

MONKSEATON

HIGH SCHOOL

Key Stage 4

2024-2025



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Welcome to the KS4 Course Directory

Choosing Key Stage 4 (KS4) options is one of the first major decisions that students are able to make with regards to what they study. Deciding which subjects to choose is an important decision. However, rest assured, as a school we will support you and your child through this process.

Some subjects are compulsory for all students at KS4, for instance GCSE English Language, GCSE English Literature, GCSE Maths, GCSE Combined Science, GCSE History or GCSE Geography. These are the core foundation subjects that underpin all learning.

Students also have additional option subjects to choose from, with some students guided to ensure they have a Modern Foreign Language (Spanish) as part of their choices. This enables them to study a curriculum with the right level of challenge.

All students continue to study Physical Education as part of our commitment to ensuring students are healthy and active.

All students continue to study Personal Development. This works alongside our academic curriculum and ensures our students are ready for the next stage of their education and prepared for adult life.

The compulsory (National Curriculum) subjects for all students to study at KS4 are:

English: GCSE English Language and GCSE English Literature

Mathematics: GCSE

Science: GCSE (worth two GCSEs)

Core PE: non-exam

Personal Development: non-exam



GCSE Option Choices Process

Choosing GCSE subjects is an exciting opportunity and no one expects you to have all the answers straight away. Every student in Year 9 will have the opportunity to attend a one-to-one guidance meeting with a member of the Senior Leadership or Pastoral Team to help them make an informed decision.

When choosing GCSE options it is really helpful if students have considered these four points:

1. Which subjects they like and how they learn best
2. Which subjects they are good at
3. Interests they have outside of school e.g. playing for a sports team
4. Future aspirations for Sixth Form and beyond: all students are required to stay in some form of education or training until the age of 18

Students will fill out an option form at their 1-1 meeting (see page) This form must be signed by a parent/carer and brought back to school on Friday April. We do not accept any forms in before this date to allow for meaningful discussions to take place at home on option choices. It also allows more time for students to seek out teaching staff and ask more questions. Please note, options forms will be time stamped upon submission. If a course is full, students who handed their form in last will have another 1-1 meeting to discuss alternatives.

Our curriculum at Key Stage 4 is broad and balanced and allows for a range of choice for all students. We have split our curriculum into 'pathways'. These pathways are designed so that students are steered towards subjects where they will have the best chance of success leading to rewarding and fulfilling careers based on successful outcomes.

Students will choose 3 or 4 options from one of the three pathways — Opportunity, Equality and Inclusion — as well as indicating a reserve choice. Whilst we remain flexible about choices, it is important to factor in our professional opinion with regards to decisions at this stage in the student's education. To explore our curriculum in further detail and see what students will study for a subject each half -term, please visit <https://www.monkseaton.org.uk/academic-curriculum> .

Our resident Connexions advisor, Angela Toves, is available via email at Angela.Toves@monkseaton.org.uk to give independent advice about Sixth Form, college courses, training, qualifications and careers.

There is a wealth of information about careers on our website including our popular video hub and a dedicated section for parents and carers. Please visit <https://www.monkseaton.org.uk/careers>.

GCSE Option Form 2024-2025

Key Stage 4 Option Choice Form 2024

Name:

Tutor Group:

During our one-to-one guidance meetings, we will provide detailed advice to all students to maximise their potential. As ever, the progress and well-being of our young people are our main priorities and we feel it is vital to support them throughout this decision-making process to ensure every individual makes the right choices by choosing a pathway to help them succeed.

In addition to their GCSE option subjects, all students will study the following mandatory GCSE courses: English Language, English Literature, Mathematics and Combined Science.

Students are required to choose one GCSE option from each block – Humanities A, B, and C. A reserve choice is also required. We do our best to ensure that each student is allocated their choice of options. In the rare event that an option is not viable i.e the course is full or too few students opted for the subject, the reserve choice will be used to complete your child's curriculum next year.

OPTION BLOCKS			
Choose 1 from each block			
Humanities block	A	B	C
History	Business	Art	Design Technology
	Health and Social	Media Studies	Business
	Hospitality	P.E	P.E
Geography	Photography	Health and Social	Hospitality
	Spanish	Design Technology	Spanish
No preference (History or Geography)	Music	ICT	ICT

**Art and Design Technology cannot be chosen together*

Reserve Choice	
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Can you please sign in the allocated space below to confirm your son/daughters choice of subjects and return to the main reception no earlier than **Friday 10th May**.

Student signature:		
Parent/Carer Signature:		Date:

Main Office use only. Date and time of form received	
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Frequently Asked Questions

What is the Core Curriculum that all students take in Years 10 and 11?

All students continue to study English, Mathematics, Science and PE through timetabled lessons. Personal & Social Health Education also forms part of the curriculum through Personal Development.

What is the 'English Baccalaureate' and do students have to take it?

The 'English Baccalaureate' is not a qualification. It is a performance measure of how well students who study English, Mathematics, Science, Spanish, History or/Geography perform. For more information please visit this website: <https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>.

Will students get the same teacher that they have had in Year 9?

This very much depends on the subjects. Some smaller option subjects may mean you get the same teacher. However it is not a certainty, especially in larger subjects. We advise students to select options based on the subject content only.

How many lessons a fortnight does each Option Subject have?

5

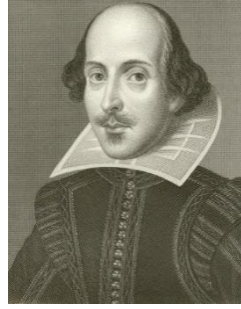
Does the reserve choice really matter?

Every student has to choose ONE reserve in case an option does not run for any reason or if the course is full. All option forms will be time stamped upon submission, with a 'first come first served policy'. We would therefore ask you to discuss your reserve choice carefully .

Core Subjects

English

Mrs P Claydon



Course Content

The aims of English teaching throughout the school are:

- To develop students' skills in expressing themselves clearly in speech and writing
- To develop students' ability to read and understand a variety of types of written English
- To allow students to develop their personalities through reading, creative writing and discussion

All students follow courses leading to GCSE qualifications in English Language and English Literature. Both GCSEs are assessed at the end of the course (end of Year 11) through two examinations. These examinations count for 100% of the final grade.

In GCSE English Language, students will develop their reading skills by exploring a range of texts from the 19th, 20th and 21st centuries. They will also learn how to write effectively for a range of different audiences and purposes. In addition, they will complete various Speaking and Listening tasks through formal presentations and group discussions. In GCSE English Literature students will study a range of prose, drama and poetry including: 'An Inspector Calls', 'Macbeth' and 'A Christmas Carol'.

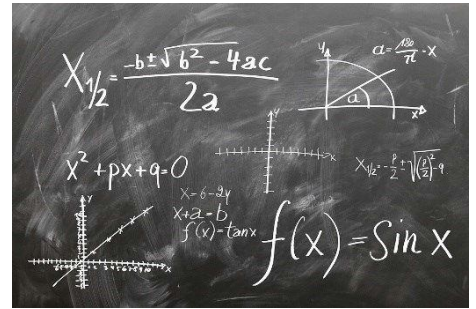
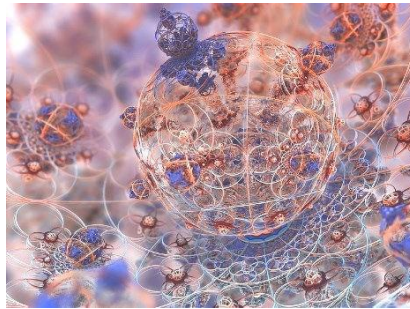
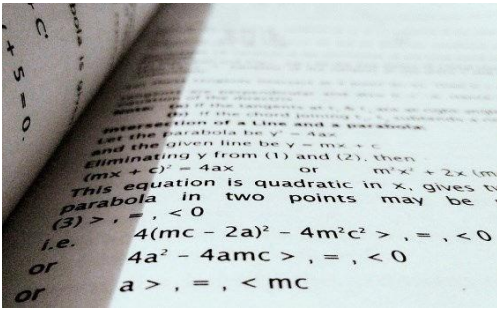
Key Skills

- Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries
- Read and evaluate texts critically and make comparisons between texts
- Summarise and synthesise information or ideas from texts
- Use knowledge gained from wider reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly and punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language

Course Breakdown			
GCSE English Language		GCSE English Literature	
Assessments	% of GCSE	Assessments	% of GCSE
Paper 1: Explorations in Creative Reading and Writing	50	Paper 1: Shakespeare and the 19 th century novel	40
Paper 2: Writers' Viewpoints and Perspectives	50	Paper 2: Modern texts and poetry	60
Non-examination assessment: Spoken Language	n/a		

Mathematics

Mr P J Thompson



Course Content

Mathematics is a compulsory subject for all students at GCSE.

The course introduces new topics, as well as reinforcing ideas that were encountered at Key Stage 3.

Students develop knowledge, skills and understanding of mathematical methods and concepts, including:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry
- Statistics
- Probability

They will use their knowledge and understanding to make connections between mathematical concepts and apply the functional elements of mathematics in everyday and real life situations.

Students follow a Linear GCSE and will be entered either for Higher Tier (grades 4-9) or Foundation Tier (1-5).

ICT is used frequently to aid teaching and learning, including the use of MathsWatch for homework.

Student quote

'Lessons are always varied. I particularly like working in groups to solve problems.'

Key Skills

- Acquire and use problem solving strategies
- Select and apply mathematical techniques and methods in mathematical, everyday and real world situations
- Reason mathematically, make deductions and inferences and draw conclusions
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Assessment

3 exams at the end of Year 11, including one non-calculator paper.

Combined Science

Mrs L Purdy



Course Content

Science is a diverse and exciting subject. It helps students to explore the world around them and understand many things that have applications to daily life. Science at GCSE level aims to develop students' knowledge and understanding of scientific theories, but also their ability to apply that knowledge and analyse and evaluate information in practical and everyday scenarios. It gives students good life skills, regardless of the path they follow, after GCSE.

Examples of topics:

- Health, disease and development of medicines
- Fuel and Earth Science
- Radioactivity

Courses

Combined Science is a two-GCSE sized (double award) qualification covering the three science disciplines of Biology, Chemistry and Physics. Students are awarded two grades based on their overall performance across these three disciplines.

Assessment

6 Exam papers

There are two Biology exams, two Chemistry exams and two Physics exams. All exams are 1 hour 10 minutes, and each covers half of the content for that discipline. There are Foundation tier and Higher tier papers. As it is a double award qualification, students will receive two grades. These grades could be the same number, e.g. 6, 6 or 7, 7. However, some students may receive a grade with adjacent numbers, e.g. 7, 6.

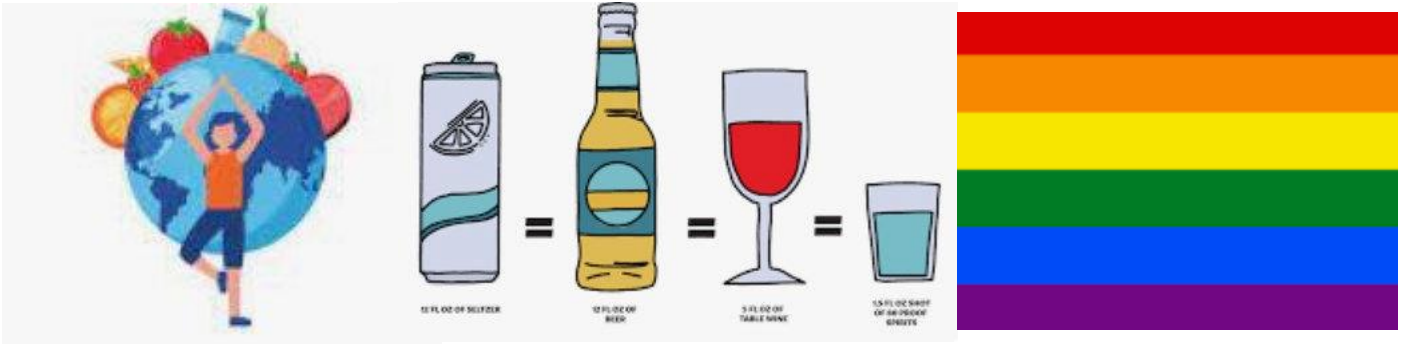
Although there is no longer a coursework unit in the GCSEs, practical work is still a very important part of the Science GCSEs. It helps to consolidate learning, and to develop skills in planning, analysing and evaluating. These practical skills will be assessed as part of the written examinations at the end of the course.

Student quote

'Science is important because it really helps with whatever you're wanting to do in life, from sport to animals to being a chef. Science is an important subject that would be handy in all those categories.'

Personal Development (Core)

Mrs K Hay



Course Content

Personal Development is taught to all students in Year 10 and 11. The curriculum covers a diverse range of topics from eating disorders to relationships and sex education to religious education. Lessons make topics meaningful and 'real' for students, who participate in structured discussions to fully explore viewpoints and deepen understanding. The curriculum ensures students are kept informed about issues in school, in their local community, and in the wider world.

We are often supported by external speakers to support delivery– for example Police and the charity de Paul.

Course Aims

Our aim is to support students to be:

- ambitious and confident individuals
- respectful, kind and considerate of others
- equipped with the skills to be successful in the future and to adapt to challenges and opportunities to the fast-changing world.

Year 10 Programme

Students will build on their Year 9 work and cover mental and physical health, drugs education, LGBTQ issues and citizenship.

Year 11 Programme

Students will cover Relationships and Sex Education as well as planning for the future in a topic called Future Me.

Topics include:

- Mental Health
- Drugs Education
- Physical Health
- LGBTQ
- Citizenship
- Relationships
- Future Me



Physical Education (Core)

Mr P Johnson



Course Content

Physical Education is a compulsory subject for all students in both Year 10 and 11.

Course Aims

Skill Fitness Enjoyment

Year 10 Programme

All students, boys and girls, will participate in a range of activities focussing on skills, techniques, tactics and how to apply them within game situations.

Year 11 Programme

Students will be placed into teaching groups that suit their individual needs. Students will have the opportunity to develop skills, tactics and strategies in a number of sports.

Activities may include:

- Badminton
- Tennis
- Table Tennis
- Football
- Basketball
- Athletics
- Volleyball
- Trampolining
- Fitness Training
- Rounders/softball



Student quote

'Teachers are very supportive both in and outside of lessons. There is a broad range of topics that we cover such as psychology and the impact on performance. It allows me to view sport in a new way.'

Optional Subjects



Art, Craft and Design

Mrs C Weites



Course Content

During GCSE Art, Craft and Design students will cover projects that are exciting and open to allow them to explore genres and styles that interest them. The beginning of the course is more structured to help students cover the 4 assessment objectives successfully. They will experiment with an extensive range of materials. Techniques within the course include the following:

- Drawing and painting
- 3D sculpture including clay
- Photography
- Print making
- Mixed media
- ICT including use of 'Adobe Photoshop'

The course expects evidence of drawing from direct observation as well as evidence of development work and evaluation within sketch books.



Key Skills

How to create, problem solve, design and evaluate

- How ideas, feelings and meanings are conveyed in art, craft and design
- A range of art processes, including ICT where appropriate
- A variety of approaches, methods and intentions which should show students'

Assessment

Final exam 40% Coursework portfolio 60%

The GCSE Art and Design course requires two extensive projects which are completed over Year 10 and part of Year 11. Students will then complete an exam project which is undertaken in the spring term of Year 11. The terminal exam has a set theme and students will create research and development work over several weeks. They will then produce an outcome for the project over 2 days under exam conditions.

Students have 5 lessons per fortnight. The course is based on knowledge and understanding, as well as investigating and making, and must include work from drawing and painting, printmaking and sculpture. The weighting of marks is as follows: 2 coursework projects are 60% of the GCSE and an exam project 40% of the GCSE.

Business Studies

Mr P J Thompson



Course Content

This course is designed to give students an insight into the different aspects of setting up a new business and growing that business in the longer term. The course is split into two examinations which investigate the following areas:

Exam 1 (50% of the overall weighting)

Here students will explore how a business idea can develop into the set-up of a real organisation. It explores the activities of businesses and the reasons for success or failure. The starting point of this unit identifies that businesses may gain competitive advantage through understanding how marketing can raise consumer awareness and also how employees in the organisation can be managed effectively to lead to competitive advantage.

Exam 2 (50% of the overall weighting)

This unit will develop an understanding of the financial implications of growth and also how organisations of varying sizes can benefit from taking time to plan out their operations. You will also study both the internal and external influences on business decisions in order to build up an understanding that organisations are not independent of their environments.

Key Skills

- Communication
- Application of number
- ICT
- Working with others
- Problem solving



Student quote

'I took Business Studies because it teaches us skills that will be useful whether I decide to get a job or continue my education. It encourages us to be confident, creative and positive.'

Design Technology

Mrs C Weites



Course Content

This qualification is an opportunity for students to develop a range of skills needed for our increasing use of technology. The course prepares students with the skills and knowledge to move on to a number of engineering-based career pathways at post 16.

Course Breakdown

Principles of product design and communicating ideas

Students will learn about the design process. Students will learn how to use sketching and engineering drawings to communicate design ideas. Topics include:

- designing processes and requirements
- communicating design ideas
- producing practical outcomes
- evaluating design work
- manual production of freehand sketches
- manual production of engineering drawings
- use of computer aided design (CAD)

Design evaluation, practical skills and modelling.

For this unit students will learn how to create and test models of their designs to create working prototypes and final products.

Topics include:

- development of practical skills
- modelling design ideas
- product evaluation.

Key Skills

- Creative skills
- Drawing and Design
- Computer modelling
- Design for the future
- Production/construction
- Testing prototypes
- Numeracy skills

Assessment

Assessment will be through a design and make NEA (Non Examined Assessment) portfolio –50% of the final mark. This includes design work, written ideas and evaluations and evidence of practical skills.

There is also a written external exam worth 50% of the final grade.

Geography

Miss L Sidney



Course Content

The course aims to develop a wide range of skills, values and ideas which are relevant to everyone's education. Each unit of work covers half a term. Three Human Geography and three Physical Geography topics are studied as well as geographical skills throughout.

The course is taught using a wide variety of teaching and learning methods. All students have to undertake two fieldwork projects, one physical and one human based, where the theory of the classroom becomes a reality.

At the end of each unit, students are tested on their knowledge and understanding of the work that has been covered. These marks do not count towards the final grade but are extremely valuable indicators of a student's potential and how well they are doing.

Unit 1: Living with the physical environment

- The challenge of natural hazards
- Physical landscapes in the UK (Coastal and river landscapes)
- The living world (Rainforest and Hot Desert ecosystems)

Unit 2: Challenges in the human environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Unit 3: Geographical applications

- Issue evaluation
- Fieldwork
- Geographical Skills

Key Skills

- Independent study skills to consolidate learning
- Data Handling
- Analysis, Interpretation and Evaluation
- Literacy and Numeracy
- Ability to work as a part of a team as well as individually

Assessment

Unit 1: Living with the physical environment

environment (35% of full GCSE) taken at the end of Year 11 and includes 3 topics tested in a 1 hour 30 minute exam.

Unit 2: Challenges in the human environment

environment (35% of full GCSE) taken at the end of Year 11 and includes 3 topics tested in a 1 hour 30 minute exam.

Unit 3: Geographical applications (30% of full GCSE) taken at the end of Year 11 and includes 3 topics tested in a 1 hour 30 minute exam.

Health and Social Care

Mr P Johnson



Course Content

This fantastic opportunity allows students to study for two years and gain a wide range of knowledge from different sectors in Health & Social Care. This course is equivalent to 1 GCSE.

Students will study this course over two years which will consist of 5 lessons a fortnight. This course leads to our level 3 offer of both childcare and health and social care

Year 10: L2 BTEC Tech Award Health and Social Care

Component 1: Human Life Span Development

Component 2: Health & Social Care Services and Values

Year 11: L2 BTEC Tech Award Health and Social Care

Component 2: Health & Social Care Services and Values

Component 3: Health and Wellbeing

This is the course for you if you would like to be a:

Nurse, midwife, carer, early years assistant in a children's centre or school, pre-school assistant, nursery foundation stage assistant, special educational needs assistant. The course is also relevant for anyone wanting to work within the health & social care sector.

The course opens the door to many different opportunities for the future, not only within the various industry sectors, as it also enhances your communication skills, and teamwork skills as well as literacy..

Key Skills

- Develop communication and interpersonal skills
- Develop appropriate skills required for working in settings with children (problem solving etc.)
- Knowledge and understanding of health and social care-related theory
- Being able to apply your knowledge and understanding to health and social care and childcare settings and scenarios
- Appropriate background knowledge to use in health and social care or public sector-related employment
- Awareness of careers and job roles within the health and social field
- A good knowledge base for those wanting to take the subject at Year 12 (Sixth Form)

Assessment

Human Life Span Development

(Coursework 30%)

Health & Social Care Services and Values

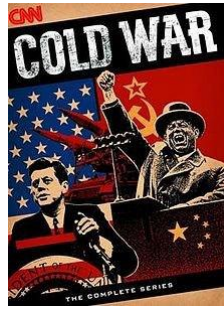
(Coursework 30%)

Health and Wellbeing

(Exam 40%)

History

Miss L Sidney



Course Content

- A thematic study investigating crime and punishment over time
- A site study investigating an historic environment – the London district of Whitechapel c.1870-1900
- A period study which looks in-depth at Superpower relations and the Cold War 1941-1991
- A British depth study focussing on Anglo-Saxon and Norman England c. 1060-1088
- A modern depth study focussing on Weimar and Nazi Germany 1918-1939.

All topics are delivered using an evidence-based approach, developing skills introduced in Year 9 to analyse sources, apply contextual knowledge and construct written arguments.



Key Skills

- Reading, selecting and organising relevant factual information
- Constructing a written argument
- Determining change and continuity over time
- Analysing and evaluating the utility of primary sources for historical enquiries
- Making judgements about the accuracy of historians' interpretations of past events and time periods.

Assessment

100% examination

Paper 1: 1:20 mins - 30% value. Examines knowledge and understanding of both crime and punishment plus the Whitechapel murders.

Paper 2: 1:50 mins - 40% value. Examines knowledge and understanding of the Cold War plus Anglo-Saxon and Norman England.

Paper 3: 1:30 mins - 30% value. Examines knowledge and understanding of Germany 1918-1939.

Hospitality

Mrs C Weites



Course Content

This course is designed for students who have a keen interest in food preparation in a commercial catering environment. The course is of a more practical nature although theory and coursework will need to be completed.

Unit 1: The Hospitality and Catering Industry

Students will learn about different types of establishment and job roles within the catering industry. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently.

Unit 2: Hospitality and Catering in Action

Students apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners.

Key Skills

- Students will need to develop practical cooking skills and learn how to use key equipment in the food rooms
- Students will need to be able to work as a member of a team
- Students will need to take on different roles such as Kitchen Manager and Quality Control Officer

Assessment

Unit 1: The Hospitality and Catering Industry

Externally assessed written online exam (90 minutes), 40% of the overall weighting

Unit 2: Hospitality and Catering in Action

Internally assessed task, 60% of the overall weighting



ICT (Creative iMedia)

Mr P J Thompson



Course Content

The course contains **three units** – 2 practical units (coursework) and 1 written exam that will be taken in Year 11.

Creative iMedia can be broken down into the following sections:

Mandatory Units

Creative iMedia in the media industry

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Visual identity and digital graphics

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Optional Units—1 will be studied

There are 5 optional units to choose from. Each optional unit has the same structure to your learning, but the conventions and practical skills are tailored to the media product being studied.

- Characters and comics
- Animation and audio
- Interactive digital media
- Visual imaging
- Digital games

(Depending on the make up of the class, this will be decided once the course has begun)

Key Skills

- Use of ICT
- Numeracy skills
- Literacy skills – extended writing
- Evaluation skills
- Analytical and reasoning skills
- Creative skills

Assessment

Final exam 40%, Internal Assessment 60%. The course is assessed across three units:

Creative iMedia in the media industry

- Written paper - 1 hour 30 mins (Year 11)

Visual identity and digital graphics -

Centre assessed tasks
(Year 10)

Additional Optional Unit - Centre assessed tasks (Year 10 and Year 11)

Student quote

'The lessons are fun and organised and a must for anyone wishing to pursue a career in the media or ICT.'

Media Studies

Mrs P Claydon



Course Content

OCR GCSE Media Studies is designed to help students develop a wider understanding and appreciation of the media in both an historical and contemporary context. Students will acquire knowledge and understanding of a range of important media issues, such as how gender, age, ethnicity and sexuality are represented in a wide range of media products.

They will learn how to apply specialist media-specific terminology to analyse and compare different media products. Being able to write analytically and critically are key skills to this course; 70% of the final grade will come from lengthy written answers produced during the two exams. The skills that are required in English and History to analyse and evaluate are exactly the same skills as those needed to be successful in Media Studies.

There is also a creative and practical side to Media Studies as students are required to produce their own magazine, including writing a 500-word article and taking all of their own photographs.



Key Skills

- Analysis and evaluation of texts
- Make informed arguments, reach substantiated judgements and draw conclusions about media issues
- Independent thinking and questioning
- Creation of own media texts

Assessment

Paper One: Television and promoting media (105 minutes, 35%)

There are two sections to this exam, the first about television and the second on promoting media. We will study two crime dramas, *Vigil* (2021) and *The Avengers* (1966). In addition, we will study the promotional materials for *The Lego Movie* (2014).

Paper Two: Music and News (75 minutes, 35%)

Again, there are two sections to this exam, the first about music magazines, videos and radio. The second section is about the news and we will carry out an in-depth case study on *The Observer* from 1966 to present day.

Non-exam assessment (30%)

Students will create an individual print-based production, working from a choice of briefs, which change every year. Students have 12 weeks in which to complete their production.

Music

Mrs C Weites



Course Content

This course allows students to discover, develop and extend skills in the practical activities of Music, including, performance, composition, recording techniques, promotion and events management. They will also be introduced to the various job roles in Music Industry.

Component 1: Exploring Music Products and Styles

Students will develop their understanding of different types of music product and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the performance, creation and production of music.

Component 2: Music Skills Development

Students will participate in workshops and classes where they will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. They will learn how musicians share their work and collaborate with others and will develop skills as musicians in how to use blogs, YouTube, Soundcloud and other platforms to share work and skills development with others.

Component 3: Responding to a Commercial Music Brief

This component will allow students to work to their own strengths and interests and apply the skills they have learned throughout the course in a practical way. They will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer.

Key Skills

- Confidence
- Teamwork
- Creativity
- Performing
- Sound recording techniques
- Product/events management

Assessment

Component 1: Exploring Music Products and Styles

- Centre assessed BTEC moderated 30%
- Year 10

Component 2: Music Skills Development

- Centre assessed BTEC moderated 30%
- Year 11

Component 3: Responding to a Commercial Music Brief

- Externally assessed by BTEC 40%
- Year 11

Photography

Mrs C Weites



Course Content

During GCSE Photography students will cover projects that are exciting and open to allow them to explore genres and styles that interest them. The beginning of the course is more structured to help students cover the 4 assessment objectives successfully:

- Photoshoots
- Camera Skills
- Photographer Research
- Photoshop
- Digital Media
- Manual Photo Editing

Students will explore images, artefacts and resources relating to a range of photography from the past and from recent times, including European and non-European examples. This will be integral to the investigating and making processes. Students' responses to these examples will be shown through exciting and innovative practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Key Skills

- The ability to explore elements of visual language, line, viewpoint, composition, lighting, depth of field, rule of thirds in the context of Photography.
- Respond to an issue, theme, concept or idea or work to a brief.
- Record experiences and observations, in a variety of ways using photographs or other appropriate visual forms.
- Analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements.
- Use knowledge and understanding of the work of others to develop and extend thinking and inform own work.

Assessment

Final exam 40%

Coursework portfolio 60%

The GCSE Photography course requires two extensive projects which are completed over Year 10 and part of Year 11. Students will then complete an exam project which is undertaken in the spring term of Year 11. The terminal exam has a set theme, and students will create research and development work over several weeks. They will then produce an outcome for the project over 2 days under exam conditions.

Students have 5 lessons per fortnight. The course is based on knowledge and understanding as well as investigating and making. The weighting of marks is as follows: 2 coursework projects are 60% of the GCSE and the exam project is 40% of the GCSE.



Physical Education

Mr Johnson



Course Content

The OCR GCSE PE course offers a broad insight into a range of theory topics related to sport, but also enables students to take part practically in a wide range of sports and activities. The five encompassing areas of theory are:

- 1:1 Applied anatomy and physiology
- 1:2 Physical Training
- 2:1 Socio-cultural influences
- 2:2 Sports psychology
- 2:3 Health, fitness and well-being

If students have a genuine interest in and passion for sport, and compete and train regularly, then this course will be ideal for them. If students are willing to get involved and contribute to discussions in class, they will thoroughly enjoy this course.

There is a range of practical activities on offer including:

- Football
- Basketball
- Volleyball
- Rugby
- Badminton
- Table Tennis
- Tennis

Key Skills

Develop communication and team work skills in a variety of roles

Be able to apply theoretical knowledge in practice

Develop confidence as a practical performer.

Encourage students to challenge themselves and develop an understanding of fair play and respect.

Assessment:

1: Physical Factors Affecting Performance

(exam paper 1, 1 hour, 60 marks 30%)

2. Socio-cultural Issues and Sports

Psychology (exam paper 2, 1 hour, 60 marks, 30%)

60% for the two written exam papers.

3. Practical Performance in 3 sports

Students should be playing sport for a team or attending lots of clubs in school (a mixture of 1 individual sport and two team sports OR two individual sports and one team sport (60 marks, 30% 40%)

4. Analysis and Evaluation of Performance

(coursework, 20 marks, 10%)

Spanish

Mrs P Claydon



Languages for Life

At Monkseaton High School we are passionate about the benefits that learning a language can bring. We strongly believe that learning languages is a skill for life and is something students should enjoy and find rewarding.

The demand for language skills in the job market is growing, so the ability to speak another language and the skills which you develop through language learning will open many doors for you.

GCSE Spanish will help develop students' communication skills, both written and spoken.

In addition, by studying a language you improve your knowledge and understanding of your own language.

Students will also develop their understanding of the rich and diverse culture of the Spanish-speaking world.

Students will study the following topics throughout the course:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Assessment

Pupils are assessed at either Foundation (Grades 5-1) or Higher (Grades 9-3).

At both tiers, pupils are assessed in four skills and each skill is equally weighted;

Paper 1: Listening (25%)

Listening comprehension questions in English, to be answered in English.

Dictation where students transcribe short sentences.

Paper 2: Speaking (25%)

Role-Play.

Reading aloud task and short conversation.

Photo card discussion.

Paper 3: Reading (25%)

Reading comprehension questions in English, to be answered in English.

Translations from Spanish to English.

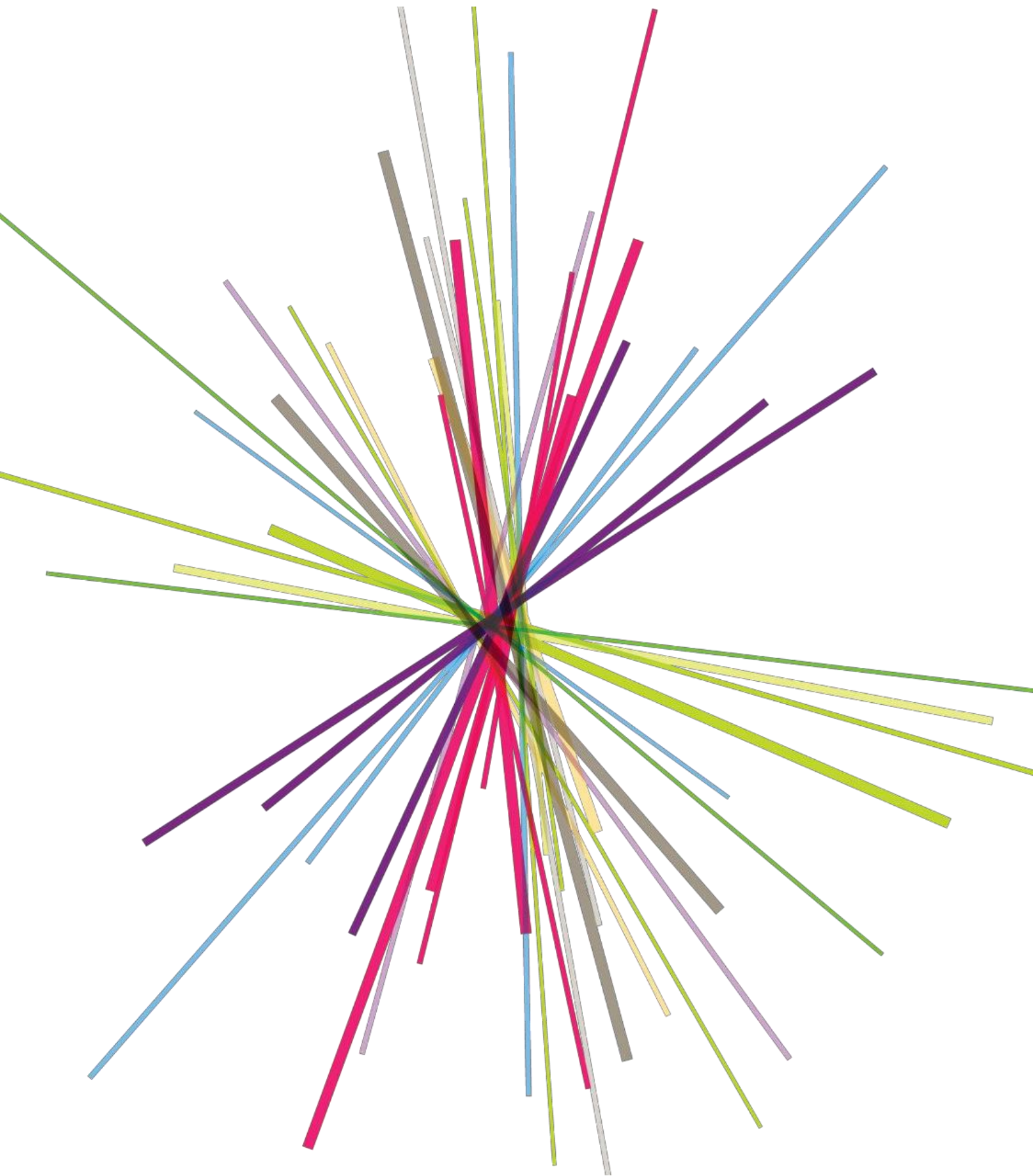
Paper 4: Writing (25%)

Writing and translating from English to Spanish.

Overview of Assessment

100% Exam Assessment	Mixture of Exam Assessment and Coursework	Assessment Weighted Towards Coursework
English Language	Art, Craft and Design	Health and Social
English Literature	Design Technology	ICT (Creative I Media)
Maths	Hospitality	
Science	Music	
Business Studies	Media Studies	
Geography	Photography	
History	Physical Education	
Spanish		





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