



Tring School
Year 9
Options Booklet
2021

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Dear Parents/Carers and Students

We are pleased to introduce you to this year's Key Stage 4 curriculum booklet, which outlines details of the courses offered in Years 10 and 11. It will help inform the choices that students make as they consider what to study next year.

Our curriculum design continues to be slightly restricted by new statutory guidance from the Government. However, as a school, we have endeavoured to retain as much flexibility and freedom as possible. We hope that the curriculum will also develop other skills and abilities – physical, social, moral and cultural - as well as encouraging the development of positive attitudes.

Students, this is a very important time because you will be making choices which will affect not only what you study in the future but also your long term career prospects. Accordingly, you need to think very carefully about the courses which are on offer before making decisions. This will ensure that what you study in the next two years suits your needs and aspirations.

We are aware that, for some of you, it can be hard to make your choice of subjects. We suggest that you read this booklet thoroughly and talk to as many of your teachers as possible, as well as your parents and other adults in your family, about your intended choices. You can also talk to older students at school, especially those in your tutor group. When making your choices, think about where studying those subjects can lead to in terms of courses in our Sixth Form, in higher education, and also in the world of work, as well as your aptitude and interest in those subjects.

This school is proud of its record of providing a broad range of Key Stage 4 courses which allow examination success and progression to post 16 Education, and then employment or higher education. We know that we can add value to students' performance and therefore a guided process of subject combination is honed and personalised for each student.

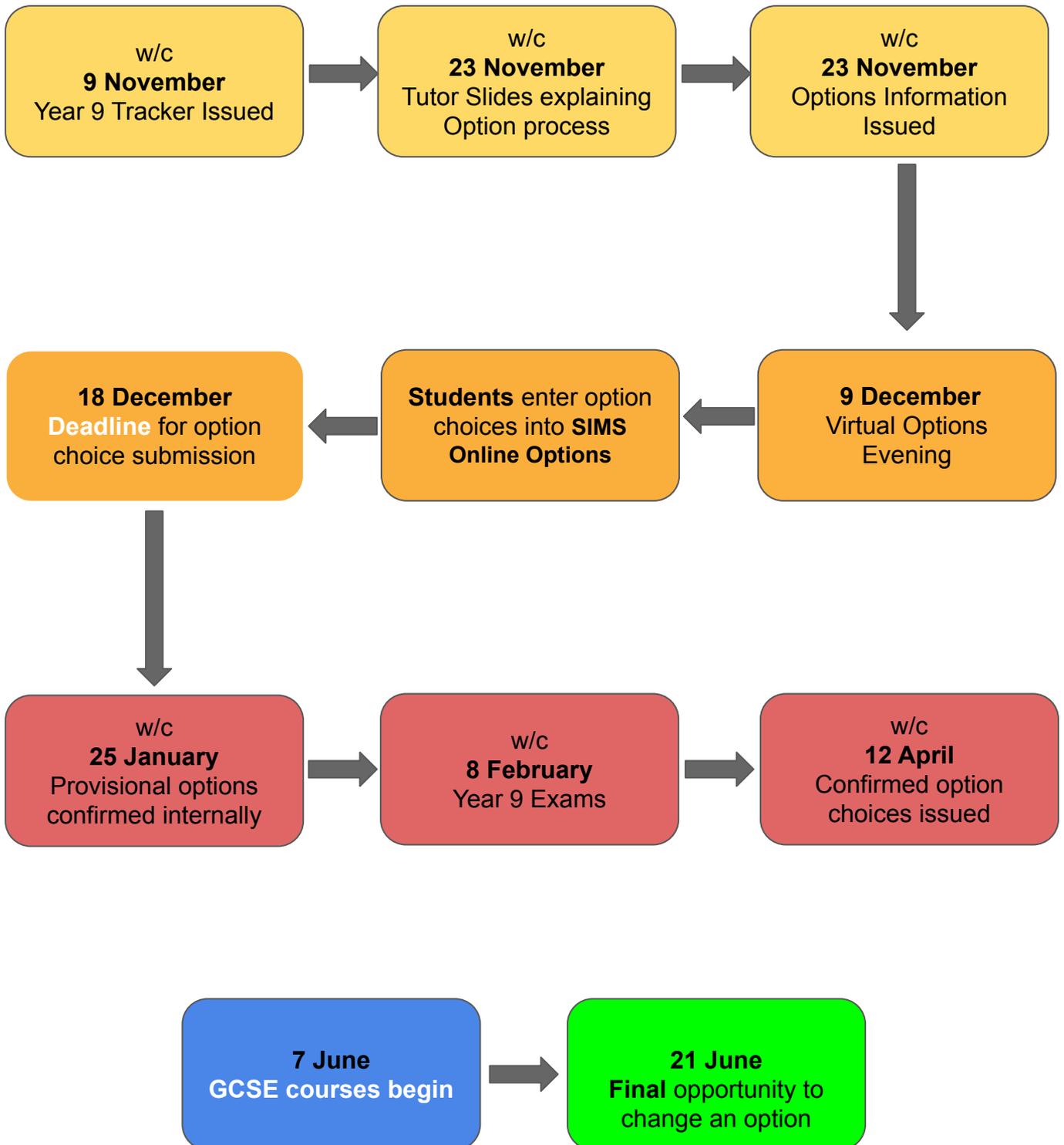
We will be working closely with parents and students in order to arrive at the best possible personalised programmes of study for every student. You can find the key dates in this process outlined overleaf.

We hope that all students are able to find a suitable combination of subjects and that their Key Stage 4 studies will engage and motivate them in order to allow them to achieve the highest possible success in the future.

Mr N Barlow

Assistant Headteacher

Timeline for the Option Process





Where will my Options take me?

Our Year 9 students have now spent around nine years in school and have changed schools at least once. The decisions that now lie ahead for them are even more important for the future. As a Year 9 student you will have a better idea of what you want to do and you will have more say in making these new decisions about your future.

What is a GCSE?

GCSE stands for General Certificate in Secondary Education. It is a qualification that is recognised and valued by schools, colleges and employers alike. The qualification involves studying the theory of a subject, combined with some investigative work. Some subjects may also involve practical work.

Changes to GCSE grading

The grading system for GCSEs changed over three years ago and is now a number based system. A grade nine is the highest grade and one the lowest.

What is a BTEC qualification?

BTECs tend to be more vocationally based qualifications, that are assessed slightly differently to GCSEs. You can take BTECs as a way of preparing for study at the next level, for example a BTEC Higher or A Levels in sixth form or college. You can also use them as a way of accessing an apprenticeship or university. Universities accept BTEC Higher Level 3 qualifications on to many of their courses.

Dependent on the subject area; you will study a series of different units and complete a number assignments and tests that link to the theory work and practical exercises you have completed. Internally assessed assignments are set and marked by your teacher but are subject to external verification. You will also be required to sit one exam. BTEC qualifications are graded pass, merit, distinction or distinction.

BTEC Grading

- A **pass** is equivalent to a GCSE grade 4
- A **merit** is equivalent to a GCSE grade 5 / 6
- A **distinction** is equivalent to a GCSE grade 7
- A **distinction*** is equivalent to a GCSE grade 8 / 9



What makes a successful student?

Years 10 and 11 are challenging for all students but we know there are certain qualities which make you stand out from others and perform well. These are all skills and qualities which can be learnt, sometimes through trial and error!

As a school we are keen to help all students develop essential character traits that centre around:

- Determination - perseverance and resilience
- Curiosity - be open minded and creative
- Communication - learning is a two way process and you will need to be questioning and a team worker
- Independence - successfully participates in society, thinks critically, can form their own opinions & can maintain their emotional health

Along with these skills, it is also essential to have good preparation and planning skills, and high levels of organisation.

A Levels remain the most widely followed post-16 qualification and are seen as the traditional gateway to higher education for most students.

Raising the Participation Age (RPA) came into effect from summer 2013 when the Government raised the age at which young people are required to participate in education and training. This means that students will have to continue in education or training until their 18th birthday (and of course they can continue beyond that if they want).

Choosing Your Subjects

We understand that choosing a career path, and associated option choices, may be a difficult task. This is one of the first opportunities our Year 9 students will be presented with in conducting research about career possibilities. The best advice is to keep options as open as possible and to choose subjects which students really enjoy and are motivated to learn about.

Students will start to research their future career options in their dedicated 'Careers' sessions in their Life Skills lessons. Students will be introduced to Unifrog, where they can explore careers, information on the current labour market and what life within that career is really like. They can explore potential University and Apprenticeship opportunities to help aid their GCSE option choices. There are videos to watch and lots of information for students written by other students who have been through the experience. There are also suggestions for students to complete wider reading, extra curricular activities and to involve themselves in relevant podcasts and documentaries. Students are also able to log how they are developing their own competencies and skills, involvement in activities and how they generally develop their well roundedness as individuals.

A good starting point is <https://www.ychertfordshire.org>. This site is organised by Youth Connexions and is aimed at all young people in Hertfordshire. You may also use www.unifrog.org to complete this research.

As students progress through Years 10 and 11 they will continue to learn about Careers through their Life Skills lessons. Students will be encouraged to carry out their own research and can use our Youth Connexions and Careers Advisor Services in school. If at any time they require further support they are encouraged to make an appointment to see our Careers Advisors, Amanda Wickens and Sailesh Devani.

Statutory Measures

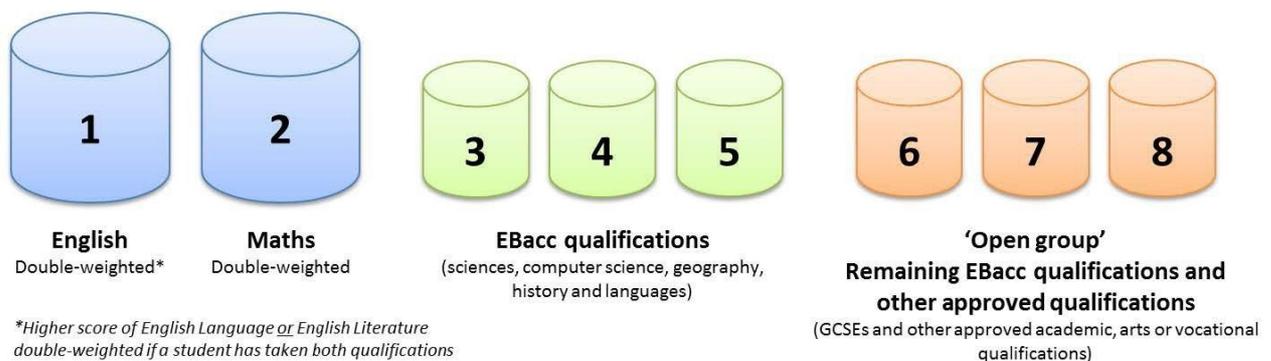
There have been many confusing and contradictory messages about the value of subjects, how students will be assessed and the school measured. The two main ways in which schools are measured with regards examination success are called Progress 8 and Attainment 8. In each of these cases, this is a school measurement only – these are not qualifications but a set of subjects that will be used to measure how schools perform across a selected core group of subjects that all students in England are expected to study. For students, all subjects are valued qualifications and whilst the core subjects are important as they support a rounded education, specialist subjects are also important especially if a student wishes to go and study these subjects further or work in the specialism.

Progress 8

Progress 8 aims to capture the progress a student makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that students' results are compared to the actual achievements of other students with the same prior attainment.

Attainment 8

Progress 8 is calculated based on 8 qualifications, called Attainment 8. Each qualification is assigned to one of four elements (English, Maths, EBACC & Open) as follows:



- Highest grade in English language or literature (double weighted if both taken)
- Mathematics (double weighted)
- Three highest grades from any of the EBacc qualifications (Sciences, Computer Science, Geography, History and Languages)
- Three highest grades in any three other subjects, including English language or literature (if not counted in the English slot), further GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

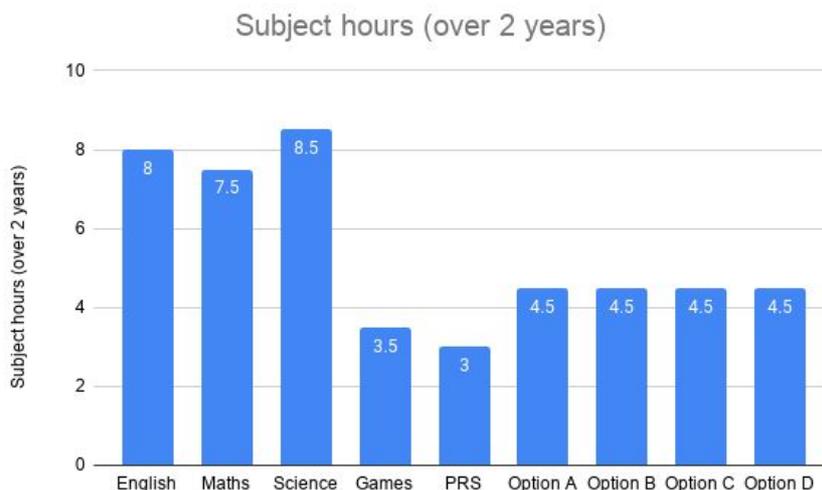
Key Stage 4 Curriculum



Key Stage 4 Curriculum

In Years 10 and 11 students have an element of choice which allows them to personalise their Key Stage 4 curriculum. There are, however, a number of subjects which are compulsory for every student – these are **core subjects** and they make up 60% of the timetable for each student. The remainder of each student's timetable is composed of **four option subjects** that they can indicate a preference to study.

The Year 10 and 11 Curriculum is outlined below.



A Summary of the Core Curriculum

Subject	Teaching Hours per Fortnight	Number of GCSEs	Summary Information
English	8	2	All students will achieve a GCSE in English Language and a GCSE in English Literature.
Maths	7 (Year 10) 8 (Year 11)	1	All students will achieve one GCSE in Maths.
Science	9 (Year 10) 8 (Year 11)	2	All students will achieve two GCSEs in Science.
Games	4 (Year 10) 3 (Year 11)		Students have the opportunity to access wider sporting facilities outside of school and to obtain an award in Sports Leadership.
PRS	3	1	All students will follow a course which leads to a full GCSE qualification. Please see the subject page for further details.

Option Subjects



Option Subjects

In addition to this core of six subjects, a further **FOUR** subjects may be chosen.

A selection should be made that helps build up a **balanced course of study**. This would mean that you choose one Modern Foreign Language subject, one Creative Arts/PE subject, one Humanities subject and one Technology subject.

Curriculum Area	Subjects
Modern Foreign Languages	French
Creative Arts/PE	Art, Drama, Music, PE, Media Studies
Humanities	Geography, History, Sociology
Technology, Vocational	Business Studies, Retail Business, Computer Science, Food Preparation & Nutrition, Graphic Products, Health & Social Care, Hospitality & Catering, Product Design, Textile Technology, Travel & Tourism

Whilst a subject choice from each of the four curriculum areas is recommended, **it is not insisted upon**. Some students may wish to make a different selection of subjects which better meets their personal interests and abilities.

Consideration should also be given to the particular demands of the subjects chosen, e.g. the amount of coursework, the amount of learning or very academic study, the amount of practical work.

Students must choose **one subject** from **Block A** and **three other subjects** from the **General Block**. **Only one D&T option** can be selected from Food Preparation & Nutrition, Graphic Products, Product Design or Textile Technology. Only one of either Hospitality & Catering **or** Food Preparation & Nutrition should be selected.

Block A	General Block		
Computer Science	Art	Geography	Physical Education
French	Business Studies	Graphic Products	Product Design
Geography	Retail Business	Health & Social Care	Science (separate)
History	Computer Science	History	Sociology
	Drama	Hospitality & Catering	Textile Technology
	Food Preparation & Nutrition	Media Studies	Travel & Tourism
	French	Music	



Second choices

Students will also need to give two second choices for the general block. This is in case we cannot run all of the students' first choices.

We will try our very best to give all students their first choices but we cannot guarantee it. Therefore we need to know what their second choices are. We will run the most populated courses.

First choices and second choices will need to be put in order of preference

Students will enter their option choices using our online options system. When the online system opens, students will be sent an email with a link to the system to allow them to register. **Full instructions will be emailed to both parents/carers and students shortly before the online system opens.** It is recommended that you sit together with your child to enter the options, and set the preferences in the list for first and second choices. Only select a subject once either as a first choice or a second choice.



Some Tips for Making Good Choices

When considering their option choices students should try to balance the following factors:

- Interest and enjoyment
- Ability and progress
- Sensible combinations (those which are likely to ensure a broad education)

Do.....

- ✓ Remember that all courses are of an equal standard and value
- ✓ Choose courses you are interested in and which you are likely to enjoy
- ✓ Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents
- ✓ Choose courses in which you are likely to achieve success
- ✓ Choose courses that fit with your future needs; although the core is designed to ensure breadth, a solid groundwork in a subject you may want to continue with at Post 16 will be helpful.
- ✓ Remember that the courses last for two years – you will not be able to change your mind at the end of Year 10!
- ✓ Pay attention to the method of assessment and choose a subject where you know you can obtain a high level of marks.
- ✓ Find out more about careers you may be interested in. Which qualifications are needed for the different levels of entry? Sometimes this research gives students a goal during the GCSE years.
- ✓ Talk to your parents, your teachers and careers staff. Although they will not want to make the decision for you they will each have an important perspective
- ✓ Try to be realistic in your choices; commitments out of school such as drama, music and sport are also important and should complement your academic choices and studies.

Don't.....

- ✗ Choose subjects just because your friends are choosing them.
- ✗ Choose a subject just because you get on well with your teacher. You might well have a different teacher at KS4.



Core Curriculum



English Language and Literature

OCR Examining Board

GCSE

Content

Students will take two GCSEs (GCSE Literature and GCSE Language). Both courses encourage students to be creative; to think analytically; to explore different types of writing, both fiction and non-fiction, and to broaden their understanding of the English language. Students enjoy this subject because of its exploratory nature; they can bring their thoughts to the lessons and share their ideas and opinions.

English Language

There will be two English Language exams – to be taken at the end of Year 11 and two English Literature exams to be taken at the end of Year 11. We use OCR as our examination board. Throughout the two years we will be ensuring that students are 'exam ready' and many of our assessments will be completed in timed conditions to prepare students for the rigours of GCSE examinations.

- students will respond to unseen extracts from 19th, 20th and 21st century texts
- students must compare at least two unseen texts
- in each exam students will have to respond to questions analysing these unseen texts (focusing on understanding the content, language analysis, structural analysis, writer's attitudes and viewpoints and evaluating impact of the texts)
- in each exam students will also need to respond to a writing task and produce a piece of sustained, controlled writing for a particular audience and purpose
- 20% assessment weighting will be for spelling, sentence structure, punctuation and grammar.

Please note that Speaking and Listening is not now directly assessed as part of the GCSE but will be certificated separately. The assessment will consist of a presentation, including discussion time of up to 10 minutes. Students will receive an award of Pass, Merit or Distinction in Spoken Language.

English Literature

- students must study a 19th century novel, a whole Shakespeare play modern prose and drama and a selection of poetry (including representative Romantic poetry)
- students must be able to compare with unseen texts
- the modern prose or drama must be by writers from the British Isles
- exams will be closed book (i.e. no copies of the text can be taken into the examination)

Contact

Mrs V Johnston

Subject Leader



Mathematics

OCR Examining Board

GCSE

Content

The GCSE for Maths focuses on problem solving. Students need to have a deep understanding of the content as well as application skills.

The content is made of 12 areas of mathematics; number operations and integers, fractions, decimals and percentages, indices and surds, approximation and estimation, ratio, proportion and rates of change, algebra, graphs of equations and functions, basic geometry, congruence and similarity, mensuration, probability and statistics.

Students in Year 9 have been covering content for the GCSE and as such can be considered half way through the course in terms of content covered.

Students have been sitting GCSE papers through Year 9 and this will continue into Year 10.

Assessment

100% of the course is written and consists of three papers, each making up one third of the final grade.

- Papers 1 and 3 are calculator exams.
- Paper 2 is a non calculator exam.

The grades are distributed as follows:

- Foundation Paper - grades 1 to 5
- Higher Paper - grades 4 to 9

Contact

Mrs L Reading

Subject Leader of Maths

Mr T Fox

Assistant Subject Leader



Philosophy and Religious Studies

AQA Examining Board

GCSE

Content

The Philosophy and Religious Studies course aims to encourage students to develop:

- The ability to critically assess a range of philosophical, religious and ethical issues, such as the morality of war and issues of evil and suffering, leading to the development of strong and cohesive arguments and personal opinions on these matters.
- The ability to reflect upon ultimate questions about the meaning and purpose of life, and to develop their own reasoned response to those questions.
- Develop both written and verbal communication skills through the use of debate, presentations and range of short and extended written tasks.
- Develop knowledge, skills and understanding of a wide range of key concepts, teachings and views, using quotes and specialist vocabulary.
- The ability to engage with and keep up to date with current events.

100% written exam.

Assessment

Component 1 – The study of religions - *1 hour 45 minute exam*

This unit is worth 50% of the overall marks. This unit expects students to develop an understanding of beliefs, teachings and practices of two religions, Christianity and Buddhism.

Component 2 – Philosophy and ethics - *1 hour 45 minute exam*

This unit is worth 50% of the overall marks. This unit expects students to develop an understanding and critical assessment of a range of philosophical and ethical issues surrounding war and peace, crime and punishment, family and relationships, origins of the universe and life and abortion and euthanasia.

Future Opportunities

Philosophy and Religious Studies is a highly respected, academic subject. The ability to consider and critically assess a range of views and construct strong cohesive arguments is a skill that is highly valued both by further education and employers. A Level Philosophy and Religious Studies is a popular course, with many choosing to continue their studies at university. At university you are able to choose from a number of related courses such as Philosophy, Theology or even follow a joint honours degree with Physics, Politics or Law.

Studying Philosophy and Religious Studies leaves many doors open for you when choosing a career. Graduates with a Philosophy degree often go into Law, Teaching, Politics, the Police, Social Work and many more areas.

Contact

Mrs A Sharp

Subject Leader



Science

AQA Examining Board

GCSE

GCSE Combined Science (Trilogy)

Some students will study **GCSE Combined Science (Trilogy)**, completing two Science GCSEs and will achieve a double award grade. This course is made up of separate Biology, Chemistry and Physics modules.

Assessment

This course is assessed by six written exams (two for each Science subject) that have 70 marks and last for 1 hour 15 minutes. Each exam contributes 16.7% to the overall GCSE grades. There is no practical controlled assessment for this course; students will complete required practical work during the course of study and will be assessed on these during the exams. All exams will be taken at the end of Year 11.

Content

Please see table on the next page - all topics will be studied except Space Physics.

GCSE Combined Science (Synergy)

Some students will study **GCSE Combined Science (Synergy)** completing two Science GCSEs and will achieve a double award grade. This course is not taught as separate Biology, Chemistry and Physics modules. Each teacher covers a range of modules.

Assessment

This course is assessed by four written exams (two for teacher A and two for teacher B) that have 100 marks and last for 1 hour 45 minutes. Each exam contributes 25% to the overall GCSE grades. There is no practical controlled assessment for this course; students will complete required practical work during the course of study and will be assessed on these during the exams. All exams will be taken at the end of Year 11.

Content - Synergy

Teacher A	Teacher B
<ul style="list-style-type: none"> • Building Blocks • Transport over larger distance • Interactions with the environment • Explaining change 	<ul style="list-style-type: none"> • Building blocks for understanding • Interactions over small and large distances • Movement and Interactions • Guiding spaceship Earth towards a sustainable future.

Separate Science GCSEs: Biology, Chemistry, Physics

A smaller number of students will study separate GCSE Sciences, completing three Science GCSEs and will achieve three separate grades. These students have sat an exam and will be **selected based on their capability of accessing the separate science content**. Based on their results they will then be eligible to choose it as an option; more information will be sent out for these selected students.



Science

AQA Examining Board

GCSE

Separate Science GCSEs: Biology, Chemistry, Physics

continued

Assessment

This course is assessed by six written exams (two for each Science subject) that have 100 marks and last for 1 hour 45 minutes. Each exam contributes 16.7% to the overall GCSE grades. There is no practical controlled assessment for this course; students will complete required practical work during the course of study and will be assessed on these during the exams. All exams will be taken at the end of Year 11.

Content - Trilogy and Separate Sciences

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

Contact

Miss L Thompson

Assistant Subject Leader - KS4



Option Subjects

Art, Craft and Design

PEARSON (Edexcel) Examining Board

GCSE

If you are creative and enthusiastic about Art and Design then you should be thinking seriously about taking Art at GCSE. Classed as an academic GCSE by universities, employers and colleges, you will be taught to think independently; encouraged to explore and experiment with ideas and ways of working; solve problems creatively. All these are skills much in demand in today's workplace and in areas from Finance through to Engineering, from English Literature to the Law.

Assessment

Paper 1	Practical Paper - 10 hours	40%
Paper 2	Coursework	60%

Content

This course has two parts; the coursework produced over the two years and the Externally Set Assignment (ESA) performed at the end of the two years.



The coursework material, in the form of sketchbooks or work books and finished pieces of work, are produced in school, supported by substantial homework. The coursework is arranged into themes and projects undertaken across the two years. Each project is a response to a specific theme and it is hoped that students learn to develop their own ideas, practical skills and outcomes during the course.

The main focus throughout the course is drawing from observation which usually leads to a variety of developments in two and three dimensional work accompanied by references to artists, art movements and cultures. Students are given the opportunity to attend two Art visits, but they are encouraged to visit local galleries as part of homework and their extra curricular work. Tring Museum is a popular resource, as is Ashridge Forest and other local landmarks. Students are encouraged to use what is at hand to develop their knowledge and understanding of, and practical ability with, the formal elements of composition, tone, form, line and colour. Landscapes, buildings, natural forms and people are typical subjects on which the student is instructed to apply the appropriate use of proportion, composition, perspective, tone, texture and colour.



The Externally Set Assignment takes place during the Spring Term in Year 11. After a preparatory time of approximately eight weeks, students take a ten hour exam in which a finished piece of work, either 2D or 3D, is produced. The exam is a response to an externally set theme and is marked internally, together with the coursework. Work is then moderated by an examiner from Edexcel. Students' overall work is displayed in an end of course show, which parents, friends and other visitors attend.



Any student who is considering taking Art at A level must have studied Art to GCSE level.

Contact

Miss S Gomersall
Subject Leader



Business Studies

Pearson (Edexcel) Examining Board

GCSE

Assessment

Theme 1: **Investigating small business** Written Examination Paper - 50% (90 marks)

Theme 2: **Building a Business** Written Examination Paper - 50% (90 marks)

Content

The syllabus covers the following areas:

Theme 1 : Enterprise & Entrepreneurship, Spotting a business opportunity, Putting a business idea into practice, Making the business effective, Understanding external influences on business

Theme 2 : Growing the business, Making marketing decisions, Making operational decisions, Making financial decisions, Making human resource decisions

The subject involves a minimum of 10% of mathematical calculations. Specifically, this involves the manipulation and interpretation of numerical data. The subject also requires students to learn a range of new terms and business concepts.

Why Business Studies?

GCSE Business Studies will provide valuable knowledge and understanding of the world of work and the business environment. It will also provide a firm foundation for the study of Business Studies at A level.

The main aims and objectives of the course are to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and the wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively, and draw on evidence to make informed business decisions and solve business problems
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data

Contact

Mr I Holmes

Subject Leader



Retail Business

WJEC Examining Board

Level 1/2 Vocational Award

The Level 2 Award in Retail Business introduces learners to one of the most important employment sectors in the UK, exploring various aspects of retail business and investigating a range of retailers from large chains and department stores through to independent and virtual stores.

The Award is equivalent to 1 GCSE.

Content

The Vocational Award in Retail Business is a practical, work related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

The course is made up of three units that will be studied over 2 years. One of these units is an examination based unit. The other units are portfolio based.

Assessment

Internal Assessment

Unit 1: Customer Experience

Unit 3: Retail Operations

- Units are assessed through summative controlled assessments.
- You could achieve a Level 1 pass or Level 2 Pass, Merit or Distinction.

External Assessment

Unit 2: Retail Business

- One 75 minute examination
- Three questions
- Short and extended answer questions, based on stimulus material and applied contexts
- You could achieve a Level 1 Pass or Level 2 Pass, Merit or Distinction.

WJEC Level 2 Award in Retail Business

Unit No.	Unit Title		Assessment	GLH
9781	Customer Experience	Mandatory	Internal	30
9782	Retail Business	Mandatory	External	30
9783	Retail Operations	Mandatory	Internal	60

Why Business Studies?

This qualification allows a natural progression onto the AS Business Studies course and further study onto a Business/Economics degree. It also provides a route to employment into the many diverse areas of business including roles in specialist areas such as marketing, finance, customer service or human resources in a large organisation or a more generic approach in small local businesses.

Contact

Mr I Holmes

Subject Leader



Computer Science

OCR Examining Board

GCSE

Content

There are no other more 'in demand' skill sets in the world than computer science skills. Few other subjects are changing and shaping the way we live our lives today in the way that computer science is.

The course gives students a real, in-depth understanding of how computer technology works. Students will learn how to create their own software with the use of computer programming, as well as learn about the internal workings of computers and networks.

The course will develop creative, critical thinking, analysis and problem-solving skills. These skills will be useful not only as a computer scientist, but will be helpful in all areas of life.

Why choose GCSE Computing?

- At present computer science related job skills are highly desired in the UK and around the world.
- Learn to think creatively, innovatively, analytically, logically and critically.
- Learn to understand the inner workings of the changing world around you. Don't get left behind!
- Many university subjects require students to learn programming as part of the course, especially in the sciences.
- Many of the skills are transferable to other areas especially sciences and engineering.
- Computer Science counts as a science qualification for the English Baccalaureate.

Assessment

Three units of work over two years, consisting of:

- Exam - Computer systems (50%)
- Exam - Computational thinking, algorithms and programming (50%)
- Programming project - to be completed over 20 hours

Contact

Mr J Fielden

Subject Leader



Design & Technology

Food Preparation & Nutrition

AQA Examining Board
GCSE 8585

Assessment

- 50% Coursework Projects
- 50% Theory Paper

All assessments take place in Year 11

September – December	NEA Task 1 Food Science Investigation	10 hours 15% of GCSE
December – February	NEA Task 2 Food Preparation Assessment	20 hours, includes a 3 hour assessment 35% of GCSE
May – June	1 hour 45 minute exam	50% of GCSE

Content

Students are given the opportunity to make a huge variety of products over the course of two years in a well-structured environment. Students can achieve successful outcomes at the end of nearly every double lesson which will impress their friends and family members. This course will give them valuable key life skills enabling students to cook and make informed choices about what and how well they are eating.

- Food Preparation Skills
- Food Nutrition and Health
- Food Safety
- Food Science
- Food Provenance
- Food Choice

Students will have four/five lessons per fortnight and will have at least one practical lesson per week. Although there is a comprehensive recipe book, they will have a lot more independent choice of what to cook. They are also expected to do their **own ingredients** shopping (not parents!) and be prepared for lessons, having **familiarised themselves with the recipes** prior to attending class.

Future Opportunities

There are many things that could be done with GCSE Food Preparation & Nutrition, ranging from Dietician / Nutritionist, Food sales and promotion, Product Development, Consumer Technologist (Sensory Analysis and Product Tasting), Chef / Baker / Caterer, Food Journalist / Food Critic, Environmental Health Officer, Health & Safety Inspector, Food Service Management, Delicatessen / Restaurateur, Food Wholesaler, Production & Manufacturing, Quality Assurance / Standardisation, Purchaser (buys and sells food from around the world), Store Manager – Supermarket or Fast Food Chains, Packaging Technologist, to Teacher (clearly the best career...)

As a bonus you will be given the opportunity to sit the Level II Food Safety Exam and gain a certificate and qualification recognised by all employees within the food and catering industry.

Contacts

Miss S Jones

Subject Leader

Miss D Corney

Assistant Subject Leader

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Design & Technology

Graphic Products

AQA Examining Board

GCSE

Assessment

- 50% Coursework Project
- 50% Theory Papers

This GCSE course is concerned with giving students the opportunity to gain experience in identifying, considering and solving design problems using materials, components and processes, and the effect of them on the environment.

Content

There is a common core content which includes new and emerging technologies, modern and smart materials, and materials and their working properties. Students will learn how to design and make products with creativity and originality, using a range of graphic and modelling materials. They will be enthused and challenged by the range of practical activities possible. Students will be encouraged to learn through images, to use, understand and apply colour and design, and to understand graphic materials and manipulation. Students will design and make products using graphic media and new technologies (Computer Aided Design and Computer Aided Manufacture) to prepare them for the world of work.

Non-Examined Assessment

The course will culminate in a design project which accounts for 50% of the final subject marks. The design briefs will be set by the Board in June of Year 10 and students will choose one in which they are interested. This will involve designing and making a product using the skills and knowledge gained on the course. A detailed folder will be produced to support the practical work. This should include information about ideas, the progress and decisions made.

Examination

At the end of the course, students will sit a 2 hour examination which consists of 3 sections:

- Core Technical Principles (20 marks)
- Specialist Technical Principles (30 marks)
- Designing and making principles (50 marks)

Contacts

Miss S Jones

Subject Leader

Miss D Corney

Assistant Subject Leader



Design & Technology

Hospitality and Catering

WJEC regulated by OFQUAL and CCEA regulations

Level 1 / 2 award

The Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

Assessment

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

- **Unit 1 The Hospitality and Catering Industry - External assessment**
 - LO1 Understand the environment in which hospitality and catering providers operate
 - LO2 Understand how hospitality and catering provisions operate
 - LO3 Understand how hospitality and catering provision meets health and safety requirements
 - LO4 Know how food can cause ill health
 - LO5 Be able to propose a hospitality and catering provision to meet specific requirements
- **Unit 2 Hospitality and Catering in Action - Internal assessment**
 - LO1 Understand the importance of nutrition in planning menus
 - LO2 Understand menu planning
 - LO3 Be able to cook dishes

Learners must complete both units.

Content

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

In this qualification, learners will also have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

Unit 1: The Hospitality and Catering Industry

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. 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 legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.



Design & Technology

Hospitality and Catering

WJEC regulated by OFQUAL and CCEA regulations

Level 1 / 2 award

Content *continued*

Unit 2: Hospitality and Catering in Action

Learners 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. This extends the learners appreciation of the whole vocational area beyond the kitchen environment

Future Opportunities

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as: Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills Level 2 Certificate in Professional Food and Beverage Service Skills Level or Level 2 NVQ Diploma in Professional Cookery .

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector.

Contacts

Miss S Jones

Subject Leader

Mrs N Gosling

Subject Teacher



Design & Technology

Product Design

AQA Examining Board

GCSE

Assessment

- 50% Coursework Project
- 50% Theory Papers

This GCSE course is concerned with giving students the opportunity to gain experience in identifying, considering and solving design problems using materials, components and processes, and the effect of them on the environment.

Content

There is a common core content which includes new and emerging technologies, modern and smart materials and materials and their working properties. During the first year of the course students will develop a variety of skills, knowledge and understanding as they work on a number of designs and assignments. The design process will be used to develop practical projects which will be produced in a variety of resistant materials.

Projects such as:-

- Personal storage box
- Electronic car
- Aluminium sand casting and light engineering

Non-Examined Assessment

The course will culminate in a design project which accounts for 50% of the final subject marks. The design briefs will be set by the Board in June of Year 10 and students will choose one in which they are interested. This will involve designing and making a product using the skills and knowledge gained on the course. A detailed folder will be produced to support the practical work. This should include information about ideas, the progress and decisions made.

Examination

At the end of the course, students will sit a 2 hour examination which consists of 3 sections:

- Core Technical Principles (20 marks)
- Specialist Technical Principles (30 marks)
- Designing and making principles (50 marks)

Contacts

Miss S Jones

Subject Leader

Miss D Corney

Assistant Subject Leader



Design & Technology

Textile Technology

AQA Examining Board

GCSE

Assessment

- 50% Coursework Project
- 50% Theory Papers

This GCSE course is concerned with giving students the opportunity to gain experience in identifying, considering and solving design problems using materials, components and processes, and the effect of them on the environment.

Content

There is a common core content which includes new and emerging technologies, modern and smart materials and materials and their working properties. All Design and Technology subjects are concerned with designing and making in the broadest sense – for this one you must enjoy practical work with materials. It involves the following activities:

- Small practical tasks to develop skills and knowledge
- Developing design skills and practical creativity
- Use the CAD/CAM sewing machine and overlockers to produce unique and high quality products
- Develop craft skills and traditional decorative techniques such as patchwork, printing, appliqué, machine embroidery and use of the new laser cutter and meshing machine
- Use ICT both in the production processes of your products and in the presentation techniques of your projects

Non-Examined Assessment

The course will culminate in a design project which accounts for 50% of the final subject marks. The design briefs will be set by the Board in June of Year 10 and students will choose one in which they are interested. This will involve designing and making a product using the skills and knowledge gained on the course. A detailed folder will be produced to support the practical work. This should include information about ideas, the progress and decisions made.

Examination

At the end of the course, students will sit a 2 hour examination which consists of 3 sections:

- Core Technical Principles (20 marks)
- Specialist Technical Principles (30 marks)
- Designing and making principles (50 marks)

Future Opportunities

There are many things students could do with GCSE Textiles after going on to study A level or degree courses. More specialist careers could follow such as interior design, buying, fashion design, sales, theatre design, pattern making, product development, fashion journalism, education and engineering – to name but a few.

Contacts

Miss S Jones

Subject Leader

Miss D Corney

Assistant Subject Leader

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Drama

EDUQAS Examining Board
GCSE

Course Content

In an increasingly competitive world, universities and employers are looking for confident, creative, organised and emotionally intelligent individuals as well as excellent examination results. GCSE Drama can provide students with all of these and we traditionally have some of the best results in the school.

GCSE Drama enables you to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices

GCSE Drama is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

Assessment

Component 1

Devising Theatre Non-exam assessment: internally assessed, externally moderated, 40% of the qualification. Learners will be assessed on either acting or design.

Students will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by the exam board.

Students must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design

Component 2

Performing from a Text Non-exam assessment: externally assessed by a visiting examiner. 20% of the qualification.

Students will be assessed on either acting or design studying two extracts from the same performance text chosen by the centre. They will participate in one performance using sections of text from both extracts.



Drama

EDUQAS Examining Board

GCSE

Component 3

Interpreting Theatre Written examination: 1 hour 30 minutes. 40% of the qualification.

- Section A: Set Text - A series of questions on one set text.
- Section B: Live Theatre Review - One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Future Opportunities

There are many things students can go on to do with a GCSE in Drama. They could go on to take an A level in Drama and Theatre Studies, a Vocational A level in Performing Arts, a BTEC National Certificate or Diploma in Performing Arts or Performance Design and Technology.

Students may wish to take a GCSE in Drama for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Students may wish to go into a job where it is useful to have had experience of Drama, or where you will need to use some of the skills developed during this course. These might include careers in fields such as Journalism, Medicine, Politics, Acting, Law, Retail, Education, Sales and Marketing, Media and Film, Travel and Tourism, or any other career that involves meeting people face to face. The study of Drama will help you to develop transferable skills which will be useful in many professions in a multitude of ways.

Contact

Mrs F Langley

Subject Leader

Geography

AQA Examining Board

GCSE

The Geography course highlights the critical importance of geography for understanding the world and for stimulating an interest in places. It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

Assessment

There are three written papers. One paper covers human topics, one paper physical topics, both papers last 1½ hours. The papers have 88 marks available and make up 35% of the GCSE. These exams include multiple choice, short answer questions and extended prose. The third paper is a skills paper lasting one hour and 15 minutes. 76 marks are available and account for 30% of the GCSE. This exam includes multiple choice, short answer and extended prose. It also features a pre-release booklet which students work through in advance and then complete unseen exam questions based on the information.

Content

The course is split between physical and human Geography, the titles of the units are listed below

Physical	Human
The Challenge of Natural Hazard	Urban Issues and Challenges
Physical Landscapes in the UK	The Changing Economic World
The Living World	The Challenge of Resource Management

Physical Content

The Challenge of Natural Hazards is studying various types of natural hazards, the impacts on people and property and the factors that affect them. These include tectonic hazards, tropical storms, extreme weather in the UK and climate change.



The **Physical Landscapes in the UK** section focuses on different landscapes in the UK, looking at river and coastal landscapes. Within these sub-topics students will look at processes, landforms and the management of these areas.

The Living World looks at different ecosystems from around the world. We start by studying a small scale ecosystem and then move onto study tropical rainforests and hot deserts. Students will learn the characteristics of these environments, how vegetation has adapted to the climate, the challenges facing these environments and the management of these.

Human Content

The human topics look at the rapidly changing world in which we live, starting with **Urban Issues and Challenges** incorporating population growth, the growth of urban areas in low income countries, squatter settlements and environmental pollution. It also studies a city in the UK and the changes that take place including aspects such as migration, cultural mix, urban decline and regeneration.

Geography

AQA Examining Board

GCSE

Human Content *continued*



In **The Changing Economic World** we study development, including ways of measuring it, factors affecting it and the consequences for countries that are less developed. Strategies for reducing the development gap are studied through managing population change and the growth of tourism. We also learn about economic development in a low income country as well as the economic future of the UK.

The Challenge of Resource Management is our final unit for Paper 2 and considers the equality of distribution of the world's resources and focuses in on areas such as food, water and energy to investigate how we can ensure demand is met in a sustainable way, and the consequences when there is resource depletion.



Geography is one of the most respected qualifications by employers being such a current subject with ever changing topics and case studies. It also includes many transferable skills both mathematical and graphical, but also analytical and evaluative that employers are looking for in candidates today.

Future Opportunities

Many of our Year 11 students go on to study the course at A-level and then onto university to study Environmental Science, or focus in on human or physical elements, specialist degrees such as Oceanography, Town Planning or Cultural Geography.

Studying Geography leaves many doors open when choosing a career, graduates with a Geography degree often go into Land Management, Chartered Surveying, Teaching, Law, Tourism, Architecture, Environmental Officer. Visit the link below for more information

[Choosing a career with Geography](#)

Useful Links

[AQA Specification](#)

Examples of exam papers;

[Paper 1 - Physical Geography](#)

[Paper 2 - Human Geography](#)

[Paper 3 - Geographical Applications](#)

[Pre-release booklet.](#)

Contacts

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Health and Social Care

BTEC Award Level 1/2

PEARSON (Edexcel) Examining Board

A vocational course which will give students:

- the opportunity to gain a broad understanding and knowledge of the Health and Social Care sector
- a more focused understanding of Health and Social Care through the selection of optional specialist units
- the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life
- opportunities for students to achieve a nationally recognised Level 2 Health and Social Care qualification with Pass, Merit and Distinction levels

Further Training

This course will support progression into more specialised Level 3 vocational or academic courses or into an apprenticeship.

Assessment

There are 3 components to cover over the two years, with the exam unit at the end in February of Year 11.

Component	Title	How it is assessed	Weighting
1	Human Lifespan Development	Internal coursework	30%
2	Health & Social Care Services & Values	Internal coursework	30%
3	Health & Wellbeing	External controlled exam	40%

Course Content

Component 1- Human Lifespan Development : In this component students will:

- explore human growth and development across life stages
- investigate factors that affect human growth and development and how they are interrelated

Component 2 - Health and Social Care Services and Values: In this component students will:

- explore the care values that underpin current practice in Health and Social Care
- investigate ways of empowering individuals who use Health and Social Care services
- have the opportunity of a week's work experience in the October of Year 10

Component 3 - Health and Wellbeing: In this component students will:

- understand the factors that affect health and wellbeing
- learn about physiological and lifestyle indicators

Contacts

Miss K Doyle

Subject Leader

History

AQA Examining Board
GCSE

Content

The History Department offers the AQA History course. Students can plot their way through the important developments from Medieval to Modern Day History and become acquainted with some infamous characters.

The GCSE History content comprises the following elements:

- One period study
- One thematic study
- One wider world depth study
- One British depth study including the historic environment

Assessment

It is 100% exam assessed.

Paper 1 : 2 hours

Russia 1894 - 1945

- Russia under the Tsar's and the impact of WWI
- Lenin, the Bolsheviks and the Civil War
- Stalin's USSR



Conflict and tension, 1894 - 1918

- The causes of the First World War
- The First World War : trench warfare and major battles including Verdun, the Somme and Passchendaele
- Ending the war and why the Allies won



Paper 2 : 2 hours

Medicine Through Time c1000 - Present Day

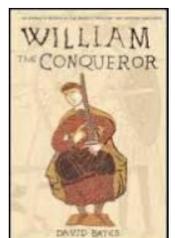
How did knowledge / understanding and ideas about

- Disease
- Surgery
- Public Health change over the last 1000 years



Norman England

- 1066, the Norman Conquest and how William asserted control over England
- Change and continuity under the Normans
 - how did people's lives change after the conquest
- Religion and the Church under the Normans



The skills students develop on the course include the ability to recall information, to analyse and organise a wealth of information and to describe, explain and assess evidence and interpretations. Students will develop these skills through a variety of learning styles, including personal research, presentations, role plays and simulations, video and ICT.

Contact

Mrs P du Bois

Subject Leader

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Media Studies

WJEC Eduqas Examining Board
GCSE

Specification Overview

Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth through applying all areas of the framework: newspapers, television, music video and online, social and participatory media. Advertising and marketing, film, video games, radio and magazines are studied in relation to selected areas of the framework.

Skills gained

- demonstrate skills of enquiry, critical thinking, decision-making and analysis.
- acquire knowledge and understanding of a range of important media issues
- develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics
- understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding develop practical skills by providing opportunities for creative media production.

Course Overview

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.



Media Studies

WJEC Eduqas Examining Board
GCSE

Course Content *continued*

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 WJEC, applying knowledge and understanding of media language and representation.

Contact

Mr I Holmes

Subject Leader

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French

AQA Examining Board

GCSE

Assessment

At GCSE four skills are assessed - Listening, Reading, Speaking and Writing. In all skills a student enters either the Foundation or Higher tier.

All skills are assessed at the end of the GCSE course.

The speaking exam will be conducted in April of Year 11. The Listening, Reading and Writing skills will be assessed in a terminal exam in June/July.

Weighting of each skill: Listening 25% • Reading 25% • Speaking 25% • Writing 25%

Resources: Dictionary essential. A textbook can be purchased.

Aims

- To develop students' ability to understand and communicate in the foreign language
- To encourage students to appreciate the cultural background of France or Spain
- To encourage students to develop language learning skills

Course Content

Students will continue to learn how to:

- Understand French / Spanish when it is spoken
- Speak in French / Spanish
- Understand written French / Spanish
- Communicate in writing in French / Spanish

There are three broad themes which are studied in GCSE languages. These are

Theme 1 - Identity and culture which comprises: self, family and friends, technology in everyday life, free time activities and customs/festivals.

Theme 2 - Local, national and international and global areas of interest which comprises: home, town, neighbourhood and region, social issues, global issues and Travel and Tourism.

Theme 3 - Current and future study and employment which comprises: my studies, my life at school/college, education post-16, jobs, career choices and ambitions.

Lessons will be conducted, whenever appropriate, in the foreign language, in order to give students as much opportunity as possible to hear and use the language.

The most important aim by far is to enable students to understand and communicate in the language; however spelling, conjugation and grammatical accuracy are very important to communicate effectively in the target language.

It is worth noting that a few universities may prefer a language GCSE as part of their entry requirements regardless of whether a student wants to study a language at degree level. Moreover, future cohorts may have to study a language at GCSE on a compulsory basis.

Course requirements

Students must have studied the language they are choosing in Year 9 and must have achieved at least a grade 3 in the Year 9 exams in all four skills.

Contacts

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Subject Lead French

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Music

PEARSON (Edexcel) Examining Board
GCSE

Content

Studying Music GCSE is demanding yet thoroughly rewarding. If you have a passion for music and a desire to further your creative talents as a performer and a composer, then this course will be suited to you. We have celebrated excellent results over the last few years.

The course builds on many of the key skills learnt at KS3 but now focuses on the elements as three separate components: Performance (30%), Composition (30%) and a Listening Paper (40%).

- As part of the GCSE, students will need to perform both as a soloist and in an ensemble, which may be a duet or part of a bigger group. If they learn more than one instrument, they can choose which one to perform on. Students should be aiming to perform Grade 4 standard pieces by the end of Year 11.
- Students will need to complete two different compositions during the course, one responding to a brief set by the exam board and one free composition. Students can complete these using either the notation software, Sibelius, on the computers, or acoustically, depending on their skill set.
- Students will study pieces from a broad range of musical genres and eras, ranging from classical music to musicals to world music. They will learn how to analyse these pieces and write about them using key musical vocabulary. Students will be tested on their listening skills, ability to identify key musical features and essay writing skills in 1 hour and 45 minute exam paper at the end of Year 11. (40%)

Future Opportunities

This course is ideal if you are interested in:

- improving your solo and group performance skills
- learning how to analyse music in a variety of styles
- discovering the social and historical context in which music has been composed developing your own initial ideas to produce a unique composition
- developing a working knowledge of a large variety of different musical styles through composing, listening and performing

If you enjoy the challenge and variety that GCSE provides, why not further your musical understanding and take Music at A-level?

Once you have studied GCSE Music, it will provide you with a number of transferable skills that will be invaluable in later life. Studying Music not only builds your self confidence and communication skills, but it will encourage you to be more creative with problem solving and requires you to use your initiative and to be more efficient when meeting deadlines.

Contact

Mr Moosajee

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Physical Education

AQA Examining Board
GCSE

*Students wishing to study PE in Key Stage 4 will be able to opt for the PE option. **Whether they study GCSE or BTEC will be at the discretion of the PE department.** This decision will be made using the Key Stage 3 PE data of the student. This process will allow each student to follow a course that is suited to them and one which ensures they reach their full potential in this subject.*

The Physical Education taught at GCSE follows the AQA Specification. Students will finish the course with a GCSE in Physical Education.

Students need to be participating regularly in sports activities in and / or out of school to study GCSE PE.

Assessment

Written Papers 60% - (2 x 1 ¼ hours)

Component 1 - The human body and movement in physical activity and sport

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

Practical Performance 40%

30% - 3 x practical assessments from competitive sports (1 x team, 1 x individual + 1 other)

10% - Performance analysis

Aims

The course will enable candidates to improve:

- their knowledge, skills and understanding of a range of physical activities
- their knowledge and understanding of how the body and mind works to produce physical movements
- their knowledge of other aspects that can affect sports performers such as media and sponsorship

Assessment Objectives

The examination will assess a candidate's ability to demonstrate:

- Knowledge and understanding of applied anatomy and physiology
- Knowledge and understanding of movement analysis and physical training
- The use of data in PE and sport
- Sports psychology
- Socio-cultural influences on sport

Students wishing to follow a career in sport or the leisure industry would find this course useful. Further qualifications i.e. A Level Physical Education and BTEC Level 3 Sport are also available in the Sixth Form.

Students in Year 10 and 11 who follow the course will continue to take part in the Core Physical Education programme which is two lessons of practical PE a week.

Contact

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Subject Leader

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Sport

PEARSON (Edexcel) Examining Board
BTEC Level 2 First Award

Content

*Students wishing to study PE in Key Stage 4 will be able to opt for the PE option. **Whether they study GCSE or BTEC will be at the discretion of the PE department.** This decision will be made using the Key Stage 3 PE data of the student. This process will allow each student to follow a course that is suited to them and one which ensures they reach their full potential in this subject.*

During the BTEC course you will learn through a mixture of teacher led and independent work, by completing projects, tasks and assignments that are realistic to the work place within the sports industry. You will develop skills such as ICT skills, problem solving, working with others, independent learning, organisational skills and meeting deadlines. All of which are essential qualities for successful performance in working life.

Content

Unit list for the Extended Certificate includes:

Practical sport; Fitness for sport and exercise; The mind and sports performance; The sports performer in action.

Assessment

The course consists of four units. Three units are assessed through the completion of coursework assignments and tasks (not always written) covering the content of each unit. Students will be expected to compile a portfolio of evidence throughout the course. For each unit there will be number of tasks/assignments that will allow students to access the assessment criteria. One unit is assessed through an online external assessment. Students will be awarded a Pass, Merit or Distinction for each piece of work completed.

This qualification will enable you to access a wide range of courses in higher education.

Future Opportunities

Sixth Form

- BTEC Level 3 courses in Sport
- Other courses in the sixth form

Related Jobs

- Sports Centre / Leisure centre
- Sports Coaching
- Sports Development
- Outdoor and Activity Centres
- Teacher Training

Contact

Miss L Bullock

Subject Leader

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Separate Science

AQA Examining Board

GCSE

Separate Science GCSEs: Biology, Chemistry and Physics

A number of students will study separate GCSE Sciences, completing three Science GCSEs and will achieve three separate grades. These students have sat an exam and will be selected based on their capability of accessing the separate science content. Based on their results they will then be eligible to choose it as an option.

Assessment

This course is assessed by six written exams (two for each Science subject) that have 100 marks and last for 1 hour 45 minutes. Each exam contributes 16.7% to the overall GCSE grades. There is no practical controlled assessment for this course; students will complete required practical work during the course of study and will be assessed on these during the exams. All exams will be taken at the end of Year 11.

Content

Please see table below - all topics will be studied.

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

There is additional content within topics that is “Biology Only” / “Chemistry Only” / “Physics Only”

Contact

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Sociology AQA Examining Board GCSE

What is Sociology?

Sociology is the study of human society; this includes all the different groups of people and organisations that we have, such as schools, families, the police, the media, the government as well as people from different ethnic and religious groups, different social classes, different ages and genders.

It involves looking at different aspects of society from different viewpoints, to increase our understanding of society and how it works. We look at how your gender, age, social class and ethnicity can affect your opportunities in life and the choices you make. We also look at social inequality and poverty and why society seems to be so unfair to some people.

For example:

- Why do some people do better at school than others?
- Why do some people commit crimes?
- Why do some people have lots of money whilst others have very little?

You will also learn to look at research and information in a critical way, in order to make informed judgements and arguments based on evidence and theories.

You will be asked to draw on your own experiences of the world you live in and as you acquire new knowledge, you will develop a better understanding of the world you live in and why it is the way it is.

Assessment

Sociology GCSE is assessed by 2 exams:

Paper 1 - Studying Society; Education; Families - is worth 50% of the total marks (1 hour 45 mins).

Paper 2 - Crime and Deviance; Mass Media; theory and methods - is worth the remaining 50% of the total marks (1 hour 45 minutes).

Both exams are sat at the end of the GCSE course in Year 11.

Is it for you?

Sociology is an exciting, interesting and relevant subject for those students wanting to learn more about the world in which we live. The best type of sociologist is one with a critical mind who likes to question taken-for-granted ideas. You will need to be good at reading and learning new facts and research studies, and you will also need to be good at writing, as there are lots of essays in this subject! We also want you to be enthusiastic, interested and willing to get involved in discussion in lessons!

Future Opportunities

A GCSE in Sociology can lead onto both the A Level in Sociology and the A Level in Criminology. It will also help you with subjects like politics, psychology, law, economics and health and social care.

Possible careers include: teaching, social worker, police officer, journalism and media, marketing and HR, business, politician, lawyer, researcher.

Contact

Miss A Esland

Subject Leader

aesland@tringschool.org

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Travel and Tourism

PEARSON (Edexcel) Examining Board
BTEC L2



Content

Travel and Tourism provides students with the opportunity to study an interesting and rewarding subject. This course is suitable for students wishing to progress to advanced level qualifications or pursue a career in the travel and tourism industry. It will provide underpinning information of the structure and procedures of one of the largest industries within the UK. This course will count towards your required points for Sixth Form should you wish to further your studies at Tring.

“Coursework units account for 60% of the final grade. Only 1 unit is examination based using case study material, this allows students to work at their own pace and with less pressure of a high number of summer exams. The examination unit for this qualification is usually sat in January with a resit opportunity available”

What will I learn?

The course allows the students to investigate real life travel and tourism activities and will include educational visits to industry organisations such as Wembley Stadium and Thorpe Park. We also work with some exciting organisations Kuoni Travel, ZSL, Chelsea and Arsenal Football clubs and Twickenham. Students will learn why travel and tourism has become one of the UK's fastest growing industries and the biggest employment area in the world. The course introduces students to the Travel and Tourism industry and encourages them to gain an understanding of the skills required for all future employment or higher education – whatever subject that might be in.



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Assessment

Units include:

Students will cover three units over two years. 60% of the course is internally assessed coursework tasks, only 40% is an external exam. This exam has a resit opportunity taking the pressure of final exams at the end of Year 11. The exam will be sat in February of Year 11.

Unit 1: Travel and Tourism Organisations and Destinations

Unit 2: Influences on Global Travel and Tourism (Exam)

Unit 3: Customer needs in Travel and Tourism

Skills and Knowledge

- You will gain a broad understanding of Travel and Tourism industries
- You will develop an interest and knowledge in worldwide Tourism, people and places.
- You will learn about aspects of marketing, customer service and business.
- You will develop skills, knowledge and understanding in Leisure and Tourism.
- You will have the opportunity to apply learning in a practical and realistic way
- You will develop skills that are highly valued by schools, colleges, universities and employers. This course is an excellent way of progressing into the Sixth Form.

This course is suitable for

- Anyone interested in Travel and Tourism.
- Students who generally prefer coursework
- Anyone interested in studying a subject that is relevant to their own lives and experience.
- Anyone interested in working in the Leisure and Tourism industry
- The Travel and Tourism service sector are important and fast growing areas of employment. The course provides an opportunity for students to learn more about a fast growing, dynamic industry with a vast range of career opportunities.
- The topics studied and learning styles will provide vital life skills that will be useful no matter what job or further study students decide to do.
- The course is taught using a variety of teaching methods



Students taking Travel and Tourism have received excellent results with nearly all achieving their target grade and many exceeding it.

Contact

Mr C Lickfold

clickfold@tringschool.org

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Subject Choices For Key Stage 4 (2021-2023)



Only return this form if you are unable to complete the online option form

Please return to your child's HOH – by 18 December 2020

Subject Choices for Key Stage 4 (2021 – 2023)

Student Name

Tutor Group

Block A	General Block		
Computer Science	Art	Geography	Physical Education
French	Business Studies	Graphic Products	Product Design
Geography	Retail Business	Health & Social Care	Science (separate)
History	Computer Science	History	Sociology
	Drama	Hospitality & Catering	Textile Technology
	Food Preparation & Nutrition	Media Studies	Travel & Tourism
	French	Music	

	Block A	General Block		
Option Choice		1	2	3
Rank 1 - 4 (1 = most favoured)				
Second Choices (select 2 additional subjects)	1	2		

Signature of Parent/Carer

Date.....



Please keep this copy for your records

Subject Choices for Key Stage 4 (2021 – 2023)

Student Name

Tutor Group

Block A	General Block		
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	Food Preparation & Nutrition	Media Studies	Travel & Tourism
	French	Music	

	Block A	General Block		
Option Choice		1	2	3
Rank 1 - 4 (1 = most favoured)				
Second Choices (select 2 additional subjects)	1	2		