

LOXFORD



YEAR 10 - 11 COURSE CHOICES 2021-23

Student Name: _____

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INTRODUCTION

In the Spring Term you will be making your choices for GCSE. At this stage, the curriculum will still be broad, so that you can continue to extend your knowledge and skills in a central core of subjects while beginning to make choices in other areas, based on your own abilities and preferences. This curriculum will ensure that as many opportunities as possible remain open to you, both for further study, at school and in higher education, and for your future career.

The GCSE curriculum at Loxford combines a core of compulsory subjects – English Language, English Literature, Mathematics and Science – in the Option Form Table 1, you will have to choose one Language, in Table 2, you will have to choose to study either History or Geography and in Tables 3 and 4, you will choose a further two courses. It is important that your workload is manageable to allow you to continue to pursue other interests.

It is important that you keep as many options open as possible, and you should bear the A Level curriculum in mind, which encourages breadth and from which you will be choosing 3 or 4 subjects. You should not be too quick to see yourself as a 'scientist' or a 'humanities' student, as combinations of these subjects will be encouraged right up to A Level, and universities will be looking for students with breadth as well as depth in their choice of subjects. In making your choices listen to your parents, teachers and friends, but remember:

THE CHOICE AND THE WORK ARE YOURS

MAKING YOUR CHOICE

Your choice should be based on:

- What is available;
- What you enjoy;
- What you are good at; and,
- What you might need for future study and careers.

You might have difficulty deciding which subjects to choose and be reluctant to opt for one course at the expense of another. It is therefore important to check which can be studied in the Sixth Form without a GCSE background and which can not. Where the GCSE is a requirement for A Level, a pass at grade 5 is the minimum grade expected. There is often the chance to pick up subjects at a later stage during further and higher education.

First, look into the content of the course. A summary of each course can be found in this booklet. Make sure that it matches up with your abilities and interests and, if necessary, talk to other students in Years 10 and 11.

Your interest must be in the subject itself, not the teacher. A poor reason for choosing a subject would be just because you like your teacher, since it is possible that a different member of staff would teach you next year. A more positive indicator would be that you are successful in the subject, can cope competently with its demands and enjoy the lessons. Unfortunately we are not always good at the things we like and sometimes do not like the things at which we are good.

Some careers need certain subjects. If you have a particular career in mind you can find out what is required by using the careers section in the LRC. For more information or advice you should consult your form teacher. By the end of Year 11, you might have very different aspirations. Fortunately the core subjects will help you to keep your options open.

Recommendations could be important. Your parents will have views and there are certainly advantages in listening to their advice. Your teachers will know your strengths and weaknesses, how you cope under pressure and how well you are likely to perform. Your friends, too, may try to persuade you to follow their course but you must make a decision according to your needs.

Remember: it has to be your choice, your work, your results.

So listen to advice, think about it seriously and then choose your own Examination courses.

Mrs. A. Johnson
Headteacher

Key Stage 4 Study Programme 2021-2023

Name: _____ Tutor Group: _____

A – Compulsory Subjects at GCSE

All students will study:

- English Language
- English Literature
- Mathematics
- Combined Science Trilogy (this will be a Double GCSE Award)
- Physical Education (this is not an examination course)
- Religious Education

B – Optional Subjects

You must pick one subject from EACH of the tables

- Strongly advise that students take a creative subject

TABLE 1	TABLE 2	TABLE 3	Table 4
French or Spanish or Italian	History or Geography	Art (choose either) <ul style="list-style-type: none"> • Art or • Textiles Drama Design Technology choose either: <ul style="list-style-type: none"> • Electronic Products or • Graphic Products or • Product Design GCSE PE Food Music Photography	Business Studies Computer Science Media Studies Sociology Geography History Art (choose either) <ul style="list-style-type: none"> • Art or • Textiles Drama Design Technology (choose either) <ul style="list-style-type: none"> • Electronic Products or • Graphic Products or • Product Design GCSE PE Food Music Photography

You can **ONLY** choose one Art subject and/or one Design Technology subject.

Please write down your chosen subjects below.

Table 1: _____

Table 2: _____

Table 3: _____

Table 4: _____

Reserve Choice 1 (From Table 3 or 4) _____

Reserve Choice 2 (From Table 3 or 4): _____

Other Language (If applicable) _____

Student's Signature _____

Parent's Signature _____

You will be informed of your courses towards the end of the Summer Term.

NB: Students will be selected for separate GCSE in Biology, Chemistry and Physics by the Curriculum Team Leader depending on your assessment grade in English, Maths and Science.

Please return the completed form to your Tutor by Monday 19th April 2021

Important Dates for Choices 2021 – 2023

- **Wednesday 27th January**

Year 9 Options Assembly.

- **Monday 22nd February**

Letter 2 to be sent.

- **Monday 1st March – Friday 26th March**

Taster lessons - all option subjects will offer an opportunity for students to find out what studying their subject at GCSE is like. We hope to offer this in school at a later date.

Option forms will be available to students during March and all students will have the opportunity to discuss their choices over the telephone

- **Monday 19th April**

Deadline for returning Options Forms to tutors

Compulsory Core Subjects

Subject: English Language

Examination Level: GCSE

Examination board: AQA

Examination Value: 100%

Controlled Assessment: None

Examination Structure: **Paper 1: Explorations in Creative Reading and Writing**
Written exam: Pupils will analyse and create fictional pieces of writing
50% of GCSE
Paper 2: Writers' Viewpoints and Perspectives
Written exam: Pupils will analyse and create non-fiction texts
50% of GCSE

Students Study:

All students will study English language as part of the compulsory core. The course aims to enhance students' appreciation and understanding of written texts, simultaneously developing reading, writing and speaking and listening skills. Examinations will require students to analyse non-fiction texts and test their reading and writing skills in a range of contexts.

Ways in which parents can support their children

- Encourage your child to read a range of non-fiction texts, e.g. newspaper, magazine or internet articles, newsletters, reviews, reports, letters (both formal and informal) and leaflets.
- Encourage your child to read for pleasure; this will increase imaginative descriptive and narrative writing skills.
- Encourage your child to look up new vocabulary and check spellings using a dictionary. Also use a thesaurus to find a range of interesting words. Redrafting homework and classwork is also very useful.

Career Value

The skills of reading, writing, speaking and listening are requirements for any further course of study. They are relevant to any career, as well as being essential skills in life.

Pathways after Year 11

AS and A2 levels in:

- English language and literature
- English literature
- Media studies
- Film studies

English as an Additional Language

For some students who do not have English as their first language, the EAL department will provide supplementary lessons which will help them improve their English skills. These lessons will support the

development of their use of English, build their confidence and provide a strong foundation from which they can access all areas of the curriculum.

Subject: English Literature

Examination Level: GCSE

Examination board: AQA

Examination Value: 100%

Controlled Assessment: None

Examination Structure: **Modern Literature and poetry**

Written exam- Students will answer one question on a modern text studied and compare unseen poetry to poetry studied within an anthology.
60% of GCSE

Shakespeare and the 19th Century Novel

Written exam- Students will answer one question on a Shakespeare text studied and one question on a 19th Century Novel.
40 % of GCSE

Students Study:

All students will study English literature as part of the compulsory core. The course aims to foster an enjoyment of reading as well as develop students' written response to a range of texts. Students will be examined on their understanding and appreciation of a range of prose and drama texts. This will include texts from different periods.

Ways in which parents can support their children

- Encourage students to read the set texts at least twice in their own time.
- Encourage students to watch different versions of the texts they have studied.
- Encourage students to read a range of poetry.
- Encourage students to read beyond set texts and develop opinions about writers' stylistic choices, e.g. how they structure novels, plays and poetry.

Career Value

The study of a range of literature will provide students with an appreciation of English literary heritage and an understanding of how writing is a product of the context in which it was written; it will also aid their emotional maturity by enabling them to discuss, interpret, analyse and evaluate content. English literature is an essential requirement for any further course of study in English.

Pathways after Year 11

AS and A2 levels in:

- English language and literature
- English literature
- Media studies
- Film studies

Subject: Mathematics

Examination Level:	GCSE
Examination Group:	EDEXCEL
Examination Value:	100%
Examination Structure:	Linear – Paper 1 Non Calculator, Paper 2 and 3 Calculator (all equally weighted)
Controlled Assessment:	None

Students Study:

Mathematics is a continuous learning process from the time students begin to count until you become very old. You will follow the National Curriculum which will encourage you to increase your knowledge and understanding of the work that you have already covered, as well as being introduced to many new ideas.

This course will cover a wide range of basic mathematical concepts allowing students to develop skills and knowledge in:

- Number
- Ratio and Proportion
- Algebra
- Shape, Space and Measure
- Data Handling

Throughout the course students will be given ample opportunity to develop key skills in the application of number, ICT, problem solving and teamwork.

How you will be assessed

All pupils will be following the Linear GCSE Mathematics which they will complete in year 11. There will be internal examinations which will be used to assess progress across the year. The three final external exams in June 2022 carry equal weight, and will be the sole factor determining the grade of students, there is no coursework.

All candidates will be entered for Edexcel GCSE Linear Mathematics Specification, either at Higher Tier (Grades 9-4 and U) or Foundation Tier (Grades 5-1 and U). It is anticipated that the vast majority of our candidates will be entered for the Higher Tier.

Following an internal exam in June of Year 9, decisions will be made about which pupils should continue on the Higher Tier, and which should take Foundation Tier and pupils will be allocated to different sets in Year 10 accordingly.

Career Value

Mathematics is a core subject providing skills which are used in every job you do in the future. It requires you to be methodical, organised, accurate and logical. Mathematics also provides access to a wide range of careers and is essential for further education beyond Year 13.

Main Textbook used

Oxford GCSE Mathematics

Loxford School Study Programme 2021-2023

WAYS IN WHICH PARENTS CAN HELP THEIR CHILDREN

By encouraging your child to make good use of all available resources on 'Fronter' and 'MyMaths' to maximise their potential.

By monitoring/checking your child is completing homework set, on time.

By ensuring regular revision is carried out by your child on topics taught in class.

By ensuring that mathematical equipment (protractor, setsquare, compasses, ruler, pencil, rubber and calculator) are provided and brought to all Mathematics lessons.

Subject: Science (Combined Trilogy)

Examination Level: GCSE – Combined Trilogy (Double Award)

Examination Group: AQA

Examination Value: 100%

Examination Structure: Linear- end of Year 11 (6 papers – two biology, chemistry and physics)

Controlled Assessment: No controlled assessment – replaced by practical competences

Students Study:

Science is an interesting and valuable subject which is of particular relevance in today's world. Through the exploration and study of science, students will:

- Develop their interest in and enthusiasm for Science.
- Develop a critical approach to scientific evidence and methods.
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society and necessity for progression of further learning.

The course covers all the main components of Biology, Chemistry, Physics and How Science Works as stipulated by the National Curriculum.

Particular emphasis is placed on developing an appreciation of the methods of scientific enquiry. Students will be asked to make predictions, form hypotheses, plan and carry out investigations as well as evaluate and interpret their work, relating to scientific ideas.

Main textbook used:

Combined Science Trilogy 1 and 2 (Hodder Education)

How you will be assessed

All students will be following the Linear GCSE Science course which they will complete at the end of Year 11.

Students will be tested with six exam papers which will include two biology, two chemistry and two physics papers. Each examination will be 1 hour and 15 minutes long and will be equally weighted (16.7% each). Students will be completing either the Higher or Foundation tier papers.

Exam papers will consist of multiple choice, structured, closed and open response questions.

There is no coursework or controlled assessment. Students will be completing 21 required practical's and will be tested on their understanding of practical skills and techniques in the final examination.

Loxford School Study Programme 2021-2023

Students can obtain lab books from the department to create a log of all practical work. They can also buy CGP revision guides and workbooks from the department.

More information about the course can be found by accessing the following link:

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Career Value

Science is a core subject - all students study science up to the age of 16. It is recognised by the Government and employers alike to be very important. It encourages a disciplined and logical approach to problem solving as well as skills such as accuracy in observation and measurement, effective communication, data analysis and literature searches.

It is a required qualification for entry into a number of professions including: Engineering, Medicine (human and animal) and any laboratory work.

Subject: Physical Education

(Non-Examined)

Students will have a choice of activities to follow. This enables them to extend their skills and knowledge gained, in the lower years and also have the opportunity to focus in depth on two activities in which they have an interest.

Subject: Religious Education

In Year 9 students begin studying for their Religious Education GCSE which is continued into Year 10 with the final examinations being sat in Year 11.

See Pages 30-31 for more details.

Course Choices

Art and Design

Examination Level: GCSE

Examination Group: AQA

Examination Value: 40% Unit 2 (Practical exam)

Coursework Value: 60%

Examination Structure: An end of coursework examination paper is given out 6 weeks in advance to enable students to prepare. The practical exam lasts 10 hours (2 school days) and is worth 40% of the final grade. During the exam period a gallery visit will take place.

Coursework Structure: Students work on 4 units of coursework each equally weighted in marks: 'Natural and Mechanical Forms', 'Cultures', 'Contrast' and 'Fragments' during the course a visit to a gallery or museum will take place. The coursework counts as 60% of the final grade.

Students Study:

Students study the 'Natural and Mechanical forms' section in the Autumn Term and learn about artists such as Georgia O'Keeffe, Sam Gomez, Van Gogh, Salvador Dali and Roy Lichtenstein and implement personal investigations to find artists they are interested in for personal development also. In the 'Cultures' section in the Spring Term of Year 10 they visit the British museum and learn about different cultural patterns and implement these in their 3D clay masks. In the summer term students complete the 'Past and Present' section of coursework and learn about the artwork of Dain and Michelle Caplan. In year 11 they implement personal investigations into artists of their choice to further develop their work and produce final outcomes. Students complete a 5 hour mock exam in this term also. They work individually on their units using a variety of media which includes paint, clay, printing, pencil, colour pencil and biro pen.

In January of Year 11 the exam unit is begun. A choice of topic titles is provided by AQA and students explore one title from those provided. They produce a body of development work linking to artists they chose for this and the final piece is completed in the 10 hour final exam.

Career Value

A certificate in Art and Design can be the first step towards a further course in Graphics, Textiles, Fashion, Photography or any of the Design courses. These lead on to work in Television, Magazines, Graphic Companies, and the Fashion and Music Industry. It is this course which is valued by employers as it shows visual creative thinking and the ability to work independently and solve problems.

Subject: Business

Examination Level:	GCSE
Examination Group:	EDEXCEL
Examination Value:	100%
Examination Structure:	Two 1hr 30 mins paper (worth 50% each) – both are in the 2 nd year of study.

The examination papers will consist of calculations, multiple-choice, short-answer and extended-writing questions. The paper will include questions that target mathematics at a minimum of Key Stage 3 level.

Students Study:

Throughout the course, students may use computers for Word Processing, Excel, Graphics and Research as appropriate within the business contexts set. The course should encourage students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. Business studies enable students to:

- Actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds;
- Use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements;
- Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts;
- Appreciate the range of perspectives of different stakeholders in relation to business and economic activities;
- Consider the extent to which business and economic activity can be ethical and sustainable.

Career Value

Students studying business often pursue business or business-related subjects in sixth form such as finance and economics. Students often apply what they learnt in GCSE business in these subjects at sixth form and find that their prior knowledge of business proves great value.

Business studies prepare students for the world of work. It is a subject valued by employers because it provides knowledge of business activity and encourages skills which are needed in many occupations such as Finance, Marketing, Human Resources Sales, Merchandising and Distribution.

**Students choosing Business Studies will be guided onto the suitable course for them to achieve their best grade.*

Subject: Computer Science

Examination Level:	GCSE
Examination Group:	EDEXCEL
Examination Value:	100 %
Examination Structure:	2 examinations: Paper 1; 1 hour 30 minutes, 75 marks. Paper 2; 2 hours, 75 marks
Non-Exam Assessment:	None

Students Study:

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an underpinning subject across science and engineering, is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees.

The aims and objectives of this qualification are to enable students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

Units studied:

Component 1 – Principles of Computer Science - 1 hour 30 minutes; 50% of the grade. Externally assessed. This paper consists of multiple-choice, short open response, open response and extended open response questions.

All questions are mandatory. The total marks available for the paper is 75.

Component 2 – Application of computational thinking – 2 hours; 50% of the grade. Externally assessed. On screen examination. This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will program solutions written in Python 3.

All questions are mandatory. The total marks available for the paper is 75.

• Career Value

This qualification will provide excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of computing, engineering and science.

Subject: Creative Media Production – Tech Award (BTEC Level 2)**Examination Level:** BTEC Level 2 (Equivalent to 1 GCSE)**Examination Group:** EDEXCEL**Examination Value:** 40% of final grade**Examination Structure:** 9 hours of supervised sessions**Component Assessment:** Students complete two components of internally assessed work (in addition to the exam component) throughout the two years of study. This will involve learning about the creative media sector and developing technical skills.

Component	Assessed	Grade	Equivalent GCSE Grade
1. Exploring Media Products	Internally	Pass	C
		Merit	B
2. Develop Digital Media Production Skills	Internally	Distinction	A
3. Create a media project in response to a brief	Externally	Distinction*	A*

Students Study

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. It is a hands-on course that offers a taste of what the sector is like, as well as the skills and confidence to succeed in their next steps. Students get the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the industry. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products
- process that underpins effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas
- attitudes that are considered most important in creative media production, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as production processes and techniques.

Career Value

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. Learners who achieve Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Media, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.

London is one of the largest media capitals in the world and offers a magnitude of career choices in all areas of the media. Media Studies can open the door to a range of exciting careers such as law, music, film production, journalism, advertising and marketing. As we enter an ever-changing media and information age, an understanding of how the industry works has become essential to all careers.

Subject: Design and Technology - Electronic Products

Examination Level:	GCSE
Examination Group:	EDEXCEL
Examination Value:	50%
Examination Structure:	1hr 45mins paper
Coursework:	50%

Assessment Requirements:

Component 1 - Written paper – 100 marks - 50%



This section contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 15 marks of calculation questions in component 1.

Students Study:

Students may only **choose one** design and technology specialist materials category from the following list:

- Design and technology – Graphics
- Design and technology – Resistant materials
- Design and technology – Electronics

Component 2 – Coursework - 100 marks - 50%

Students will undertake a project based on a contextual challenge released by Edexcel on the 1st of June, a year before certification. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product. Tasks will be internally assessed and externally moderated. The marks are awarded for each part as follows.

- 1 – Investigate (16 marks)
- 2 – Design (42 marks)
- 3 – Make (36 marks)
- 4 – Evaluate (6 marks)

At the end of the course all students will gain a GCSE in design & technology but, although they will have followed different subject specific pathways, these will not be named specifically on the final qualification. The GCSE design & technology qualification will operate on a level 9–1 awarding.

Design and technology – Electronics

When designing or modifying a product, students should be able to apply their knowledge and understanding of materials, components and manufacturing processes.

Students will learn:

- The sources, origins, physical and working properties of components and systems and their social and ecological footprint.

- The way in which the selection of components and systems is influenced.
- The impact of forces and stresses on objects and how they can be reinforced and stiffened.
- Stock forms, types and sizes in order to calculate and determine the quantity of components required.
- Alternative processes that can be used to manufacture components and systems to different scales of production.
- Specialist techniques, tools, equipment and processes that can be used to shape, fabricate, construct and assemble a high-quality systems prototype.
- Appropriate surface treatments and finishes that can be applied to components and systems for functional and aesthetic purposes

Career Value

Technological skills are in high demand. It is an area of skills shortage and employment is high with excellent career prospects. A technology qualification is highly beneficial in a wide range of careers. With technology increasingly influencing our lives, an understanding of technology is useful in many fields of employment. Beyond this there are a wide number of options from degree studies through to basic vocational levels in a wide range of industries. At degree level, study in technology may follow a design route, science route or technical route although Technology subjects are not valued simply for their development of practical skills related to particular industries but also for their emphasis on creative thinking, research, testing solutions, project management and working as part of a team. If you have any questions to ask about this course, Mr Gray will be pleased to discuss them with you.

Subject: Design and Technology - Graphic Products

Examination Level:	GCSE
Examination Group:	EDEXCEL
Examination Value:	50%
Examination Structure:	1 hr 45mins paper
Coursework:	50%

Assessment Requirements:

Component 1 - Written paper – 100 marks - 50%

Section A – Core content (40 marks)	+	Section B – Specialist materials category (60 marks)
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This section contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 15 marks of calculation questions in component 1.

Students Study:

Students may only **choose one** design and technology specialist materials category from the following list:

- Design and technology – Graphics
- Design and technology – Resistant materials
- Design and technology – Electronics

Component 2 – Coursework - 100 marks - 50%

Students will undertake a project based on a contextual challenge released by Edexcel on the 1st of June, a year before certification. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product. Tasks will be internally assessed and externally moderated. The marks are awarded for each part as follows.

- 1 – Investigate (16 marks)
- 2 – Design (42 marks)
- 3 – Make (36 marks)
- 4 – Evaluate (6 marks)

At the end of the course all students will gain a GCSE in design & technology but, although they will have followed different subject specific pathways, these will not be named specifically on the final qualification. The GCSE design & technology qualification will operate on a level 9–1 awarding.

Design and technology – Graphics

When designing or modifying a product, students should be able to apply their knowledge and understanding of papers and boards, components and manufacturing processes.

Students will learn:

- The sources, origins, physical and working properties of papers and boards and their social and ecological footprint.
- The way in which the selection of papers and boards is influenced.
- Alternative processes that can be used to manufacture paper and board products.
- Specialist techniques, tools, equipment and processes that can be used to shape, fabricate, construct and assemble a high-quality paper and board prototype.
- Appropriate surface treatments and finishes that can be applied to papers and boards for functional and aesthetic purposes

Career Value

Technological skills are in high demand. It is an area of skills shortage and employment is high with excellent career prospects. A technology qualification is highly beneficial in a wide range of careers. With technology increasingly influencing our lives, an understanding of technology is useful in many fields of employment. Beyond this there are a wide number of options from degree studies through to basic vocational levels in a wide range of industries. At degree level, study in technology may follow a design route, science route or technical route although Technology subjects are not valued simply for their development of practical skills related to particular industries but also for their emphasis on creative thinking, research, testing solutions, project management and working as part of a team. If you have any questions to ask about this course, Mr Gray or Mr Bainbridge will be pleased to discuss them with you.

Subject: Design and Technology - Resistant Materials

Examination Level:	GCSE
Examination Group:	Edexcel
Examination Value:	50%
Examination Structure:	1 hr 45mins paper
Coursework:	50%

Assessment Requirements:**Component 1 - Written paper – 100 marks - 50%**

This section contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 15 marks of calculation questions in component 1.

Students Study:

Students may only **choose one** design and technology specialist materials category from the following list:

- Design and technology – Graphics
- Design and technology – Resistant Materials
- Design and technology – Electronics

Component 2 – Coursework - 100 marks - 50%

Students will undertake a project based on a contextual challenge released by Edexcel on the 1st of June, a year before certification. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product. Tasks will be internally assessed and externally moderated. The marks are awarded for each part as follows.

- 1 – Investigate (16 marks)
- 2 – Design (42 marks)
- 3 – Make (36 marks)
- 4 – Evaluate (6 marks)

At the end of the course all students will gain a GCSE in design & technology but, although they will have followed different subject specific pathways, these will not be named specifically on the final qualification. The GCSE design & technology qualification will operate on a level 9–1 awarding.

Design and technology – Resistant Materials

When designing or modifying a product, students should be able to apply their knowledge and understanding of timbers, components and manufacturing processes.

Students will learn:

- The sources, origins, physical and working properties of each natural and manufactured timber and their social and ecological footprint.
- What influences the selection of each natural and manufactured timber.
- The impact of forces and stresses on each natural and manufactured timber and how they can be reinforced and stiffened.
- Typical stock forms, types and sizes used in order to calculate and determine the required quantity of each natural and manufactured timber.
- Alternative processes that can be used to manufacture typical timber products.
- Specialist techniques, tools, equipment and processes that can be used on timber to shape, fabricate, construct and assemble a high-quality prototype.

Career Value

Technological skills are in high demand. It is an area of skills shortage and employment is high with excellent career prospects. A technology qualification is highly beneficial in a wide range of careers. With

technology increasingly influencing our lives, an understanding of technology is useful in many fields of employment. Beyond this there are a wide number of options from degree studies through to basic vocational levels in a wide range of industries. At degree level, study in technology may follow a design route, science route or technical route although Technology subjects are not valued simply for their development of practical skills related to particular industries but also for their emphasis on creative thinking, research, testing solutions, project management and working as part of a team. If you have any questions to ask about this course, Mr Gray, Ms Philip, Mrs Carson or Mr Pan will be pleased to discuss them with you.

Subject: Drama

Examination Level: GCSE

Examination Group: AQA

Examination Value: 40%

Practical Assessment: 60%

Examination Structure: The examination is divided into three components.

Component 1 - Understanding Drama

Written Paper

• 80 marks. 40% of the total GCSE. 1hr 45mins.

<p>Section A (4 marks) Multiple choice.</p>	<p>Section B (44 marks) Four questions on extract from <i>Blood Brothers</i>.</p>	<p>Section C (32 marks) One question (from a choice) on the work of theatre makers in a single live theatre production.</p>
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Component 2 - Devising Drama

Practical Examination - Internally Assessed/Externally Moderated

Candidates will prepare a piece of devised drama in a group based on a stimulus.

- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work
- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total, 40% of GCSE.

Component 3 – Texts in Practice

Practical Examination – Visiting Examiner

Performance of two extracts from text of centres choice.

40 marks total:

Extract A 20 marks.

Extract B 20 marks.

- 60 marks brief
- 20% of GCSE.

Students Study:

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre. The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study. The written exam paper is designed to help all students realise their full

potential. A variety of question styles asks students to combine what they've learned about how drama is performed with their practical experience and imagination.

Career Value

GCSE Drama will play an important part in any career that you choose

This specification provides opportunities for the development of the Key Skills of Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving at Levels 1 and/or 2 through the use of:

- Team Work
- Leadership
- Communication Skills
- Confidence
- Creativity
- Patience
- Critical thinking skills.
- Contextual analysis.

Subject: Food Preparation and Nutrition

- **Examination Level:** GCSE
- **Examination Group:** WJEC Eduqas
- **Examination Value:** 50%
- **Examination Structure:** 1hr 45 mins paper
- **Controlled Assessment:** 50% (Task 1: 15% + Task 2: 35%)

In this new and diverse Food GCSE students will place themselves in the position of real life nutritionists, dieticians and entrepreneurs in developing, preparing and making a range of food products to meet customer/client needs and wants. Through practical and academic tasks all students will develop the knowledge, understanding, culinary skills, business skills and scientific skills to improve existing commercial recipes and convenience foods found on our high streets.

Academically, students will use market research in designing and making tasks so their practical work is customer focused at all times. Students will set out to improve existing commercial foods and ready made meals through physical `dis-assembly` and scientific analysis of food labels. The course will actively encourage students to apply skills and knowledge learnt in other subjects such as business, art, photography, science, IT through their portfolio work.

With 50% of the final grade based on controlled assessment, Food Preparation and Nutrition will develop students independence and confidence in project management and will encourage students to explore and experiment with ingredients and ideas using real life scenarios. Entrepreneurship, science and practical skills will be at the heart of the new course but delivered through the medium of food. Scenarios can be and will be adapted so students can individualise and customise their projects.

`Hands-on` practical skills involved in the preparation and cooking of a wide range of dishes and foods will account for the majority of the coursework mark. The theory and written work covers topics such as general nutrition, specific dietary requirements, health and hygiene, marketing and promotion of food items for a specific food related business taking account of current market and food trends. We also cover budgeting and actively encourage students to use the best value ingredients available from local shops and supermarkets to create original, low-cost, nutritious, well presented variations of popular high street dishes.

Summary of Assessment: 50%-50%

Coursework - Research Task 1. 15% - One short task to include investigation and making. This will be internally assessed and externally moderated.

Coursework - Research Task 2. 35% - One task set by WJEC in Year 11 and carried out in class time to include supportive investigational work and practical outcomes.

Examination 50% - One 1hr. 45 min. paper. All questions compulsory. There will be one exam which is taken by all students at the end of Year 11.

Career Value:

Food Preparation and Nutrition should not be valued simply for the development of practical skills. The new GCSE specification has placed an increased emphasis on students developing high level analytical and creative thinking skills sought by employers in all business sectors. In addition, the course would be a great early foundation for courses and careers related to business, food technology, culinary art, science, nutrition, medicine, nursing, catering and hospitality, child care, teaching, health and social care.

If you have any further questions to ask about this course Miss Langshaw, Mrs Carson or Mr Gray will be pleased to answer them.

Subject: French

Examination Level: GCSE

Examination Group: EDEXCEL

Examination Value: Listening (25%)
Reading (25%)
Speaking (25%)
Writing (25%)

Examination Structure:	Listening and understanding	(25%) Externally assessed
	Reading and understanding	(25%) Externally assessed
	Speaking	(25%) Externally assessed
	Writing	(25%) Externally assessed

Students Study:

The GCSE course aims to enable students to develop an understanding of the language chosen in a variety of contexts, through the acquisition of relevant skills, grammar, structures and vocabulary. Students will benefit from the development of transferable language learning skills and the ability of communicating in a foreign language. They will also develop an awareness and understanding of the countries and communities where the language chosen is spoken. The emphasis is on communication in the language chosen through speaking, listening, reading and writing. Students will develop practical skills for use in specific circumstances. The units of work are topic based and they cover areas such as personal identity, school, leisure, eating out, holidays, work, environment, healthy lifestyles and future plans. Students will work using CDs, books, real documentation from the countries where the language is spoken, magazines, videos and the Internet. Extra-curricular activities are also organised in Year 11 in order to improve linguistic competence and to develop cultural insight.

If you would like to be entered for an examination in a language other than the one you study at school, see Mr Erulin for further details.

Career Value

Foreign language skills are desirable and useful in a wide range of careers. As well as increasing employability, they broaden the range and variety of accessible careers. There is a great demand in the workplace for people who can speak languages other than English. Statistically language graduates have lower rates of unemployment than graduates in the great majority of other subjects. Employers are waking up to the need to recruit people with languages - and not just the obvious ones either. Community languages

such as Arabic, Urdu, Punjabi, Bengali and many more are increasingly being required too. Rest assured if you choose languages your skills will be in high demand. Speaking another language is a concrete and demonstrable skill - like being able to drive a car or touch type. Learning a language teaches people all sorts of other valuable things too which they will find invaluable later in the world of work. Using language to persuade, argue or explain, preparing presentations, putting text in different forms for different audiences, putting ideas across clearly - all these are vital skills for the workplace, whatever language they operate in. Learning how to interact with speakers of other languages can help to see things from a range of perspectives, making you more adaptable, creative, and insightful. The ability to operate cross-culturally is becoming just as much valued by employers as straight language skills.

Many types of employers seek employees with multilingual capabilities, examples include: multiple government agencies, travel industry, engineering, educational field, international law, public policy and advertising. Knowledge of a second language opens doors to additional employment opportunities, increased chances of a higher salary, and sets a potential employee apart from others competing for the same job.

Subject: Geography

Examination Level: GCSE

Examination Group: AQA

Examination Value: 100%

Examination Structure: Three Written Papers:
 Paper 1: Living with the physical environment (1hr 30mins)
 Paper 2: Challenges in the human environment (1hr 30mins)
 Paper 3: Geographical applications (1hr 15mins)

Students Study:

A good Geography student will have a wide interest in every aspect of the world around them. The AQA specification is engaging and relevant to today's geographers – a qualification that enables students to explore the world, the issues it faces and their own place in it, and to help prepare them to succeed in their chosen pathway.

They will study the interaction of physical and human factors. Students will learn skills in the analysis of complex patterns, determining the causes of events and management of the consequences. They will learn about places at local, national, and international levels.

The course provides information in a wide variety of forms from written statements and graphs to maps and diagrams. The titles of the 3 course modules are:

* Living with the physical environment – The challenge of natural hazards; The living world; Physical landscapes in the UK; Geographical skills

* Challenges in the human environment – Urban issues and challenges; The changing economic world; The challenge of resource management; Geographical skills

* Geographical applications – Issue evaluation; Fieldwork; Geographical skills

Geography as a subject depends upon the real world. Much of the Geographical applications paper will be related to studies done outside school which is supported by a number of field trips throughout the course.

By the end of the course students should be skilled in interpreting data about global issues and society around them.

Career Value

A good grade in Geography indicates to an employer that a student has a wide knowledge of places in the world and an ability to handle information. Geography provides students with a diverse range of cross curricular skills and is statistically the most employable subject in the workplace with most professions recognising Geography as a valued subject.

Geography is applicable to careers like:

Tourism, Journalism, Engineering, Teaching, Law, Economics, Architecture, Planning, Surveying, Accountancy, Civil Service, Sales, Personnel, Transport, Merchant Banking, Commodity Broking, Insurance, Travel Agency, Management Consultancy, Environmental Work, Meteorology, Development Work and many more.

Subject: History

Examination Level: GCSE

Examination Group: EDEXCEL

Examination Value: 100%

Examination Structure: Three Exam Papers.

Students Study:

Students will study four units covering different time periods and countries:

Paper 1: Thematic Study + Historic Environment: Medicine through time from 1250-Present and how medicine developed in the context of the Western Front during World War I.

Paper 2: Period Study 50 Years: Superpower relations in the Cold War
British Depth: Early Elizabethan England

Paper 3: Modern Depth: The USA conflict at home and abroad 1954-1971
The American Civil Rights Movement and the Vietnam War.

Students who study History

History students should enjoy learning about the past and be willing to reflect on how past events, societies and individuals have shaped the world we live in today. History students will learn to ask questions. As part of the course pupils will engage with different historical interpretations and analyse primary source material. The skills developed will apply to a range of careers as explained below.

Importantly students should have an excellent level of literacy in order to access the exam and be able to communicate their ideas. For this reason, future employers recognise the academic value of the subject.

Career Value

History is a subject valued by employers because it encourages skills which are needed in many occupations. Students can present arguments, understand human behaviour in a range of circumstances, and interpret written, visual and numerical information.

The Civil Service, Financial Services, Journalism, Law, Management and Teaching are just a few

careers for which History can be good preparation.

Employers who see that you have a qualification in history know that:

- you can **understand how people operate**, what motivates them what they think and feel
- you are able to **gather and read different kinds of information** and can **check it for bias or propaganda**
- you are able to **communicate clearly** and have **learned to express yourself** verbally and on paper

Subject: Media Studies

Examination Level: GCSE

Examination Group: EDUQAS

Examination Value: 70% of final grade

Examination Structure: 2x 1hr 30mins papers (one worth 30%, one worth 40% of final grade)

Non-Exam Assessment: x1 individual media production (30% of final grade) for an intended audience in response to a choice of briefs set by WJEC. Examples could include: Create a DVD front and back cover and a film poster for a new film in a genre/style of your choice aimed at teenagers; Create an original music video for a new or local/unsigned band or artist in a genre/style of your choice aimed at teenagers.

Students Study

Through studying both established and evolving media forms, learners will gain a real awareness of the role of the media in society and culture. The study of a range of rich and stimulating media products is central to this course. Learners will draw on their existing experience of the media, but will also extend their appreciation and critical understanding through the study of products with which they may be less familiar, including products for different audiences.

Students will study:

- advertising
- film marketing
- magazines
- music video
- newspapers
- online, social and participatory media
- radio
- television
- video games.

These topics will be studied looking at the four key areas of genre, representation, media industries and audiences. This course enables learners to develop a range of skills in both analysing and producing media products, including analysis, comparison, critical thinking, decision-making and media production skills.

Career Value

London is one of the largest media capitals in the world and offers a magnitude of career choices in all

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areas of the media.

Media Studies can open the door to a range of exciting careers such as law, music, film production, journalism, advertising and marketing. As we enter an ever-changing media and information age, an understanding of how the industry works has become essential to all careers.

Subject: Music

Examination Level:	GCSE
Examination Group:	EDUQAS
Examination Value:	40%
Examination Structure:	Performing music (30%), Composing music (30%), Listening and Appraising (40%)
Controlled Assessment:	1) Two compositions (30%) 2) Two performances (30%)

Students Study:

Skills & Concepts

GCSE music allows you to develop your skills in three main areas

1. Performing – you will develop instrumental or singing skills within each strand as well as having the opportunity to develop ability to perform music of your own choice and as part of a group.
2. Composing – you will develop composition skills and are also given the opportunity to compose music of your own choice.
3. Listening and Appraising – you will develop your knowledge and use of music vocabulary and learn how to identify a wide range of musical characteristics and techniques. This will underpin your work in performing and composing.

Controlled assessment

Performing music (30%)

Students perform two pieces for at least four minutes combined duration.

- A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble.
- One of the pieces performed must link to an area of study of the learner's choice.

Composing music (30%)

- Students compose two compositions, of at least three minutes combined duration
- One composition must be in response to a brief set by the exam board (Students will choose one brief from a choice of four, each one linked to a different area of study).
- One free composition.

EXAM

Listening and Appraising (40%) 1 hour 15 mins.

Students will learn about the following 4 areas of study, developing their skills during project based work. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context.

1 The Western Classical Tradition forms the basis of Musical Forms and Device.

This area of study includes **one** prepared extract which students will study in depth: ***Badinerie: Bach*** (1783)

2 Music for Ensemble

3 Film Music

4 Popular Music provides an opportunity to look at contrasting styles and genres of music from Rock and Pop, musicals and Bangra.

This area of study includes **one** prepared extract which learners will study in depth ***Africa***: Toto (released 1982)

A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

Instrumental Lessons

You do not...

- have to be good at reading music but it helps to have a basic knowledge of reading pitches and rhythms
- have to have reached a certain grade on your instrument/voice to take music but the students who reach the highest grades at GCSE tend to be a grade 3 or above standard
- have to have instrumental or singing lessons to take music but the course is much easier if you do.

You will...

- have to participate in the musical life of the school
- be given priority in receiving vocal or instrumental lessons, depending on space.

Career value

Employers and top universities value skills achieved through music; teamwork, problem solving, confidence development, self-presentation, independent study and self-determination. Actual jobs can include music therapist, performer, composer, teacher, and all jobs related to media: radio, film and TV work and production/recording studio.

Subject: Photography

Examination Level: GCSE

Examination Board: AQA

Examination Value: 40% Unit 2 (Practical Exam)

Coursework Value: 60%

Examination Structure: An end of coursework examination paper is given out 6 weeks in advance to enable students to prepare. The practical exam lasts 10 hours (2 school days) and is worth 40% of the final grade. During the Exam Period a "Gallery Visit" will take place.

Coursework Structure: Coursework is divided into 4 sections each is equally weighted: "Introductory skills", "Mixed Media", "Colour, Pattern and Texture" and 'Fragments.' The coursework counts for 60% of the final grade.

Students Study:

"Introductory skills" in the Autumn term where they learn about photographers Michael Hughes, Bill Brandt and Edward Weston and learn techniques such as Selective colour. Students also learn basic skills like using editing software and how to use a camera during this unit. They also use the darkroom to print their own negatives which we process in school. "Mixed media" in the Spring term, where they learn about Photographers including John Stezaker, David Hockney and Melinder Gibson. They study "Abstract" in the Summer Term of Year 10 where they learn about photographers including Mari Mahr, Alex Castro and Ashley Edwards and "Colour" in Autumn Term of Year 11 where they learn about photographers such as John

Balderssari, Wolfgang Tilmans and Pop Artist Andy Warhol. They also learn practical skills like Hand Colouring and light painting completed in the darkroom in this unit. Students also complete a 5 hour mock exam in this term too. Students work individually on their units and are required to produce Photographic outcomes for each unit, and they will be required to use drawing to illustrate ideas and plans in their sketchbook but this work is not graded for its artistic skill.

In January of Year 11 the exam unit is begun. A choice of topic titles is provided by AQA and students explore one title from those provided. They produce a body of development work linking to artists they chose for this and the final piece is completed in the 10 hour final exam.

Special Requirements:

Students should have a camera or camera phone. The camera need not be expensive but a digital camera with at least 12 mega pixel capacity is a basic requirement.

Career Value

A certificate in photography can be the first step towards a further photography qualification at A Level standard or can lead into combined subject courses at college or university level. These can lead on to work in Television, Magazines, Graphic Design Companies, and the Fashion and Music Industry. It is this course which is valued by employers as it shows visual creative thinking and the ability to work independently and solve problems.

Subject: Physical Education

Examination Level: GCSE

Examination Group: AQA

Examination Value: Paper 1 – 30%
Paper 2 – 30%

Controlled Assessment: 40%

Examination Structure:

Paper 1: The human body and movement in physical activity and sport

What is assessed

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

Paper 2: Socio-cultural influences and well-being in physical activity and sport

What is assessed:

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Controlled Assessment:

Non-exam assessment: Practical performance in physical activity and sport – 30%

What is assessed:

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.

How it is assessed:

- Assessed by teachers
- Moderated by AQA

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Analysis and evaluation of performance to bring about improvement in one activity – 10%

Performance analysis assessment is worth 25 marks and equates to 10% of the overall qualification. Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity. Students can analyse and evaluate their own performance or the performance of another person. This can be carried out in either verbal or written format.

Career Value

PE is a subject accepted by employers as a GCSE. It is useful for students who are considering a career that includes any aspect of sport. For example:

- Health and fitness
- Club and Duty Management;
- Sales and Marketing;
- Instructing and Coaching;
- Consultancy work based on GP referrals - usually with particular sections of the population, e.g. those with diabetes, arthritis;
- Osteopathy, Physiotherapy, Naturopathy and Chiropractic;
- Lifestyle Consultancy and Nutrition - opportunities are increasing as the sector embraces the concept of wellness.

Sport and recreation

- Sport Development, Performance, Administration and Facility Management;
- Outdoor Education;
- General Management in venues including theme parks, cinemas and tourist attractions;
- Outdoor Pursuits;
- Sport Media, including writing, PR and marketing;
- Online games Software Development and Business Development;
- Management of Holiday and Caravan Parks;
- Roles within Adventure Tourism and Gap Year Providers.

Subject: Punjabi**Examination Level:** GCSE**Examination Board:** AQA**Examination Value:** Listening (25%)
Reading (25%)
Speaking (25%)
Writing (25%)**Examination Structure:** Listening and understanding (25%) Externally assessed
Reading and understanding (25%) Externally assessed
Speaking (25%) Externally assessed
Writing (25%) Externally assessed**Controlled Assessment:** None**Students Study:**

The GCSE course aims to enable students to develop an understanding of the language chosen in a variety of contexts, through the acquisition of relevant skills, grammar, structures and vocabulary. Students will benefit from the development of transferable language learning skills and the ability of communicating in a foreign language. They will also develop an awareness and understanding of the countries and communities where the language chosen is spoken. The emphasis is on communication in the language chosen through speaking, listening, reading and writing. Students will develop practical skills for use in specific circumstances. The units of work are topic based and they cover areas such as personal identity, school, leisure, eating out, holidays, work, environment, healthy lifestyles and future plans.

If you would like to be entered for an examination in a language other than the one you study at school, see Mr Erulin for further details.

Career Value

Foreign language skills are desirable and useful in a wide range of careers. As well as increasing employability, they broaden the range and variety of accessible careers. There is a great demand in the workplace for people who can speak languages other than English. Statistically language graduates have lower rates of unemployment than graduates in the great majority of other subjects. Employers are waking up to the need to recruit people with languages - and not just the obvious ones either. Community languages such as Arabic, Urdu, Punjabi, Bengali and many more are increasingly being required too. Rest assured if you choose languages your skills will be in high demand.

Speaking another language is a concrete and demonstrable skill - like being able to drive a car or touch type. Learning a language teaches people all sorts of other valuable things too which they will find invaluable later in the world of work. Using language to persuade, argue or explain, preparing presentations, putting text in different forms for different audiences, putting ideas across clearly - all these are vital skills for the workplace, whatever language they operate in. Learning how to interact with speakers of other languages can help to see things from a range of perspectives, making you more adaptable, creative, and insightful. The ability to operate cross-culturally is becoming just as much valued by employers as straight language skills. Many types of employers seek employees with multilingual capabilities, examples include: multiple government agencies, travel industry, engineering, educational field, international law, public policy and advertising. Knowledge of a second language opens doors to additional employment opportunities, increased chances of a higher salary, and sets a potential employee apart from others competing for the same job.

Please note: There are no timetabled lessons for Punjabi but students can still be entered provided they are fluent at writing and speaking.

Subject: Religious Studies

Examination Level:	GCSE
Examination Group:	WJEC Eduqas
Examination Value:	100%
Examination Structure:	Study of Christianity (1 hour paper, 25% of qualification) Study of Islam (1 paper, 25% of qualification) Religious, Philosophical and Ethical Studies (2 hour paper, 50% of qualification)
Coursework Value:	None
Coursework Structure:	None
Controlled Assessment:	None

Students Study:

The GCSE is accessible to students of any religious persuasion or none.

Religions

Students will study the religions of Christianity and Islam.

In the study of the TWO religions, students will demonstrate knowledge, analyse and explain the relevance and application of a religion or religions and evaluate different responses to religious and moral issues.

Students will explore the common ground shared by believers of each religion, the variety of practices found and look at religious and secular approaches to moral issues.

Themes

Component 1	Component 2	Component 3
Christianity Beliefs, teachings and practices	Islam Beliefs, teachings and practices	Philosophy and Ethics Relationships Life and death Good and Evil Human Rights

Career Value

In the world of work employers look for someone with an enquiring mind, an appreciation of different viewpoints, an ability to come to clear, balanced decisions. These skills are developed through RS.

If you want to work with people, in caring work, teaching, journalism, publishing, policing, with children, health, catering, leisure and tourism or to work abroad or in a cosmopolitan setting, RS will give you plenty to think about, and valuable expertise.

Interesting Issues & Questions

RS provides you with the chance to study issues and questions that matter: What's the value of life? What beliefs will you live by? What different ideas about God and life after death are there? In studying religion you will be able to develop your own thoughts and ideas about issues of right and wrong and questions of belief. This is why some people call RS the 'Science of Life'.

Education in the Future

RS is a valuable entry qualification to post 16 education, A' and AS levels, NVQs and to other further education opportunities. All universities accept and welcome students with RS onto a variety of courses, in humanities, arts and sciences as well as to specific courses in religious studies, theology or related disciplines.

Subject: Sociology

Examination Level: GCSE

Examination Group: AQA

Examination Value: 100%

Examination Structure: 2 papers:

Unit 1: The Sociology of Families and Education (50%)

Unit 2: The Sociology of Crime and Deviance and Social Stratification (50%)

Controlled Assessment: None

Students Study:**Unit 1: Education**

This unit aims to develop students' understanding of the present structure of the education system, and an understanding of related debates such as those about faith schools, testing, special and alternative forms of educational provision. This unit also explores the variations in educational achievement in terms of class, gender and ethnicity, and examines a range of influences on that may affect educational achievement, for example, parental values, peer groups, school ethos, streaming, labelling, teacher expectation, economic circumstances, cultural and ethnic background. Students should be aware of education as a political issue and be able, at a basic level, to explain both why education reforms have been made and criticisms of those reforms.

Unit 1: Families

This unit aims to develop students' understanding of the 'family' and to explain the presence of diverse forms of the family in Britain today. Students will explore the ideas of cultural diversity, migration and changing working patterns as influences on marriage and the family in Britain. Students will understand that an individual might live in many different family situations during a lifetime; and should be able to explain important changes that are taking place in family structures.

Unit 2: Crime and Deviance

This unit allows students to distinguish between the concepts of crime and deviance. They will explore the many ways in which individuals are encouraged to conform to social rules both formal and informal. Students will also explore the social distribution of crime, e.g. class, age, gender, ethnicity and locality. Students will also examine different sociological explanations of criminal and deviant behaviour, such as sub-cultural theories, labelling theory and relative deprivation.

Unit 2: Social Stratification

This unit allows students to explore the nature of stratification as involving the unequal distribution of wealth, income, status and power. They will discuss the major concepts involved in the analysis of stratification, including class, status and life chances. Students will also explain the ways in which life

chances are influenced by differences in wealth, income, power and status; and describe and explain the relationship between such inequalities and social factors such as class, gender and ethnicity

This unit aims to give students a basic introduction to the key methodologies and concepts used within Sociology. This unit encourages students to show some understanding of the distinctiveness of the sociological approach as opposed to, for example, the psychological, biological or journalistic, and should be aware that different kinds of explanations exist within sociology. This unit also encourages students to develop a critical understanding of sociological evidence and research processes. Students are introduced to central terms and concepts used in Sociology and begin to make links between the individual and society. Students should also be aware of ways in which sociological concepts and the results of sociological research may be useful in making and implementing policies, for example in the fields of education, welfare and criminal justice.

Units 1 and 2:

Students will learn about key methodologies and concepts used within Sociology. Students will be able to demonstrate understanding of the distinctiveness of the sociological approach as opposed to, for example, the psychological, biological or journalistic, and should be aware that different kinds of explanations exist within sociology. This unit also encourages students to develop a critical understanding of sociological evidence and research processes. Students are introduced to central terms and concepts used in Sociology and begin to make links between the individual and society. Students should also be aware of ways in which sociological concepts and the results of sociological research may be useful in making and implementing policies, for example in the fields of education, welfare and criminal justice.

Career Value

Sociology offers students much flexibility in choosing a career path but most students follow one of these paths: Criminal Justice, Human Services e.g. Social Services, Counselling, Education, Research/ Policy and Business. Sociology students could make good employees as this course enables students to develop their communication skills, analytical skills, research skills, it also develops an openness to cultural diversity and an understanding of structural constraints such as poverty and its relevance to life circumstances.

Subject: Spanish

Examination Level:	GCSE	
Examination Board:	Edexcel	
Examination Value:	Listening (25%) Speaking (25%) Writing (25%) Reading (25%)	
Examination Structure:	Listening and understanding	(25%) Externally assessed
	Reading and understanding	(25%) Externally assessed
	Speaking	(25%) Externally assessed
	Writing	(25%) Externally assessed

Students Study:

The GCSE course aims to enable students to develop an understanding of the language chosen in a variety of contexts, through the acquisition of relevant skills, grammar, structures and vocabulary. Students will benefit from the development of transferable language learning skills and the ability of communicating in a foreign language. They will also develop an awareness and understanding of the countries and communities where the language chosen is spoken. The emphasis is on communication in the language chosen through speaking, listening, reading and writing. Students will develop practical skills for use in specific circumstances. The units of work are topic based and they cover areas such as personal identity, school, leisure, eating out, holidays, work, environment, healthy lifestyles and future

plans. Students will work using CDs, books, real documentation from the countries where the language is spoken, magazines, videos and the Internet. Extra-curricular activities are also organised in Year 11 in order to improve linguistic competence and to develop cultural insight. There is a Spanish speaking language assistant available to prepare all students for their oral exam.

If you would like to be entered for an examination in a language other than the one you study at school, see Mr Erulin for further details.

Career Value

Foreign language skills are desirable and useful in a wide range of careers. As well as increasing employability, they broaden the range and variety of accessible careers. There is a great demand in the workplace for people who can speak languages other than English. Statistically language graduates have lower rates of unemployment than graduates in the great majority of other subjects. Employers are waking up to the need to recruit people with languages - and not just the obvious ones either. Community languages such as Arabic, Urdu, Punjabi, Bengali and many more are increasingly being required too. Rest assured if you choose languages your skills will be in high demand.

Speaking another language is a concrete and demonstrable skill - like being able to drive a car or touch type. Learning a language teaches people all sorts of other valuable things too which they will find invaluable later in the world of work. Using language to persuade, argue or explain, preparing presentations, putting text in different forms for different audiences, putting ideas across clearly - all these are vital skills for the workplace, whatever language they operate in. Learning how to interact with speakers of other languages can help to see things from a range of perspectives, making you more adaptable, creative, and insightful. The ability to operate cross-culturally is becoming just as much valued by employers as straight language skills. Many types of employers seek employees with multilingual capabilities, examples include: multiple government agencies, travel industry, engineering, educational field, international law, public policy and advertising. Knowledge of a second language opens doors to additional employment opportunities, increased chances of a higher salary, and sets a potential employee apart from others competing for the same job.

Subject: Textile Design (GCSE Art and Design)

Examination Level: GCSE

Examination Group: AQA

Examination Value: 40% Unit 2 (Practical Exam)

Coursework Value: 60%

Examination Structure: An examination paper is given out at least 6 weeks in advance to enable students to prepare. The practical exam lasts for 10 hours (2 school days) and is worth 40% of the entire grade. During the exam period a gallery visit will take place.

Coursework Structure: Coursework counts for 60% of the entire GCSE grade and is divided into 3 projects; 'natural forms', 'cultural world jackets' and 'fragments'. The coursework counts for 60% of the final grade.

Students Study:

The textiles course allows students to experiment with a wide range of traditional and contemporary materials, techniques and processes. Students will gain experience in any of the following: garment construction, 3-D sculpture, embroidery, batik, tie dye, transfer printing, block printing, appliqué, weaving, felting, collage, hand-painting and stencilling. Students will record observations and ideas in different formats including drawing, painting, photography and written annotation. Students will gather ideas from a wide range of sources such

as; artists, photographers, designers, illustrators, sculptors as well as from the world around them during organised trips. Students will use their findings to facilitate imaginative and exciting outcomes.

In January of Year 11 the exam unit is begun. A choice of topic titles is provided by AQA and students explore one title from those provided. They produce a body of development work linking to artists they chose for this and the final piece is completed in the 10 hour final exam.

Career Value

Gaining a certificate in Textile Design will enable students to progress onto other higher courses at either A level or BTEC. These include: textile design, fashion design, interior design, art and design, fine art, photography, 3D sculpture and design and technology. An A Level in textile design will help to prepare students for courses in further education as well as internships or work experience in the fashion and textiles industry. At University students would be fully prepared for careers in fashion design, textile design, fashion photography, fashion marketing, fashion illustration, costume design and theatre and set design.

Subject: Urdu

Examination Level:	GCSE	
Examination Group:	EDEXCEL	
Examination Value:	Listening (25%) Speaking (25%) Writing (25%) Reading (25%)	
Examination Structure:	Listening and understanding	(25%) Externally assessed
	Reading and understanding	(25%) Externally assessed
	Speaking	(25%) Externally assessed
	Writing	(25%) Externally assessed

Students Study:

The GCSE course aims to enable students to develop an understanding of the language chosen in a variety of contexts, through the acquisition of relevant skills, grammar, structures and vocabulary. Students will benefit from the development of transferable language learning skills and the ability of communicating in a foreign language. They will also develop an awareness and understanding of the countries and communities where the language chosen is spoken. The emphasis is on communication in the language chosen through speaking, listening, reading and writing. Students will develop practical skills for use in specific circumstances. The units of work are topic based and they cover areas such as personal identity, school, leisure, eating out, holidays, work, environment, healthy lifestyles and future plans.

If you would like to be entered for an examination in a language other than the one you study at school, see Mr Erulin for further details.

Career Value

Foreign language skills are desirable and useful in a wide range of careers. As well as increasing employability, they broaden the range and variety of accessible careers. There is a great demand in the workplace for people who can speak languages other than English. Statistically language graduates have lower rates of unemployment than graduates in the great majority of other subjects. Employers are waking up to the need to recruit people with languages - and not just the obvious ones either. Community languages such as Arabic, Panjabi, Bengali and many more are increasingly being required too. Rest assured if you choose languages your skills will be in high demand. Speaking another language is a concrete and demonstrable skill - like being able to drive a car or touch type. Learning a language teaches people all sorts of other valuable things too which they will find invaluable later in the world of work. Using language to

persuade, argue or explain, preparing presentations, putting text in different forms for different audiences, putting ideas across clearly - all these are vital skills for the workplace, whatever language they operate in. Learning how to interact with speakers of other languages can help to see things from a range of perspectives, making you more adaptable, creative, and insightful.

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Selected students will be chosen for the following courses:

Subject: Separate Sciences

Examination Level: GCSE Separate Sciences – (Biology, Chemistry, Physics).

Examination Group: AQA

Examination Value: 100%

Examination Structure: Linear- end of Year 11 (6 papers – two biology, chemistry and physics).

Controlled Assessment: No controlled assessment- replaced by practical competences.

Separate Sciences students will be selected depending on their assessment grades in English, Mathematics and Science.

Why study this course?

We live in an increasingly scientific world, from detecting life on other planets to finding cures for diseases. Science is increasingly relevant in modern day society.

This course will enable students to explore science in greater depth, give them a deeper understanding and equip them with skills that will take them forward in the wider world. Students will study the three areas of Science: Biology, Chemistry and Physics. The course is fast paced, exciting and full of modern scientific issues.

How you will be assessed

This is a Linear GCSE Science course which will be completed at the end of Year 11.

Students will be tested with six exam papers which will include two biology, two chemistry and two physics papers. For each separate science, both examinations will be 1 hour and 45 minutes long and will be equally weighted (50% each).

Exam papers will consist of multiple choice, structured, closed short answer and open response questions.

There is no coursework or controlled assessment. Students will be completing a total of 24 required practical's and will be tested on their understanding of practical skills and techniques in the final examinations.

Students will be asked to make predictions, form hypotheses, plan and carry out investigations as well as evaluate and interpret their work, relating to scientific ideas. Furthermore, students can obtain lab books from the department to create a log of all practical work.

More information about the course can be found by accessing the following links:

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Looking Forward to the Sixth Form

You are in your third year of a seven year journey to university, apprenticeship or a good job.

Loxford School Sixth Form is a great opportunity for our students to continue their studies in their own school, with teachers they know and who know them well. Students joining from other schools are equally welcomed and we are pleased that the number of outstanding students is increasing year by year. Our vibrant Sixth Form ensures students achieve their potential and make informed choices about their future.

We look forward to welcoming you to two years of inspiring study and opportunity in our Sixth Form. As a trailblazer school we offer an exciting range of academic, vocational and extra-curricular opportunities within a unique environment that will suit all students.

We offer both the traditional two year A level route as well as a range of BTEC Extended Diplomas which are the equivalent to 3 A levels. We have a strong commitment to independent advice and guidance and through the pastoral system our learners are supported in making the right choices for further study through UCAS or work related pathways.

We believe in developing you beyond the classroom, to fulfil your potential as a fully rounded person with an extended enrichment entitlement to volunteering and cultural opportunities. You will be expected to undertake a volunteering activity whether it be in our Primary phase, leading the student parliament, acting as a 'Student Leader of Learning' or in a placement relating to your future. You will also have a cultural entitlement and have many opportunities to enjoy the rich cultural heritage of London. In addition, this extra-curricular package will give you the edge in competing for jobs and university places.

Our Sixth Form is vibrant, diverse, successful and growing. Nearly three quarters of students from Year 11 choose to stay on because they understand our supportive staff and friendly atmosphere combine with challenging expectations and high standards are a great recipe for future success. We also welcome many students from other schools.

The quality of education in our Sixth Form fully equips our students for the brightest possible futures. Our excellent academic standards are achieved through a combination of strong subject teaching and empowering relationships. We pride ourselves on our exceptional pastoral care. We believe that your Sixth Form experience is vital to your overall success and we want to do everything we can to make the transition as smooth as possible. In addition to academic success, we will help you develop as confident, creative individuals and leaders, able to contribute to the community and the wider world.

For more information about the subjects you could choose or life in the Sixth Form please go to our dedicated area of the school website - www.loxford.net/sixth-form.

Types of Course Available in the Sixth Form

A Level Courses: In order to begin A Level Courses, students must achieve at least 5 GCSEs at Grades 9-5, including English and Mathematics. Some subjects include specific entry requirements, ie to study Mathematics, you must achieve a minimum of a grade 7 in GCSE Mathematics.

Students usually study three subjects at A' Level. They are two-year courses:

Courses currently offered:

- Accounts

Loxford School Study Programme 2021-2023

- Art
- Biology
- Business Studies
- Chemistry
- Computing
- Design and Technology
- Drama
- Economics
- English Literature
- English Language and Literature combined
- Geography
- Government and Politics
- History
- Law
- Mathematics (Pure Mathematics, Mechanics and Statistics)
- Media Studies
- Physics
- Photography
- Philosophy
- Psychology
- Textiles
- Community Languages (depending on demand)

Level Three Extended Diploma BTEC courses:

These are two year courses equivalent to three A' Levels.

Courses currently offered:

- Business
- Media Studies
- Science
- Computing

There are a wide variety of extra-curricular activities which you will be expected to take part in. These will help you grow as an individual and help you secure a place at University or further training.

Please see the school website for more information.