tone.
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media.
- The use of digital and/or non-digital applications.

Specifically, Photography pupils will develop work within one or more of the following areas:

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

Exam board

Edexcel

How you will be assessed

Pupils will be assessed against 4 assessment objectives which are equally weighted and all worth 25% of their overall mark.

- AO1: Pupils need to demonstrate critical understanding of sources, and one of the best ways of demonstrating critical understanding of sources is to show that they have informed ideas and investigations.
- AO2: Pupils refine work by exploring ideas, rather than refining ideas, but they are still expected to do this through selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: As work progresses gives a new emphasis on recording as a continual process, which should take place throughout the creative journey. Although forms of recording aren't explicitly mentioned in the Assessment Objective, the subject content states that pupils should record 'visually and through written annotation'.

- AO4 has been updated: There is a requirement for pupils to demonstrate their understanding of visual language. By visual language, we mean use of the formal elements and imagery to communicate visually.

When you will be assessed

Teacher assessment will take place every lesson through tracking to ensure pupils coursework is of the very highest standard.

Every 3 weeks pupils will receive teacher feedback against the assessment objectives given to us by the exam board.

Termly pupils work will be moderated, and the teacher will give pupils a grade for either one piece of work or the whole sketchbook.

Pupils will complete Component 1 by Christmas in year 11 and then pupils will start the preparation for component 2. The 10 hour exam will take place shortly after Easter in year 11.

What can you expect from studying GCSE Photography?

Photography may be defined as the creative journey through the process of lens- and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. With the developments of new affordable lens-based technologies, pupils should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. Pupils will also understand that Photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as photographers.

What A levels/ further education opportunities will this subject allow?

A Level

- Art and Design
- Design and Technology
- Textiles
- Fashion and Textiles
- Film studies
- Graphic communication
- History of Art

- Media Studies
- Moving image Arts
- Product Design
- Photography

Btec

- Art, Design and Media
- Beauty Therapy and Hairdressing
- Design and Technology
- Media
- Textiles and Apparel Manufacturing

What careers does the subject link to?

Possible careers after studying Art and Design are as follows: Architecture, Art Therapist, Games Designer, Audio - Visual Designer, Book Designer, Corporate Identity Designer, Display Designer, Electronic Image Designer, Exhibition Designer, Exhibition Officer, Fashion Buyer, Fashion Forecaster, Fashion Grader, Fashion Illustrator, Fashion Journalist, Fashion Merchandiser, Advertising Designer, Animator, Ceramicist, Editorial Illustrator, Electronic Image Designer, Film Director/Producer, Maker, Fine art Conservator, Furniture Designer, Gallery Administrator, Illustrator, Image animator, Industrial Designer, Interior designer, Landscape designer, Lettering Artist, Magazine Designer, Model Maker, Photographer, Printmaker, Publicity Designer, Sculptor, Silversmith/Jeweler, Teacher, Technical illustrator, Theatre designer, Typographer... to name just a few!

Links to further information

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

ANIMATION

Why should you study this subject?

Animation equips pupils with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. GCSE Animation provides the opportunity for pupils to explore both contemporary and historical sources of art, craft and design first hand by:

- Visiting museums, galleries, art shows and fairs.
- Experiencing audio-visual productions, including still and moving imagery.
- Analysing their surroundings and environments.
- Taking an individual approach to their art, craft and design making.
- Selecting their best and most appropriate work for presentation.

GCSE Animation is all about developing visual ideas and is perfect for those pupils who enjoy making practical pieces of artwork. An enquiring mind and a willingness to learn new techniques are essential. Pupils will learn about significant artists and designers from the past and about contemporary artists too. The skills pupils learn will be varied: among them will be a working knowledge of the materials, practices of animation, analysis skills, experimentation and idea development.

Thinking skills will be developed alongside the practical activities to encourage creative thinking. Pupils become aware of art theory and wider cultural influences. Pupils keep a sketchbook, to explore themes and develop personal response for projects.

Topics

The course is split into Component 1 (Coursework 60%) and Component 2 (Exam 40%)

The projects that are taught are as follows:

- Component 1: Coursework
Two independent projects (Micro Macro- Natural Forms and Reflection)
- Component 2: Exam
Unseen theme

Skills

There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Animation. In addition to any specialist requirements

listed under the chosen area(s) of study, pupils should develop a practical knowledge and understanding of:

- The use of formal elements and visual communication through a variety of approaches.
- The use of observational skill to record from sources and communicate ideas.
- Animation techniques such as traditional and digital animation and web-based technologies.
- Properties of colour and light such as hue, tint, saturation and tone.
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media.
- The use of digital and/or non-digital applications.

Specifically, Animation pupils will develop work within one or more of the following areas:

- Illustration
- Drawing
- Photography
- Mixed media
- Sculpture
- Experimental imagery
- Moving image: film, video and animation

Exam board

Edexcel

How you will be assessed

Pupils will be assessed against 4 assessment objectives which are equally weighted and all worth 25% of their overall mark.

- AO1: Pupils need to demonstrate critical understanding of sources, and one of the best ways of demonstrating critical understanding of sources is to show that they have informed ideas and investigations.
- AO2: Pupils refine work by exploring ideas, rather than refining ideas, but they are still expected to do this through selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: As work progresses gives a new emphasis on recording as a continual process, which should take place throughout the creative journey. Although forms of recording aren't explicitly mentioned in the Assessment Objective, the subject content states that pupils should record 'visually and through written annotation'.

- AO4 has been updated: There is a requirement for pupils to demonstrate their understanding of visual language. By visual language, we mean use of the formal elements and imagery to communicate visually.

When you will be assessed

Teacher assessment will take place every lesson through tracking to ensure pupils coursework is of the very highest standard.

Every 3 weeks pupils will receive teacher feedback against the assessment objectives given to us by the exam board.

Termly pupils work will be moderated, and the teacher will give pupils a grade for either one piece of work or the whole sketchbook.

Pupils will complete Component 1 by Christmas in year 11 and then pupils will start the preparation for component 2. The 10 hour exam will take place shortly after Easter in year 11.

What can you expect from studying GCSE Animation?

Animation is a method in which pictures are manipulated to appear as moving images. This could include work created using film, video, digital imaging or illustration. With the developments of new affordable lens-based technologies, pupils should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. Pupils will also understand that Animation practitioners may work to client commissions within a commercial animation studio, or work as freelance animators. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as animators.

What A levels/ further education opportunities will this subject allow?

A Level

- Art and Design
- Design and Technology
- Textiles
- Fashion and Textiles
- Film studies
- Graphic communication
- History of Art
- Media Studies

- Moving image Arts
- Product Design
- Photography

Btec

- Art, Design and Media
- Beauty Therapy and Hairdressing
- Design and Technology
- Media
- Textiles and Apparel Manufacturing

What careers does the subject link to?

Possible careers after studying Art and Design are as follows: Architecture, Art Therapist, Games Designer, Audio - Visual Designer, Book Designer, Corporate Identity Designer, Display Designer, Electronic Image Designer, Exhibition Designer, Exhibition Officer, Fashion Buyer, Fashion Forecaster, Fashion Grader, Fashion Illustrator, Fashion Journalist, Fashion Merchandiser, Advertising Designer, Animator, Ceramicist, Editorial Illustrator, Electronic Image Designer, Film Director/Producer, Maker, Fine art Conservator, Furniture Designer, Gallery Administrator, Illustrator, Image animator, Industrial Designer, Interior designer, Landscape designer, Lettering Artist, Magazine Designer, Model Maker, Photographer, Printmaker, Publicity Designer, Sculptor, Silversmith/Jeweler, Teacher, Technical illustrator, Theatre designer, Typographer... to name just a few!

Links to further information

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

DRAMA

Why should you study this subject?

A qualification in Drama is acknowledged as being highly beneficial by major employers. It is recognised for its value in demonstrating a person's aptitude for creative thinking, teamwork, and an ability to present to an audience – skills which are vital to a multitude of professions. The course furthers skills in presentation and confidence, the ability to analyse and to become more adept at critical thinking.

Drama is a popular and enjoyable subject. It is also the means by which we better understand human behaviour. It is dynamic, self-reflective and constantly developing. More than any other subject, the development of the highest quality work is driven by pupils themselves in pushing boundaries and taking risks.

Secure literacy skills are critical to achieving high levels in Drama and should be considered when considering your options. The written exam and portfolio account for the largest percentage of the final grade so you need secure levels in English to be able to manage the demands of the subject. This is a demanding course where high levels of commitment and resilience are required throughout. Studying GCSE Drama also involves exciting opportunities for off-site learning with trips to the theatre and immersive theatre days working with professional actors.

Topics

Component 1 – Devising (40%)

Component 2 – Performance from Text (20%)

Component 3 – Theatre Makers in Practice (40%)

Skills

You will develop skills in creative thinking, critical evaluation, literacy, negotiating and organising, planning, careful research, teamwork and working to deadlines. You will learn to devise, develop, refine and rehearse your own material, using professional methods to raise the quality of your acting and in carrying out technical and dress rehearsals. Analysis and evaluation form a significant part of the process within practical work and in preparing for Component 3, where many of the skills required for the English Literature GCSE are also crucial for GCSE Drama.

Exam board

Edexcel

How will you be assessed?

Internally - 40% of grade

Regular assessments of your acting throughout the course.

Component 1 (Devising)

In groups, you will devise a play which you will then perform, recording the process in your portfolio. Your 1,500-2,000 word portfolio must contain a record of your devising process, capturing as much evidence of your input as possible in areas such as listening, developing ideas, problem solving and supporting others. Within your portfolio, you will answer six questions:-

- What was your initial response to the stimuli and what were the intentions of the piece?
- What work did your group do in order to explore the stimuli and start to create ideas for performance?
- What were some of the significant moments during the development process and when rehearsing and refining your work?
- How did you consider genre, structure, form, style and language throughout the process?
- How effective was your contribution to the final performance?
- Were you successful in what you set out to achieve?

This assessment is externally moderated.

Externally - 60%

Component 2 (Performance from Text)

You will perform two extracts from a text in front of a visiting examiner. Each extract could be a monologue, duologue or group scene.

- Monologue: 2-3 minutes
- Duologue: 3-5 minutes
- 3-4 performance pupils: 10-12 minutes
- 5-6 performance pupils: 13-15 minutes

Prior to the performance date, pupils must send to the examiner their written work to explain their artistic intentions.

Component 3 (Theatre Makers in Practice)

You will study one of a choice of eight set texts. You will explore them practically to prepare for Section A of your exam.

- Section A will be short and extended response questions focussing on decisions made as a performer, a director and a designer.
- Section B will comprise of two questions requiring pupils to evaluate a live theatre performance from a show seen over the course of the two years. Typically, the show would be '*The Woman in Black*.'

When will you be assessed?

You will be assessed regularly throughout the two year course. In Year 10 your teacher will give you specific stimuli from which you will work in groups of 3-6 to devise your play. (3-4 pupils = 10-15 minute performance; 5-6 pupils = 20-25 minute performance.) The performances will be under exam conditions, with recordings and pupil portfolios completed in Year 10 to be sent off for moderation in Year 11. In February / March of Year 11, the visiting examiner will watch you perform two extracts from a play chosen for you by your teacher. The written exam will take place on a set date in May / June of Year 11.

What can you expect from studying GCSE Drama?

You will develop a much larger bank of Drama approaches and techniques, warm-up, and theory approaches to achieve more advanced devised scenes. You will create a play of your own and keep records of the rehearsal process. You will explore a range of theatre practitioners' methods both to enhance your own acting skills and to inform your critical judgements about live performance work. You will watch West End performances, keeping up to 500 words of notes on your chosen production to take into the exam with you. You will experiment, rehearse and refine two performance extracts from a play, with the opportunity to work either on your own, with a partner or within a group. You will study and experiment as an actor with a variety of genres, such as black comedy, satire, farce, historical and kitchen sink drama. For revision purposes, you will perform extracts from the set text for Component 3 within lessons as a way of considering how best to bring the text to life, and to prepare for written responses to the play in your exam.

Which A Levels / Further Education opportunities will this subject allow?

Drama feeds directly on to both A Level Drama and a BTEC in Performing Arts (Level 3), which is worth the same points as the A Level, should you decide to continue studying at a university afterwards. The GCSE Drama pathway directly leads you towards to a degree in Drama or a variety of other university or higher education courses. The creative industries are worth over £8 million an hour to the UK economy and as such, there are a huge number of jobs and professions linked to the subject.

Which careers does the subject link to?

Take GCSE Drama if you are considering a career in any of the following professions:

- Actor (Film, TV, Theatre)
- Drama Therapist

- Stage Manager
- Arts Administrator
- Television Production Assistant
- Drama Teacher
- Radio Presenter
- TV Presenter

It is also important to consider that as you achieve promotions in your chosen job, whatever it may be, this very often comes with an increased need to be able to present to and manage your own team. A GCSE in Drama better equips you for such challenges. It is also recognised as a valuable qualification to use to develop the following careers:

- Arts consultant
- Youth & community worker
- Personnel Manager
- Social Worker
- Media (various)
- Journalist
- Set designer
- Marketing Manager
- Charity Administrator
- Visual artist

Further Information

- <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

PHYSICAL EDUCATION

The GCSE PE course enables pupils to further develop their knowledge, understanding and skills to develop their own performance in sport. It also develops pupils' understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being. GCSE PE at Platanos College **will predominately be classroom based** theoretical lessons. This is to ensure that the scientific theoretical elements are fully covered and to prepare pupils for the **two** papers which will make up **60%** of their final grade.

Course Content & Assessments		
Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
What's assessed <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 	What's assessed <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 	What's assessed <ul style="list-style-type: none"> • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity. (Written NEA Coursework)
How it's assessed Written exam: 1 hour 15 minutes 78 marks 30% of GCSE	How it's assessed Written exam: 1 hour 15 minutes 78 marks 30% of GCSE	How it's assessed Assessed by teachers Moderated by AQA 100 marks 40% of GCSE

<p>Questions Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</p>	<p>Questions Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</p>	<p>Questions Pupils need to be competent in 3 activities. In each activity, pupils' skills are assessed in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Pupils will be also assessed on their analysis (15 marks) and evaluation (10 marks) to improve their level of performance in one activity.</p>
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As well as being the ideal preparation for the A Level Physical Education course, GCSE Physical Education allows for progression to related vocational courses, such as BTEC Level 3.

The course will provide the relevant skills and subject content for pupils to choose a variety of careers or degree options including, sports science; sports coaching; sports management; PE teacher; Physical Therapist; sports nutrition; commentator, sports journalist; sports psychology or performance analysis to name a few. The transferable skills pupils learn on this course, such as decision making, and independent thinking are also useful in any career path pupils choose to take.

COMPUTER SCIENCE

(A band only – current grade 4 in Mathematics required)

Why should you study this subject?

The vast majority of us use computers in our day-to-day lives for everything from gaming and communicating by email or on social media to finding information, paying our bills and shopping.

Computer Science GCSE was introduced to give pupils more advanced skills so you can make computers work for you. Computer Science also teaches you about the ever-changing risks of using the internet, so you can keep your personal information safe and avoid important security risks.

Topics

Paper 1: Principles of Computer Science

- Topic 1: Computational thinking
- Topic 2: Data
- Topic 3: Computers
- Topic 4: Networks
- Topic 5: Issues and impact

Paper 2: Application of Computational Thinking

- Topic 6: Problem solving with programming

Skills

Pupils will learn to be competent at designing, reading, writing and debugging programs. In addition, pupils will be taught to apply their skills to solve real problems and produce readable, robust programs.

Exam board

Edexcel

How you will be assessed

Paper 1: Principles of Computer Science

- Written examination: 1 hour 30 minutes
- Total of 75 marks
- This paper consists of five compulsory questions, each one focused on one of the topic areas.
- The questions consist of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items.

Paper 2: Application of Computational Thinking

- Practical onscreen examination: 2 hours
- Total of 75 marks
- This paper is practical in nature and requires pupils to design, write, test and refine programs in order to solve problems.

When you will be assessed

May/ June 2022

What can you expect from studying GCSE Computer Science?

Learning to program is a core component of a computer science course. Pupils will become competent at designing, reading, writing and debugging programs. Pupils will learn to apply their skills to solve real problems and produce readable, robust programs.

What A levels/ further education opportunities will this subject allow?

A Levels, a BTEC in Computer Science.

What careers does the subject link to?

There is a wide variety of career paths to choose from, here are some examples;

- Software developer
- IT consultant
- Cyber security consultant

- Systems analyst
- Games developer
- Computer network architect

Links to further information

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html>
- <https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb>

BUSINESS STUDIES

(A band only – current grade 4 in Mathematics required)

Why should you study Business Studies?

Everything in life involves Business. Think about your latest purchase and then think of what businesses made it possible for you to be using it right now?

Business is a major part of everyone's life and anybody who has a good idea about how businesses work are at an immediate advantage in the future.

Topics

Theme 1: Investigating small business

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding the external influences of business

Theme 2: Building a business

- 3.1 Growing the business
- 3.2 Making marketing decisions
- 3.3 Making operational decisions
- 3.4 Making financial decisions
- 3.5 Making human resource decisions

Skills

Theme 1: concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for pupils to explore core concepts through the lens of an entrepreneur setting up a business.

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

Exam board

Edexcel

How you will be assessed

Overview of assessment

- Two externally examined papers, one for each theme.
- Each examination: 1 hour 30 minutes.
- Total of 90 marks for each exam.
- The exam questions will be a mixture of multiple-choice, data response, short-answer, extended-writing and scenario-based questions.

When you will be assessed?

May/June 2022

What can you expect from studying GCSE Business?

By choosing GCSE Business, you will learn more about how small businesses are developed and discover how businesses promote themselves and keep their customers happy. You will also learn how businesses manage both their finances and the people who work for them.

What A levels/ further education opportunities will this subject allow?

This business course can help you prepare for further and higher education such as A Levels, BTEC Level 3 and apprenticeships.

What careers does the subject link to?

You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team. A GCSE Business course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry.

Links to further information

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>
- <https://www.bbc.co.uk/bitesize/examspecs/z98snbk>

I-MEDIA

Why should you study this subject?

Digital Created Content has taken over the world by storm; we see them daily and it's all around us. Website, movies, adverts and mobile apps affect our daily lives. Learning how they are created and why we create them has become an important part of the digital future.

This course will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualification will encourage independence, creativity and awareness of the digital media sector.

In addition, this course will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. This course will challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

Topics

Unit R081: Pre-production skills
Unit R082: Creating digital graphics
Unit R087: Creating interactive multimedia products
Unit R088: Creating a digital sound sequence

Skills

The Creative iMedia course provides pupils with a wide range of digital skills, from vision and design to marketing and communication. Skills that are applicable and sought-after across a wide range of sectors, from advertising to engineering, from broadcasting to journalism. It has four units, three of them are based on your coursework in making and changing images using Photoshop suite, GIMP, Audacity for sound engineering, editing skills in both sound and graphics.

Exam board

OCR (Cambridge Nationals)

How you will be assessed

Over 2 years, pupils are required to complete:

- 3 Control Assessment Modules (collectively 75% of the grade)
- 1 Written Exam (25% of the grade)

Unit R081: Pre-Production Skills

External assessment

Written paper – 1hr 15 mins

Set and marked by OCR

60 marks, 25% of overall grade

Unit R082: Creating digital graphics

Centre-assessed tasks, OCR-moderated

Approx. 10 hours – 60 marks (60 UMS)

Unit R087: Creating digital graphics

Centre-assessed tasks, OCR-moderated

Approx. 10 hours – 60 marks (60 UMS)

Unit R088: Creating digital graphics

Centre-assessed tasks, OCR-moderated

Approx. 10 hours – 60 marks (60 UMS)

When you will be assessed

It is expected that units R087 and R088 can be completed in year 10 of study. Unit R082 can be completed during the autumn term in year 11 and unit R081 will be the examination unit usually sat during the June exam period in year 11.

What can you expect from studying OCR Creative iMedia level?

This course lets pupils gain knowledge in a number of key areas in the field of media, from pre-production skills to digital animation, and offers a hands-on approach to learning. This course provides opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

The modules offered include two compulsory and two pre-selected units from a set of options.

What A levels/ further education opportunities will this subject allow?

- 16-18: IT Level 3 or Digital Media Level 3, Computer Science
- University: Animation, Multimedia Computing, Digital Image processing

What careers does the subject link to?

Knowledge of Information Technology is a requirement of virtually any job or career. Even those pupils who do not wish to pursue a career as a specialist in Information Technology will still need to have a good all-around knowledge of the subject. Completing this course is a way of showing future employers, colleges and universities that you can work through a wide range of Information Technology problems and have a good all-round awareness of different software applications.

Not limited to, but this course forms strong foundations for careers such as:

- Games designer & engineer
- Digital Animation & Graphics engineer
- Multimedia Design engineer
- Website developer
- 2D/3D modelling Engineer
- Media & film industry

Links to further information

- <https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/>

FURTHER MATHS

- Pupils will be selected to take Further Maths if they perform above a Grade 6 in year 9.
- The content will be taught in after school lessons and the expectation is for pupils to be independent and complete additional work at home.
- Other opportunities to take Further Maths may be available if pupils make exceptional progress in GCSE Maths in KS4.

Why should you study this subject?

This qualification fills the gap for high achieving pupils by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3.

Topics

The course covers a wide variety of topics from each of the key areas.

- 1) Number
- 2) Algebra
- 3) Coordinate Geometry (2 dimensions only)
- 4) Calculus
- 5) Matrix Transformations
- 6) Geometry

Skills

This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

It also provides an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.

Exam board

The course follows the **AQA** *Level 2 Certificate in Further Maths (8365)* content.

How will you be assessed?

Assessment is comprised of 2 papers:

- *Paper 1*: written paper (non-calculator) carries 40 per cent of marks

- *Paper 2*: written paper (calculator) carries 60 per cent of marks.

The AQA Level 2 Certificate in Further Mathematics qualification will be graded on a five-grade scale: A* with Distinction (A[^]), A*, A, B and C. Candidates who fail to reach the minimum standard for the grade C will be recorded as 'U' (unclassified) and will not receive a qualification certificate.

This course DOES NOT require coursework.

When will you be assessed?

Pupils will complete both papers in the same assessment series in year 11 at the end of the academic year.

What can you expect from studying GCSE Further Maths?

Further Maths offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement.

The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

What A levels/ further education opportunities will this subject allow?

AQA Level 2 Certificate in Further Maths could lead on to further study in Maths, Further Maths, Pure Maths or Statistics at A-level, and/or other related subjects such as Physics, Chemistry, Biology, Electronics, Psychology, Environmental Studies or Applied Science.

What are the career implications?

Studying maths helps you develop skills in logical thinking, problem-solving and decision-making, which are valued by employers across many job sectors. Careers directly related to maths include:

Actuarial analyst, Actuary Chartered accountant, Chartered certified accountant, Data analyst Investment analyst, Research scientist (maths), Secondary school teacher, Statistician, Systems developer, Civil Service fast streamer, Financial manager, Financial trader, Insurance underwriter, Meteorologist, Operational researcher, Quantity surveyor, Software tester.

Links to further information

- AQA Certificate Level 2 Further Mathematics:
- <https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365>

ADDITIONAL MATHS

- Pupils will be selected to take Additional Maths if they display exceptional performance in GCSE Maths and GCSE Further Maths.
- Other opportunities to take Additional Maths may be available if pupils make exceptional progress in maths in KS4.

Why should you study this subject?

Additional Maths targets learners who will take GCSE (9–1) higher tier Mathematics as well as the Further Mathematics GCSE. Many learners will go on to study AS and A Level Mathematics and, for these learners, this qualification provides an introduction to the subject at that level, with the possibility of subsequent, accelerated progress into AS and A Level Further Mathematics.

Topics

The course covers a wide variety of topics from each of the key areas:

- 1) Number
- 2) Algebra
- 3) Coordinate Geometry (2 dimensions only)
- 4) Calculus
- 5) Matrix Transformations
- 6) Geometry

Skills

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context
- develop confidence in using mathematical techniques in a variety of ways.

Exam board

The course follows the **OCR - Level 3 Certificate - Free Standing Mathematics Qualification in Additional Maths** content.

How will you be assessed

Assessment is comprised of 1 paper.

Paper 1: 100 marks, 2 hours, Calculators permitted

The Additional Mathematics qualification will be graded on a five-grade scale: A to E. Candidates who fail to reach the minimum standard will be recorded as 'U' (unclassified) and will not receive a qualification certificate.

This course DOES NOT require coursework.

When will you be assessed?

Pupils will complete the examination in year 11 at the end of the academic year.

What can you expect from studying Additional Maths?

Additional Maths consolidates and develops GCSE level mathematical skill and encourages learners to recognise the importance of mathematics in their own lives and to society. It also provides a strong mathematical foundation for learners who go on to study mathematics at a higher level, those learners who go on to study other subjects which make use of mathematics or those learners progressing to vocational qualifications or directly into employment.

What A levels/ further education opportunities will this subject allow?

Additional Maths provides excellent preparation and a strong foundation if choosing further study in Maths, Further Maths, Pure Maths or Statistics at A-level, and/or other related subjects such as Physics, Chemistry, Biology, Electronics, Psychology, Environmental Studies or Applied Science.

What are the career implications?

Studying maths helps you develop skills in logical thinking, problem-solving and decision-making, which are valued by employers across many job sectors. Careers directly related to maths include:

Actuarial analyst, Actuary Chartered accountant, Chartered certified accountant, Data analyst Investment analyst, Research scientist (maths), Secondary school teacher, Statistician, Systems developer, Civil Service fast streamer, Financial manager, Financial trader, Insurance underwriter, Meteorologist, Operational researcher, Quantity surveyor, Software tester.

Links to further information

- Free Standing Maths Qualification (FSMQ) Additional Mathematics 6993:
- <https://www.ocr.org.uk/qualifications/fsmq/additional-mathematics/>