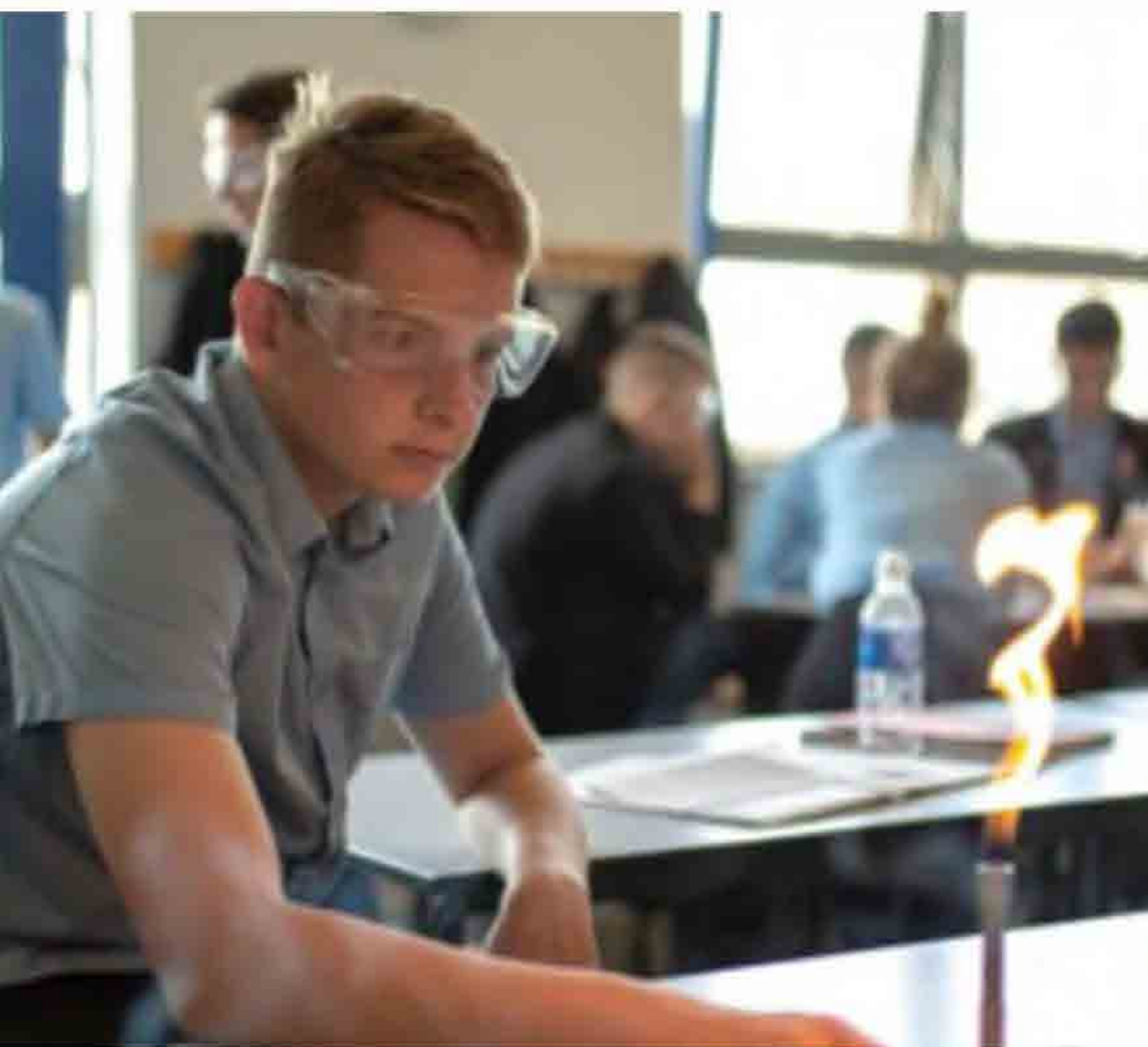


# Options Guide

THE **DUSTON** TDs 4-19 **SCHOOL**

Knowledge itself is power









# Introduction

I would like to welcome you to The Duston School's GCSE options page for 2024/2025. A lot of time, care and thought has been given to the option choices that are open to you as a potential GCSE student.

Over the last three years you will have received a very strong academic grounding via our Key Stage 3 curriculum. You will now possess a considerable bedrock of Knowledge which will serve you well as a GCSE student. We are now asking you to begin to streamline and specialise your curriculum, making key decisions about your future pathways. This is a real opportunity to personalise your curriculum appropriately to you.

We expect all students to study Maths, English, Science, Statistics and Core PE. However, you will now have the opportunity to select from a wide array of GCSE options. The majority of students will study either History or Geography and the majority will continue with the Modern Foreign Language that you studied in Key Stage 3. It is our ambition that the majority of students will access the EBacc. The EBacc is highly desired by both universities and employers and will serve to unlock many doors for you. You will also study statistics and will be asked to pick one other GCSE course from a broad range of subjects. In total, the majority of Duston School students will work towards nine GCSE qualifications.

The decisions that you are now being asked to make will play a part in shaping your future educational and career opportunities. It is incredibly important that you think carefully about your option choices and take the time to talk with your family and your teachers about your potential decisions. I would urge you to consider carefully the subjects you have a genuine interest and enthusiasm for. Should you require further support, advice and guidance then please do utilise the array of expertise from the staffing body. Please remember that 'our core aim is to help students climb the tree of knowledge so they can access University, Higher Education, Employment or an Apprenticeship and be the very best edit of themselves.'

I am intensely proud of your achievements so far, and I am more than confident that you will be incredibly successful over the next two years of your academic studies. The staffing body and I are here to support you throughout this next phase, so you can meet your full potential. I do hope that we can continue to inspire you to dream, believe and achieve.

Mr Strickland  
Principal



## **Choosing your GCSE subjects**

In this booklet you will find descriptions of all the courses which are on offer to you for the two years up to the GCSE examinations. Some subjects form part of the 'core' curriculum, which all of you will follow as these are the most important subjects for future university placements and jobs. Other subjects are optional, and you should choose one of these, along with a reserve choice. We will do our very best to organise the timetable so that you can do all of the options you choose, but we cannot guarantee this.

It can seem a daunting task deciding which subjects to continue with to GCSE, and there are several factors to consider. Questions that you should be asking yourself include:

### **What subjects do I enjoy?**

You are likely to do well in subjects that you find interesting and stimulating. However, do remember that you may well have a different teacher for the GCSE course, and that the material studied is often quite distinct from that covered at Key Stage 3, so it is important that you research the content of each GCSE course carefully.

### **What subjects am I best at?**

Although there is more to life than simply getting good examination results, it is important that you opt for subjects in which you have a strong chance of doing well. This is very likely to increase your enjoyment of your GCSE studies too.

### **Can I change my mind after I have submitted my options?**

Not necessarily. We will create the option blocks on the basis of what every student chooses in March, and once we have done this, certain subjects will be scheduled to be taught at the same time as each other. From that point on the timetable cannot be changed so, if you change your mind, it will not be possible to move to a subject which clashes with one of your other original choices.

### **Who Can Help Me Make My Choice?**

You will not have to make these decisions on your own; there are many people on hand to help you. Your Form Tutor, subject teachers and parents will all help you think through the process, and this booklet is designed to give you more detailed information about each course offered. Talk to as many people as possible and do your research carefully – in this way, you maximise the chances of making the best choice for you.



## **What is the English Baccalaureate (EBacc)?**

The English Baccalaureate was introduced by the government in 2010 as an indicator that young people have been successful in their studies of a range of GCSE subjects. We are pleased to say that this reflects our own curriculum policy for Key Stage 4, where students have always been encouraged to select a broad and balanced curriculum.

Our options process enables the vast majority of students to successfully gain the English Baccalaureate, where they must achieve a 5 - 9 grade in the following subjects:

- English
- Mathematics
- Two Sciences
- Geography or History
- Modern Foreign Language

## **Will my GCSE choices affect my ability to study a subject at Sixth Form or University?**

For pupils aspiring to apply for university, the GCSE subjects they take can affect their course choices. Our curriculum model and GCSE will allow the vast majority of pupils to satisfy every university that they have studied a broad and balanced curriculum during Years 10 and 11.

When making a university application, many institutions ask for a minimum number of GCSE subjects at a “good pass level” including English and Maths. The following information is taken from a leaflet issued by the Russell Group top universities. Although it does not strictly apply to reformed GCSEs, it gives an idea of what universities have looked for in the past regarding GCSE grade requirements.

- When applying to a competitive university and especially for a very competitive course at a competitive university, it is important that you consider all the aspects of the entrance requirements, including the GCSE or other standard level requirements.
- Universities may ask for a specific number of GCSEs (or their equivalent).  
For example, a number of medical courses ask for five top GCSE grades.
- GCSE English or another standard level equivalent is normally required at a good pass grade, and for many universities this is a universal entry requirement for any course. Mathematics is only slightly less commonly asked for, and occasionally a university will require a foreign language for entry to any course, for example, University College London.



- For many courses a higher grade in GCSE English is needed with Science and Engineering courses in particular often specifying this. Equally, courses such as Business and Psychology, which may attract applicants who aren't necessarily strong mathematicians, commonly ask for a higher grade pass in Mathematics and, in some cases, Sciences.
- The GCSE or other standard level entrance requirements for individual degree courses is quite varied. In some cases, a particular subject or grade is required at standard level if it isn't being offered at advanced level.
- Applicants to study Medicine are usually required to have very good GCSE results in Maths, Science and English.
- For a degree in English, universities often look for applicants to have a GCSE in a modern or classical language.
- A high grade in Maths and sometimes Science is often required for a degree in Psychology.
- To study a Science subject at university (including Biology, Chemistry or Physics) applicants who are not offering Maths at advanced level will often need to have achieved a good pass grade in Maths at GCSE.

Mrs N Adams  
Senior Vice Principal  
Director of Education



## Options Timeline

- Thursday 1st February – Year 9 options information available on the website.
- Wednesday 7th February – Year 9 Parent's Consultation Evening.
- Friday 8th February – Parents/carers will receive login details for the online options portal.
- Friday 16th February – All options should have been selected.
- Wednesday 28th February – Students receive confirmation of their choices.







# EBacc Options



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# Course Subject: Computer Science

**Aim/Expectations:** You will need to have a keen interest in technology and mathematics and a passion for problem solving and the ability to work independently.

## What you will study:

**Component 1 - Computer Systems**  
(90 min exam) 50%.

You will be introduced to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. You will be expected to become familiar with the impact of Computer Science in a global context by studying ethical, legal, cultural and environmental concerns associated with Computer Science.

**Component 2 - Computational thinking, algorithms and programming**  
(90 min exam) 50%.

You will be expected to apply your knowledge and understanding from Comp 01 using computational thinking. You will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. You will become familiar with computing related mathematics. You will undertake programming tasks during your course of study that allows you to develop your skills to design, write, test and refine programs using a high-level programming language.

## Assessment:

Component 1 - 90 minute exam which makes up 50% of the course.

Component 2 - 90 minute exam which makes up 50% of the course.

Students wishing to study this course are required to receive confirmation from  
Mr E Anakwa - Lead of Computing | [eanakwa@thedustonschool.org](mailto:eanakwa@thedustonschool.org)

This is due to the high Maths element entailed in this course, only when you have received confirmation should you choose this subject as an option.



# Course Subject: Geography

**Aim/Expectations:** You need to have a keen interest in the world around us and be willing to work both independently and as part of a team.

## Aims:

- Develop and extend your knowledge of locations, places, environments and processes.
- Gain understanding of the interactions between people and environments.
- Develop and extend your range of skills, including those used in fieldwork.
- Apply geographical knowledge, understanding, skills and approaches to real-world contexts.

## What you will study:

### Paper 1 - Global Geographical Issues

- What extreme weather and tectonic hazards have affected different areas of the world?
- What is the scale of global inequality and how does this impact people, the environment and a country's relationship with the wider world?
- What are the causes and changes of rapid urbanisation?

### Paper 2 - UK Geographical Issues

- How has geology and physical processes affected the UK landscape?
- What are the socio-economic and political processes that impact human landscapes in the UK?

This paper also includes two coursework investigations:

- What is the impact of coastal management on coastal processes and communities?
- How and why quality of life may vary within urban areas?

Students must carry out fieldwork and research as part of their investigations.

To help them with this task, students will be required to attend a two day residential field trip.



### **Paper 3 - People and Environment Issues**

- Where biomes are located and why are they important to humans?
- What issues do tropical rainforests and the Taiga face and how can we manage them sustainably?
- How energy secure are countries around the world?

### **Assessment:**

**Paper 1 - Global Geographical Issues - 37.5% of the qualification/94 marks**

- Section A: Hazardous Earth
- Section B: Development dynamics
- Section C: Challenges of an urbanising world

**Paper 2 - UK Geographical Issues - 37.5% of the qualification/94 marks**

- Section A: The UK's evolving physical landscape
- Section B: The UK's evolving human landscape
- Section C: Geographical investigations (exam based – no written coursework piece)

**Paper 3 - People and Environment Issues - 25% of the qualification/64 marks**

- Section A: People and the biosphere
- Section B: Forests under threat
- Section C: Consuming energy resources
- Section D: Making a geographical decision

These exam papers include multiple-choice questions, short answer questions and extended writing questions. Section C will include 8-mark extended writing questions and section D will offer a choice of question, assessed through a 12-mark extended writing question.







# Course Subject: History

**Aim/Expectations:** You need to have a keen interest in the world around us with the ability to study independently and reach judgements on enquiry questions.

## What you will study:

### Medicine 1250 - present

- How have ideas about the causes of diseases and illnesses changed over time?
- How have treatments for diseases and illnesses changed over time?
- How has care of the sick changed over time?
- Why was World War One a break-through for medical discoveries and pioneering surgery?

### Superpower relations and the Cold War, 1941-1991

- What impact did the defeat of Hitler in the Second World War have on international relations after WW2?
- Why did an arms race develop?
- What was the significance of the building of the Berlin Wall?

### Early Elizabethan England

- Why was it considered unnatural to have a female ruler as Queen of England?
- Why did people rebel against Elizabeth I?
- What was life like for people living in Elizabethan England?
- Why did the Elizabethans explore the world?

### Weimar and Nazi Germany, 1918-1939

- How did Hitler become chancellor in 1933?
- What was life like for people living in Nazi Germany?
- Why did Hitler persecute the undesirables so much?

## Assessment:

### Paper 1:

Medicine in Britain C1250-Present day

30% - 1hr 15 minute exam.

### Paper 2:

Early Elizabethan England, Superpower relations and the Cold War.

40% - 1hr 45 minute exam.

### Paper 3:

Weimar and Nazi Germany.

30% - 1hr and 20 minute exam.

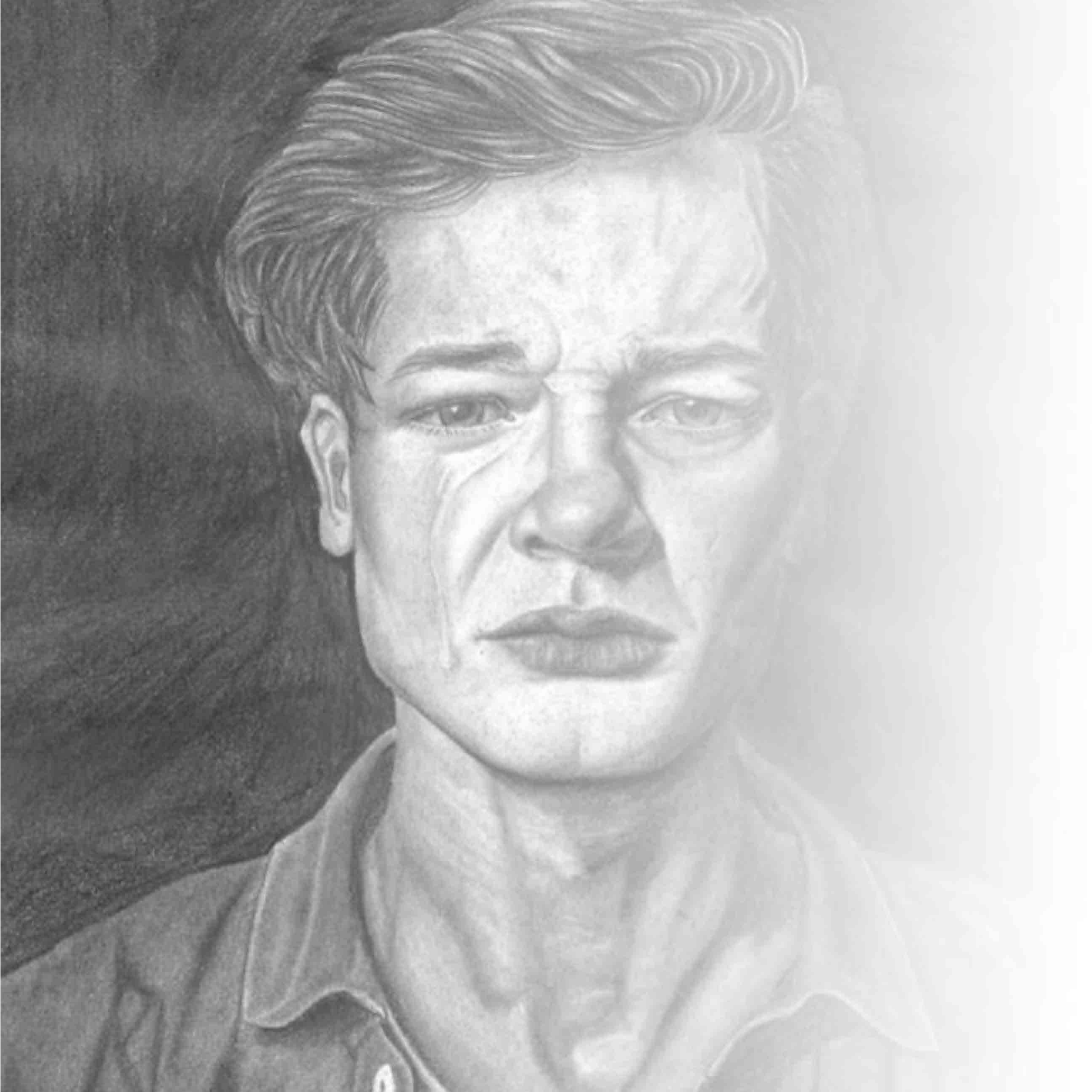






# Open Options







# Course Subject: Art and Design - Fine Art

**Aim/Expectations:** You need to be able to work independently and demonstrate an ability to draw. You need to bring correct equipment and must complete homework. If you choose to follow your interest and enthusiasm for art and design, you will need to demonstrate a great deal of commitment towards your creative studies.

This course is fun and very exciting but is equally demanding. You will need to express yourself through using different materials, working towards well planned conclusions.

## What you will study:

**Drawing** with different materials such as pencil, charcoal, biro, pastel, fine liner and colouring pencils.

**Painting** with acrylic, watercolour and oil.

**Printmaking** on different materials such as coloured paper and newspaper with lino blocks.

**Three Dimensional studies** is optional such as clay, mod-rock and wooden sculptures.

## Assessment:

**Coursework 60%**

**2 Units**

Students choose from botanical, natural forms, figures, landscapes, buildings or animals.

**Examination 40%**

Up to six weeks building up preparation, then 10 hours unaided - 1 Unit.

## Links:

<https://filestore.aqa.org.uk/resources/art-and-design/AQA-GCSE-ART-STUDENT-GUIDE.PDF>

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>







# Course Subject: Art & Design - Graphics

**Aim/Expectations:** You need to be able to work independently and demonstrate an interest in drawing. You need to bring correct equipment and must complete homework. If you choose to follow your interest and enthusiasm for Graphic Communications, you will need to demonstrate a great deal of commitment towards your creative studies.

This course is fun and very exciting but is equally demanding. You will need to express yourself through using different materials, working towards well planned conclusions.

## What you will study:

**Research:** You will learn about essential design principles and study the work of artists, designers and illustrators.

**Media:** You will use a wide variety of 2D and digital media including paint, printmaking, collage and Photoshop.

**Drawing:** You will learn how to draw with different materials and how to draw for different purpose such as observational drawing and design sketches.

## Assessment:

### Coursework 60%

Introductory unit

Unit 1: Promoting the Music Industry

Unit 2: Charitable Organisations

### Examination 40%

Up to six weeks building up preparation then 10 hours unaided - 1 Unit.

## Links:

<https://filestore.aqa.org.uk/resources/art-and-design/AQA-GCSE-ART-STUDENT-GUIDE.PDF>

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>



# Course Subject: Business

**Aim/Expectations:** Explore core concepts through the lens of an entrepreneur setting up a business and beyond the start-up phase.

## What you will study:

### Theme 1 – Investigating small business

**Assessment:** Written assessment (90 minutes)

**Weighting:** 50% of total course

#### Content overview

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

### Theme 2 – Building a business

**Assessment:** Written assessment (90 Minutes)

**Weighting:** 50% of total course

#### Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making product decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

**Assesment:** The qualification will be assessed in two equally weighted exam papers.

### Paper 1 - Theme 1: Investigating small business

- Written exam: 90 minutes, 90 marks
- 50% of the total GCSE
- Multiple choice, calculation, short-answer and extended-writing questions
- There are three sections in the paper.
- Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
- Sections B and C are based on real life, relevant business contexts and examples.

### Paper 2 - Theme 2: Building a business

- Written exam: 90 minutes, 90 marks
- 50% of the total GCSE
- Multiple choice, calculation, short-answer and extended-writing questions
- There are three sections in the paper.
- Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
- Sections B and C are based on real life, relevant business contexts and examples.





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Strategy



# Course Subject: Design & Technology

**Aim/Expectations:** GCSE Design and Technology is a rigorous course that will prepare students to participate confidently and successfully in an increasingly technological world and it should be stressed that pupils should not enter the course in the belief that Design and Technology is a purely practical area of study as, in addition to workshop based activity, pupils will spend a significant portion of their time exploring the theoretical aspects of the course in detail, through class and homework exercises.

Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, mathematical, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles in depth, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth such as textiles, wood based materials, plastics and metals through focused practical activity.

In order to progress, pupils would find the following skills helpful:

- A highly responsible attitude to personal behaviour and health and safety awareness.
- A good level of literacy and numeracy.
- Some aptitude for ICT.
- Good motivation to work independently of staff.



## What you will study & Assessment:

### Year 11 Exam (50% of final grade)

What's assessed by the 2 hour written exam?

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

#### Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a range of technical knowledge and understanding.

#### Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

#### Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

### Coursework (50% of final grade)

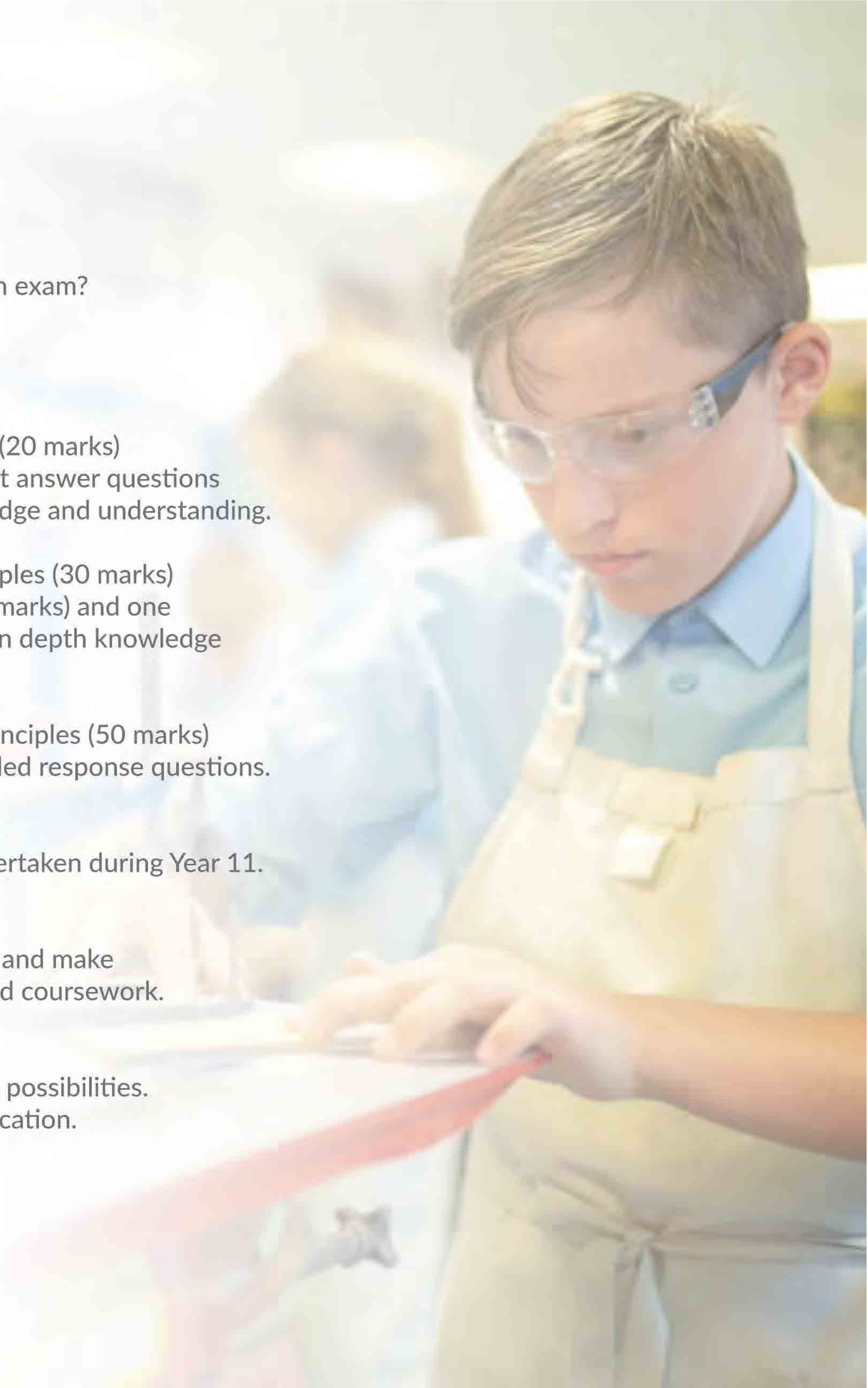
This is the 40 hour major project undertaken during Year 11.

#### Task(s) Non Exam Assessment

- Substantial, exam board set, design and make task alongside a A3 portfolio of related coursework.

#### To include:

- Identifying and investigating design possibilities.
- Producing a design brief and specification.
- Generating design ideas.
- Developing design ideas.
- Realising design ideas.
- Analysing & evaluating.





# Course Subject: Digital Information Technology (IT)

**Aim/Expectations:** BTEC Tech Award in Digital Information Technology.

This award will provide you with an opportunity in development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.

## What you will study:

### Component 1 - Exploring User Interface Design Principles and Project Planning Techniques

Aim: How to project plan the design and development of a user interface.

Assessment: Internally assessed assignment(s).

Weighting: 30% of total course.

You will:

- Explore user interface design and development principles.
- Discover how to develop and review a digital user interface.
- Investigate how to use project planning techniques to manage a digital project.

### Component 2 - Collecting, Presenting and Interpreting Data

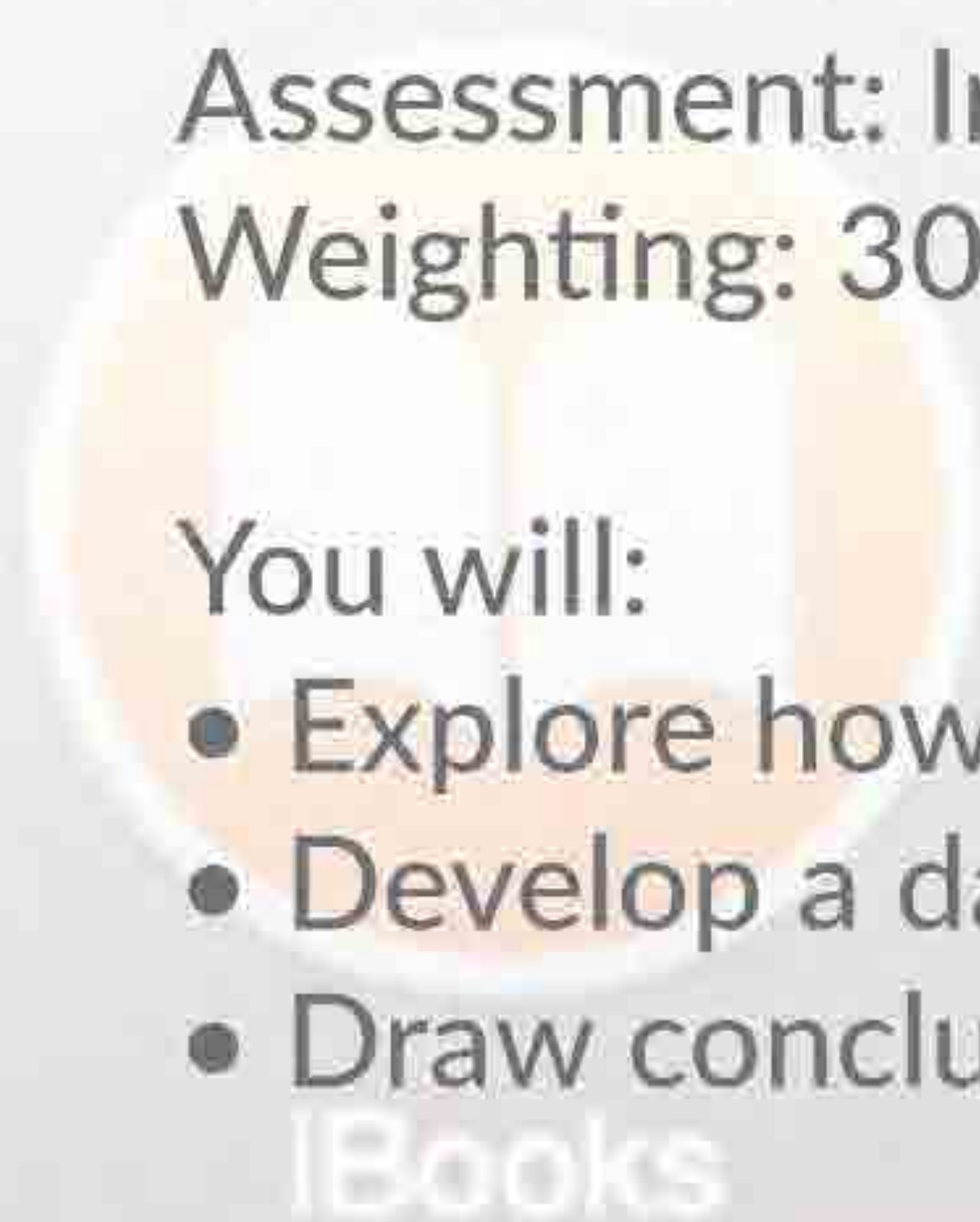
Aim: Process and interpret data and draw conclusions.

Assessment: Internally assessed assignment(s).

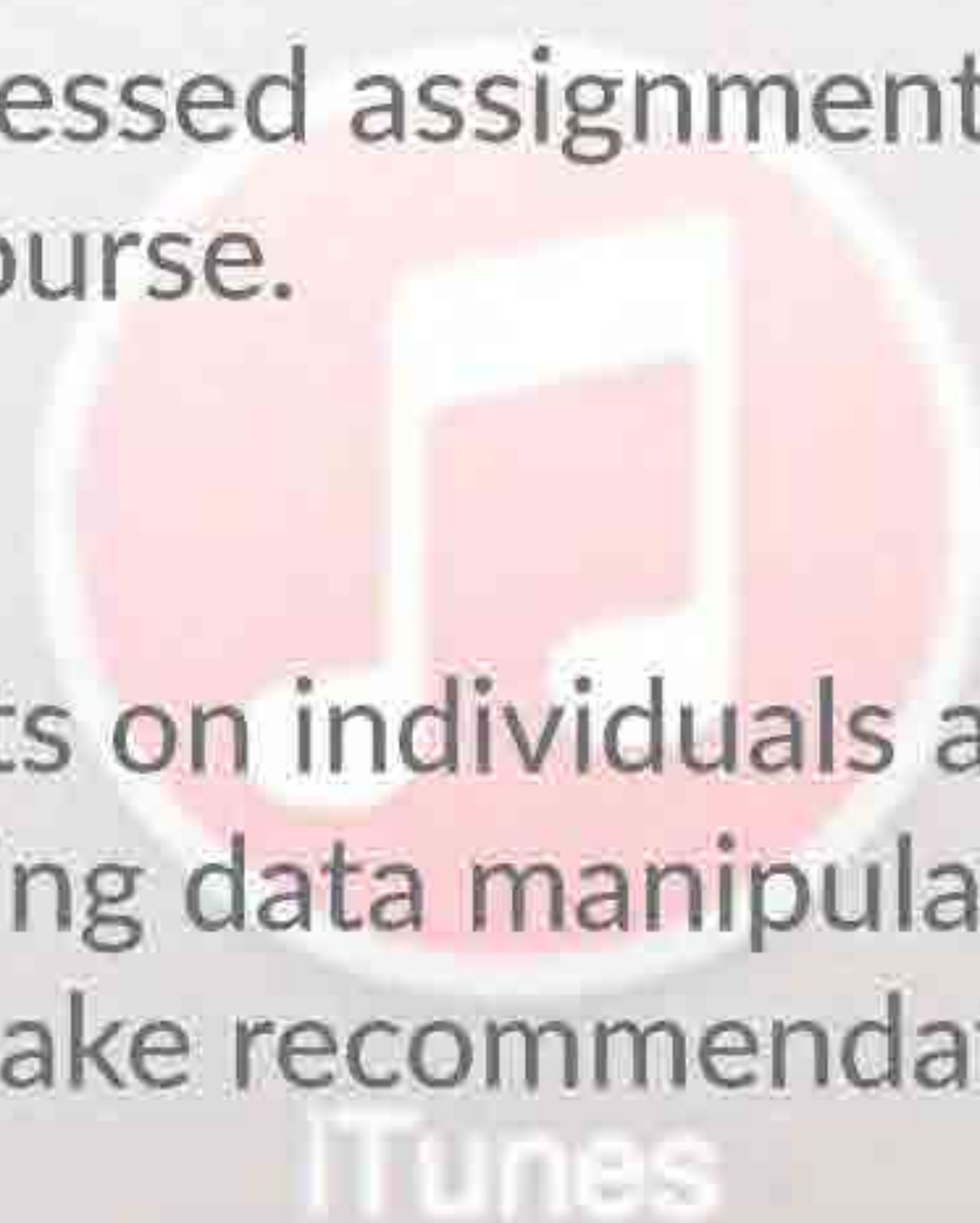
Weighting: 30% of total course.

You will:

- Explore how data impacts on individuals and organisations.
- Develop a dashboard using data manipulation tools.
- Draw conclusions and make recommendations on data intelligence.



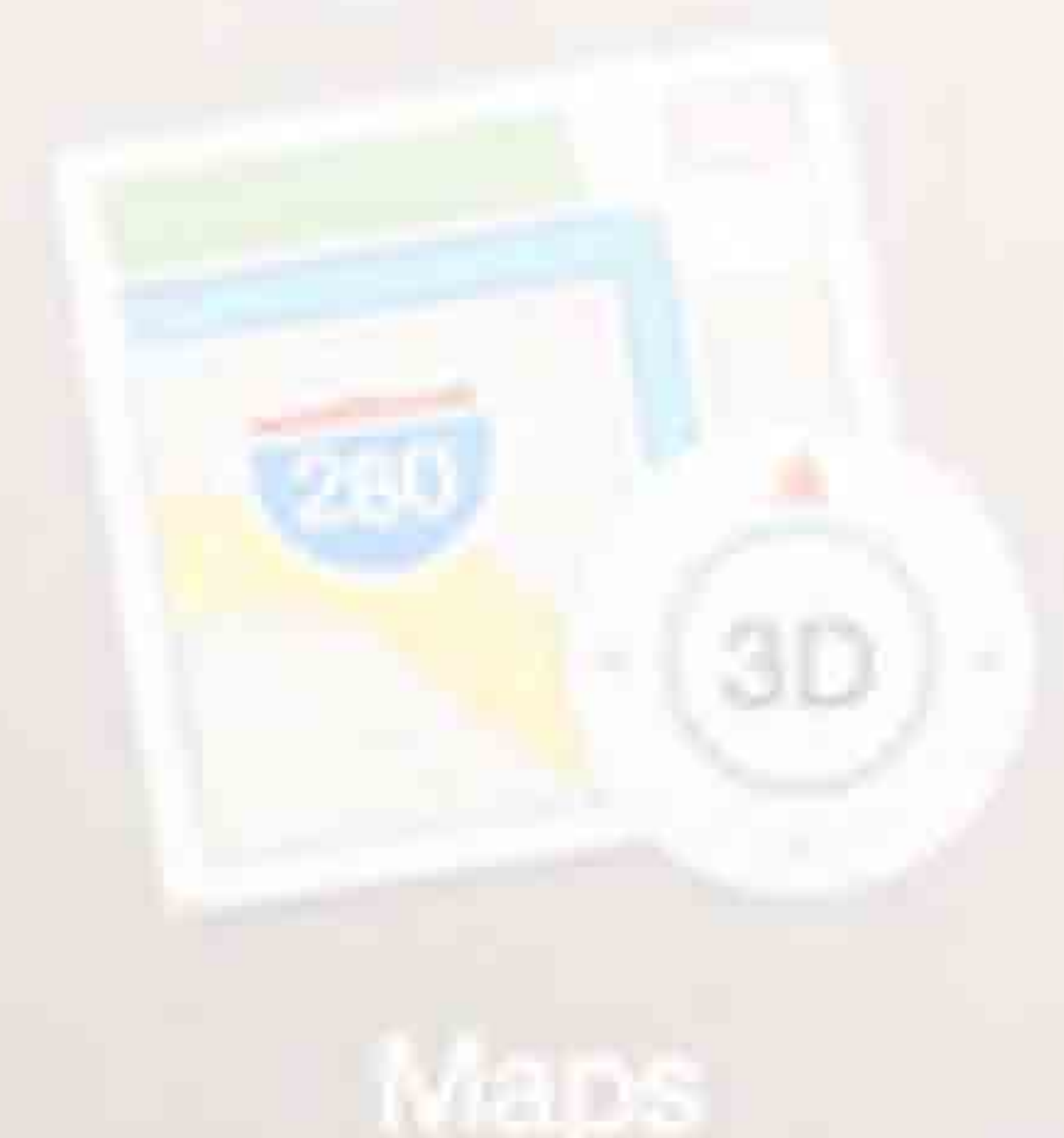
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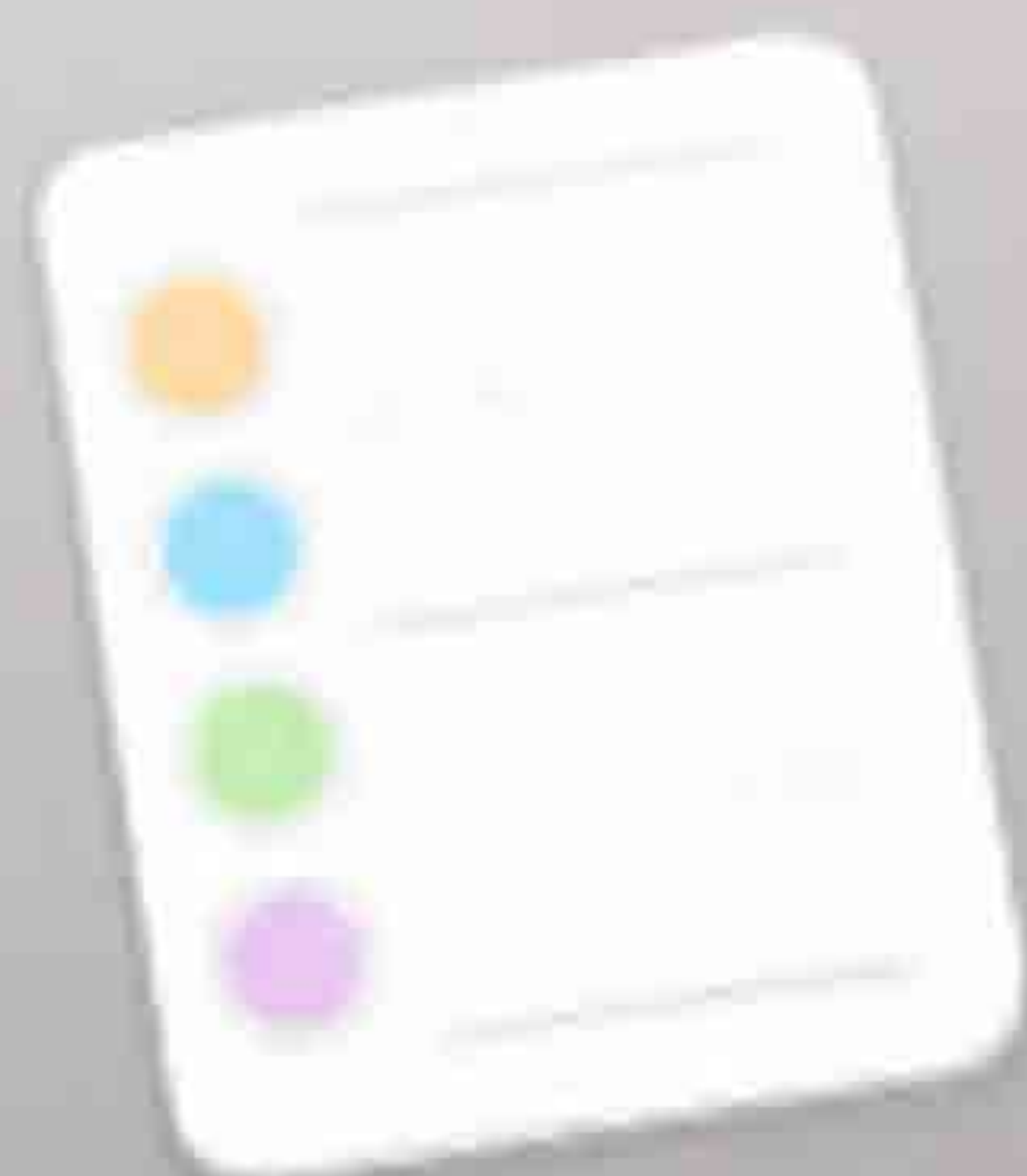
iTunes



Launchpad



Maps



Reminders



Safari



System Preferences



Time Machine



**Component 3 - Effective Digital Working Practices**

Aim: Explore how organisations use digital systems and the wider implications associated with their use.

Assessment: Scenario-based external 1hr 30 min written exam, 1 Re-sit allowed.

Weighting: 40% of total course.

You will:

- Explore how modern information technology is evolving.
- Consider legal and ethical issues in data and information sharing.
- Understand what cyber security is and how to safeguard against it.

**Assessment:**

You will achieve a grade for each component, which is allocated points. At the end of the course, we calculate the final grade by adding the points from each component, and matching this against the qualification grade point thresholds.

BTEC Tech awards goes from Level 1 Pass to Level 2 Distinction\*. Students need to achieve a L1 Pass or above in each of the three components to pass in the qualification.

Overall Grade	Points	9-1 Grade
Level 2 Distinction*	114 points	8.5
Level 2 Distinction	105 points	7
Level 2 Merit	95 points	5.5
Level 2 Pass	72 points	4
Level 1 Distinction	58 points	3
Level 1 Merit	44 points	2
Level 1 Pass	30 points	1.25





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# Course Subject: Drama

## Aim/Expectations:

The Edexcel GCSE Drama course has been designed to engage students through encouraging creativity, focusing on practical work which reflects 21st century theatre practice and developing skills that will support progression to further study of Drama and a wide range of other subjects.

Pupils taking this course are expected to have a keen interest in acting and speaking in public. Performing is an essential aspect of the course, with much of the content based around practical explorations of dramatic texts and 30% of the marks awarded on performances. To help develop their confidence in performing, it is expected that students will take part in the whole school productions.

## Course Overview:

### Unit 1: Devising (40%)

#### Part A – Written Portfolio (30%)

- You will produce a written portfolio on the creation and development process of the group performance, evaluating your contribution to the process and the performance itself. (45 marks)

#### Part B – Performance (10%)

- You will devise your own play from a given stimulus in a group and perform the play to an invited audience. (15 marks)

### Unit 2: Performance from Text (20%)

- You will perform in and/or design for two key extracts from a performance text, which can be in the form of a monologue, duologue or group performance.
- This will be assessed by a visiting examiner. (48 marks)

### Unit 3: Theatre Makers in Practice (40%)

This is a written exam at the end of Year 11, in two parts:

#### Part A – Bringing Texts to Life (45 marks)

- You will practically explore a chosen set text during the course.
- You will answer one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text.

#### Part B – Live Theatre Evaluation (15 marks)

- Towards the end of the course you will watch a live theatre performance where you will make notes that can be taken into the exam.
- You will answer two questions that require you to analyse and evaluate the performance you have seen.



# Course Subject: Film Studies

**Aim/Expectations:** Film is an important part of many people's lives. Those who choose to study it will bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. They experience a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise.

## What you will study/Assessment:

**Component 1: Key Developments in US Film - Written examination: 1 hour 30 minutes - 35% of qualification**

This component assesses knowledge and understanding of three US films chosen from a range of options.

Assessment consists of four questions on one pair of US mainstream films and one US independent film:

### Section A: US film comparative study

- One stepped question on the first of the chosen pair of films (produced between 1930 and 1960).
- One stepped question on the second of the chosen pair of films (produced between 1961 and 1990).
- One question requiring a comparison of the chosen pair of films.

**Section B: Key developments in film and film technology:** One multi-part question on developments in film and film technology.

**Section C: US independent film:** One question on one US independent film.

**Component 2: Global Film: Narrative, Representation and Film Style - Written examination: 1 hour 30 minutes 35% of qualification**

This component assesses knowledge and understanding of three global films produced outside the US chosen from a range of options. Assessment consists of three questions in three sections:

**Section A:** One stepped question on one global English language film.

**Section B:** One stepped question on one global non-English language film.

**Section C:** One stepped question on one contemporary UK film.

**Component 3: Production - Non-exam assessment - 30% of qualification**

This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis. Learners produce:

- One genre-based film extract (either from a film or from a screenplay)
- One evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays.





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# Course Subject: Hair & Beauty

**Aim/Expectations:** The knowledge that you will gain on this course will be invaluable if you decide to continue with hair and beauty in the future. This is a good foundation for further study at the next level. You will achieve a Level 2 VTCT qualification in hair and beauty which is recognised within the hair and beauty industry. This qualification will assist you in securing a place at college and gives you an advantage when seeking employment within the industry. Many of the units are customer focused which may be useful if you wish to pursue a career within the public sector.

## What you will study:

The course is split into separate qualifications, VTCT Level 1 award in Hair and Beauty Skills (VRQ) and VTCT Level 1/2 Technical Award in the Study of Hair and Beauty

## Assessment:

**VTCT Level 1 award in Hair and Beauty Skills (VRQ) practical skills include:**

100% Practical

- Blow-drying hair.
- Plaiting hair.
- Colouring hair using a temporary colour.
- Nail art.
- Hand and nail care.
- Make-up application.

## VTCT Level 1/2 Technical Award in the Study of Hair and Beauty

To be awarded this qualification, learners must successfully achieve the following assessments:

- Assessment by examination (external written exam)
- Non-exam assessment (synoptic assignment)

This qualification consists of three mandatory units.

- UCO90 – Business and entrepreneurship in the hair and beauty sector
- UCO91 – Anatomy, physiology and cosmetic science
- UCO92 – Design in the hair and beauty sector



# Course Subject: Hospitality & Catering

**Aim:** The practical lessons will be adventurous and exciting with demonstrations throughout, teaching you all the essential skills you will need to do Level 2 in Hospitality & Catering.

## What you will study:

- Studying food preparation - looking at different cooking methods & use of equipment.
- Menu planning - how to cater for different diets- relating to age, ethnic beliefs, health etc.
- Nutrition - learning about all the nutrients & where to find them in our foods & what benefits they contain.
- Catering terminology - understanding French & Italian terminology.
- Hospitality & catering industry - to study all areas, kitchens, restaurant's, housekeeping & the staff that work within the industry.
- Health & safety at work - to study environmental health officers, bacterial growth, HACCP & all related food acts.

Students will also learn how to do costings and nutritional analysis and time plans.

## Assessment:

One brief for practical exam internally marked.

Theory exam externally marked.

Level 1 Pass

Level 2 Pass Merit Distinction

The weighting for this course is 40% Exam and 60% Coursework.



MENU  
by  
Emily Robinson  
H&M  
A Trio of Burgers:  
Spicy Chicken, Beef & Bacon,  
Lamb  
Home-made









# Course Subject: Media

**Aim/Expectations:** Learners will apply and develop their knowledge and understanding of media language and representation in relation to media forms and products, and become creators of media products themselves. Learners will be offered a choice of briefs and forms within which to work, enabling them to explore and pursue their own media interests.

## **What you will study/Assessment:**

**Component 1: Exploring the Media - Written examination: 1 hour 30 minutes**

**40% of qualification**

### **Section A: Exploring Media Language and Representation**

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers or print advertisements. There are two questions in this section:

- One question assessing media language in relation to one set product (reference to relevant contexts may be required).
- One two-part question assessing representation in relation to one set product and one unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

### **Section B: Exploring Media Industries and Audiences**

This section assesses two of the following media forms: film, newspapers, radio, video games. It includes:

- One stepped question on media industries.
- One stepped question on audiences.

**Component 2: Understanding Media Forms and Products - Written examination: 1 hour 30 minutes**

**30% of qualification**

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

### **Section A: Television**

- One question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required).
- One question on media industries, audiences or media contexts.

### **Section B: Music (music videos and online media)**

- One question on either media language or representation (reference to relevant contexts may be required).
- One question on media industries, audiences or media contexts.

**Component 3: Creating Media Products - Non-exam assessment**

**30% of qualification**

An individual media production for an intended audience in response to a choice of briefs set by Eduqas, applying knowledge and understanding of media language and representation.



# Course Subject: Music

## Aim/Expectations:

It is expected that pupils wanting to take GCSE will have a keen interest in music of all kinds. As 30% of the course is based on performing, pupils should aim to be of Grade 4 standard on an instrument or voice by Year 11, by undertaking lessons in or outside school. To develop ensemble and aural skills as well as all-round musicianship, pupils will be expected to attend one of the departmental extra-curricular groups.

The ability to read basic music notation is essential for all three units.

## What you will study:

### Unit 1: Performance (30%)

You will produce a portfolio of performances of at least 4 minutes on any instrument or voice with at least one solo and one ensemble performance.

### Unit 2: Composition (30%)

You will compose two pieces throughout the course, one in response to a brief and one as a free choice.

### Unit 3: Listening and written exam (40%)

You will study 8 set pieces of music throughout the course to gain an understanding of a wide variety of different styles and genres. For the exam pupils will learn to identify key musical features and the social and historical context of each piece and the genre from which they are taken.

## Assessment:

### Unit 1:

You will have regular mock performance assessments during Years 10 and 11 but the final portfolio will be recorded in the Spring of Year 11. This will be marked internally.

### Unit 2:

Both compositions are completed as coursework throughout the course and you will receive support and guidance in lessons. They will be marked internally.

### Unit 3:

The written exam contains a mixture of listening and longer written questions (based on the set pieces studied) and takes place in the Summer of Year 11. You will need to write about the musical and historical features of the pieces you have studied. You will also have tests throughout the course to prepare for the final exam.











# Course Subject: Psychology

## Aim/Expectations:

You will need to have a keen interest in understanding why humans behave in the way they do, whether this is due to their biology, their upbringing or the people they hang around with. Throughout this course, we will not only learn, analyse and evaluate theories as to why people give in to peer pressure, become criminals and have dreams, but also gain a good understanding of how certain mental health conditions are developed, experienced and hopefully treated; knowledge which will be invaluable in the modern world, where mental health has recently come into focus. Students should be aware that examinations include short essays which will require them to produce high quality extended writing. Students will also need secure mathematical skills in this course, as these are assessed within the Research Methods unit. The 'brain and neuropsychology' topic is embedded throughout all other units, this makes it essential that students taking this course are confident in the biological components of the KS3 science curriculum.

## What you will study:

- Development (How do we learn?)
- Memory (How do we remember?)
- Psychological problems (How are mental illnesses developed, experienced and treated?)
- Social influence (How do the people around us influence our behaviour?)
- The brain and neuropsychology (How does our brain affect our behaviour?)
- Criminal psychology (How do people become criminals, and how should they be punished?)
- Sleep and dreaming (How do we sleep, and why do we dream?)
- Research methods (How do we investigate human behaviour?)

## Assessments:

Please note, the 'brain and neuropsychology' topic is not assessed as a standalone section of the exam, but embedded throughout all other units. Also, in addition to being assessed in both papers as standalone sections, research methods content can be assessed throughout any other section of the exam.

Each exam contributes to 50% of your final result:

Paper 1 (90 minutes): Studies and Applications in psychology 1  
Criminal psychology, development, psychological problems and research methods.

Paper 2 (90 minutes): Studies and applications in psychology 2  
Social influence, memory, sleep and dreaming and research methods.



## Course Subject: Religious Studies

**Aim/Expectations:** The Religious Studies GCSE aims to help students to develop their knowledge and understanding of religious attitudes to key events in life, and how people live out their faith in all areas of their lives. The two main religions that are studied in depth are Christianity and Islam, and the focus for the study of these religions will be to cover their main beliefs, teachings and practices.

### What you will study:

Through the study of these religions the students will be able to develop their key knowledge and understanding of Christianity and Islam, in addition to covering religious attitudes to marriage and the family, matters of life and death, crime and punishment and peace and conflict. The students will examine key teachings and sources of wisdom and authority, including key religious texts, other texts, and scriptures of the religions they are studying. There will be opportunities for students to develop their ability to construct well-argued, well-informed, balanced and structured written arguments. This will enable them to develop their ability to demonstrate their depth and understanding of Religious Studies and to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.

The students will also have an opportunity to reflect on and develop their own values, beliefs and attitudes in the light of their new insights into the belief systems they have studied. A strength of this course is that it enables the students to prepare for adult life in a pluralistic society and global community, and to gain an understanding of the influence of religion on individuals, communities and societies, as well as to consider significant common and divergent views within religions and beliefs. One of the key skills developed will be to analyse questions related to religious beliefs and values, and to construct well-informed and balanced arguments on matters concerned with religious beliefs and values. This course enables students to develop their critical thinking and analytical skills.

### Assessment:

Two exams: The first exam focuses on the themes outlined above and Christianity, and the second exam focuses on the themes outlined above and Islam. .



The image shows a manuscript page from a 15th-century French grammar book. The text is written in a Gothic script on parchment. The page is organized into columns, with the main text on the left and a smaller column on the right. The text includes various grammatical rules and examples, such as "Le verbe est une partie de la parole qui signifie quelque chose" and "Le verbe est une partie de la parole qui signifie quelque chose". The page is slightly aged and shows some wear.



# Course Subject: Sociology

**Aim/Expectations:** You will need to have an inquisitive mind and be interested in looking at how and why society works in the way that it does. You will need to be able to study independently as well as contributing to group work and discussions. The course requires extended writing for mini essays. You will therefore need to have good written communication skills or be willing to work hard in this area. You will also need to be able to explain your knowledge of sociological theories through extended answers (mini essays).

## What you will study:

### Families

- How family forms differ in the UK and within a global context.
- Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.
- Changing relationships within families.

### Education

- Different views of the role and functions of education.
- Factors affecting educational achievement including processes within schools.
- Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.

### Crime and deviance

- The social construction of concepts of crime and deviance and explanations of crime and deviance.
- Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.
- The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.

### Social stratification

- Different views on factors affecting life chances.
- Different interpretations of poverty as a social issue.
- Describe and explain different views on factors affecting power relationships.



## Sociological research methods

- What research methods to sociologists use to study society?
- What is the process of research?
- What are practical and ethical issues in relation to sociological research?

## Assessment:

## Paper 1 - The Sociology of Families and Education

Duration: 1h 45m

50% of overall grade

## Paper 2 - The Sociology of Crime and Deviance and Social Stratification

Duration: 1h 45m

50% of overall grade









# Course Subject: Sport

**Aim/Expectations:** The BTEC Level 2 Tech Award in Sport is a theory-based course, which includes some practical elements. This course explores the different types and providers of sport and physical activity and the equipment and technology available for participation. Students will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology.

This course is ideal for anyone who has a strong interest in sport and wants to develop their understanding about improving fitness and performance in sport. The course will prepare you for the further study of PE and Sport at sixth form and is the perfect start point for any student considering a career in sport and exercise or health and wellbeing.

## What you will study:

### Component 1: Preparing Participants to Take Part in Sport and Physical Activity – Internal Assessment Exam Board Set Tasks

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

### Component 2: Taking Part and Improving Other Participants Sporting Performance – Internal Assessment Exam Board Set Tasks

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

### Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity Exam Paper

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

## Assessment:

The final grade awarded for the qualification represents an accumulation of a learner's performance across the three components. Component 1 and 2 are both individually worth 30% of the overall grade whilst Component 3 is worth the remaining 40%.



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