



**CAVENDISH SCHOOL**

**YEAR 8**

**GUIDE TO KEY STAGE 4 PATHWAYS**

**2020-2023**

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# INTRODUCTION

In the first two years at Cavendish, our pupils follow a broad and balanced curriculum, with the vast majority of pupils studying the same subjects. However, as pupils enter Key Stage 4 (Years 9, 10 and 11) they have the opportunity to specialise in subjects to match their abilities, interests and aspirations. Pupils can express a preference, guided by staff and national expectations, for the courses they would wish to study based on a series of pathways.

The courses themselves are explained in the main part of this booklet, but it is important to note that, although all courses lead to qualifications, not all courses lead to traditional GCSE grading. We also offer a number of vocational courses that lead to other qualifications. In choosing which vocational courses to offer, the school has followed the Government's guidelines to ensure that they provide pathways to further learning and are appropriately challenging for pupils whilst recognising that all pupils have different needs and ways of learning.

In the last years, the Government has made significant changes to the way pupil performance and success is measured and reported at the end of Year 11. This has had a major impact on the structure of our curriculum at Key Stage 4. Although pupils will continue to receive grades for individual subjects, the traditional measure of 5 A\*-C including English and Maths, which has been seen as the key measure of success, has been removed. Instead, pupils will be measured on their progress across a range of 8 subjects. This will be explained in more detail below. A further significant change is that in the vast majority of GCSE subjects, the specifications have changed significantly and pupils will be graded according to a new numerical grading system, rather than the A\*-G grading system. These changes are now well embedded in the way the school works.

The selection of courses is a very important and exciting matter and one in which pupils, parents and the school must work together to get the best possible combination. When looking at courses, we ask pupils to express preferences for the subjects that they wish to study based on the subjects available. However, there may be occasions when we will use our professional judgment to suggest that certain courses may not be appropriate for a particular pupil or that another course may be more suitable. We would always aim to do this in consultation with both pupils and parents.

In addition to this, it is not always possible for us to meet every pupil's wishes. We create a best-fit timetable based on the range of subjects, but sometimes a particular combination of subjects cannot be provided. Some teaching groups may be under-subscribed whilst others may be over-subscribed for the number of teaching groups available. This means that places cannot be guaranteed. Where pupils are required to modify their preferences because of these factors, we liaise closely with home because we are as anxious as you to avoid frustration and disappointment for our pupils. Please note that places are not allocated on a first come first serve basis so all pupils have equal access to courses.

# PERFORMANCE MEASURES

## HOW PUPIL PERFORMANCE WILL BE MEASURED AND REPORTED

As mentioned previously, the Government has made major changes to the way that pupil performance is measured. This means that although pupils will get grades for individual subjects, schools will no longer be talking about pupils getting 5A\*-C or 5 A\*-C including English and Maths. English and Maths remain vital subjects and schools will talk about the percentage of pupils passing these two subjects but they will also be measured against the performance of other pupils in a range of 8 subjects which the Government has laid out. Pupils will be measured on the progress across these 8 subjects and also the average grade that they get in these 8 subjects. These measures are called Progress 8 and Attainment 8. There is also a greater emphasis on pupils studying Humanities, Science and Languages.

This doesn't mean that pupils can or should only study 8 subjects at GCSE level but it does place certain limits on the combination of subjects that the Government expects most pupils to study. Please note that this curriculum is not appropriate for all pupils.

The subjects that the Government expect pupils to follow in order to meet the Progress 8 and Attainment 8 measures are set out below:

Qualification 1	Basket 1	English (Language and Literature)	Compulsory
Qualification 2		Maths	Compulsory
Qualification 3	E Bacc Basket	English Baccalaureate 1	Can be chosen from all the remaining E Bacc subjects: Combined Science (counts as two), Biology, Chemistry, Physics, Computer Science, History, Geography, Languages
Qualification 4		English Baccalaureate 2	
Qualification 5		English Baccalaureate 3	
Qualification 6	Open Basket	High Value Qualification	Three other traditional academic subjects or vocational subjects including ones from the E Bacc subjects (the lower grade of English Language and Literature will also count here)
Qualification 7		High Value Qualification	
Qualification 8		High Value Qualification	

# CHANGES TO GCSE QUALIFICATIONS

The Government has now introduced reformed GCSE specifications and examinations for all GCSE subjects. These GCSEs have increased content and focus assessment on different skills than previously. The current Year 8 will be the sixth year to take the new English and Maths qualifications and the fifth to take the new GCSEs in other subjects.

Another key change is the threshold for what are considered a 'Standard' and 'Strong' pass grade. Previously a C Grade was considered the threshold for having achieved this, in the new grading system a Grade 4 is classified as a 'Standard' pass and a Grade 5 is classified as a 'Strong Pass'. The government has made it clear that over time the 'Standard' pass will no longer be recognised as a pass grade meaning that gaining a Grade 5 will become the threshold for 'passing' a GCSE exam.

The new grades explained:

Grade 9: Top A\* performers, about half of the 6.8% who got A\*s this year are likely to achieve this

Grade 8: The rest of those who obtained A\* but did not qualify for a 9

Grade 7: Equivalent to an A grade pass

Grade 6: Covering those from two thirds above current grade C to top of existing B grade

Grade 5: A 'Strong' pass. This grade is pitched at the top end of a C grade and the bottom end of a B grade. This is set against an international benchmark, showing performance equal to pupils getting top grade passes in high performing countries in international league tables and should be considered as the grade pupils should get to meet national expected standards.

Grade 4: A 'Standard' Pass. Equivalent to the bottom end of a C grade pass

Grade 3: Equivalent to a D grade pass

Grade 2: Equivalent to an E grade pass

Grade 1: Equivalent to Grades F and G passes

These changes represent a challenge for all pupils so that they can achieve the new 'Strong' pass grade in all subjects but our staff have been working hard to make sure that they focus on ensuring that pupils are prepared for these challenges.

# THE PATHWAYS PROCESS 2020-2023

## Pathways

Pupils will be guided to follow one of two broad pathways through their options process. These pathways are designed to reflect the abilities and interests of pupils but more importantly to give the best possible chance of success and pathways to future education and employment. Should pupils or parents feel that the pathway that has been identified for them is not the one that they feel is appropriate, it is important that this concern is communicated with us so that we can seek a successful solution.

The Pathways are as follows:

### **The English Baccalaureate Pathway**

The English Baccalaureate pathway is designed to fulfil the government's expectation that the majority of pupils study a language and humanities subject at GCSE. The pathway is broadly similar to the Progress 8 Pathway but pupils on this pathway are expected to choose a language and either History and/or Geography. This gives them two further choices.

### **Progress 8 Pathway**

This pathway is designed for pupils to express preferences in a full range of subjects offered by the school within the guidelines issued by the Government. Pupils following this pathway will have full access to further education and beyond.

### **Personalised Pathways**

This pathway is designed for those pupils who may need additional support in key subjects or would benefit from a more flexible approach to their curriculum. Pupils following this pathway will mainly follow the same curriculum as those pupils following the Progress 8 Pathways. If a pupil has been identified as potentially benefitting from this approach, parents will be contacted directly as well as making choices online.

If you have any questions please do not hesitate to contact myself or Mr Temple, Progress Leader for Year 8, at the school to discuss any matters concerning this procedure.

**The deadline for Option preference submission is Monday 09 March 2020. Forms should be signed by both the pupil and parent/carer.**

Martin Pickup

Deputy Headteacher

[mpickup@cavendish.e-sussex.sch.uk](mailto:mpickup@cavendish.e-sussex.sch.uk)

Dave Temple

Progress Leader Year 8

[dtemple@cavendish.e-sussex.sch.uk](mailto:dtemple@cavendish.e-sussex.sch.uk)

# Exam arrangements

## Method of assessment for each GCSE:

Subject	Exams	Coursework Element
Art and Design: Art Textiles	1	60%
Art and Design: Fine Art	1	60%
Art and Design: Graphics	1	60%
Combined Science	6	NA
Computer Science	2	NA
Dance	1	60%
Drama	1	60%
English Language	2	NA
English Literature	2	NA
Film Studies	2	30%
French	4	NA
Geography	3	NA
Health and Social Care	1	75%
History	3	NA
Hospitality and Catering	1	60%
Maths	3	NA
Music	1	60%
PE GCSE	2	40%
Level 1 & 2 Cambridge National in Sport Studies	1	60%
NCFE Level 1/2 Technology Award in Performance Skills	1	60%
Photography	1	60%
Religious Studies	2	NA
Spanish	4	NA
Triple Science	9 (6 for combined plus 3 for triple)	NA

# GENERAL GUIDELINES FOR PARENTS

**Your child should aim to get a good balance of subjects, selecting those that he/she enjoys as well as bearing in mind future career needs within the expectations of the pathway your child has been placed in.**

If your child enjoys a subject and shows some ability in it but still plans to give it up, encourage her/him to discuss the reasons. It is worth trying to get to the root of the problem and you may wish to talk to a careers adviser or tutor.

Career choices do not have to be made for some time, but it is never too early to start finding out about possibilities. Careers libraries in schools, colleges and careers centres contain a great deal of information in a variety of forms - books, leaflets, computer programs and videos. These cover topics such as choosing careers, interview techniques and job-hunting skills, as well as providing information about particular careers and college courses. In addition, the school provides information about careers.



# PUPIL GUIDANCE

## HOW TO MAKE YOUR CHOICES

What pathway have you been placed on?

Discuss all matters fully with your parents, tutor and teachers.

## STAGE ONE - Personal Record Sheet

To get you started complete the following table:

<i>Subject of Interest</i>	<i>Am I good at this subject?</i>	<i>Do I like this subject?</i>	<i>What exam level do I need?</i>

If you are undecided about a career, write 'don't know' (see below)

## **STAGE TWO - Careers**

The choice of subjects you make is likely to have considerable bearing upon your eligibility for future careers. You must take this opportunity to find out which examinations and levels you will need for either work or college.

Discuss your choice of career with your tutor and your parents.

Find out if there is any subject that you have not ticked which you must take, along with the exam grade required. If you find these subjects difficult - consider whether you have made a realistic career choice.

## **STAGE THREE – Research**

Find out all you can about the subject that you have ticked, by:

- Reading the subject details in this booklet
- Asking your form tutor or Progress Leader
- Asking your parents
- Asking the subject teacher

## **STAGE FOUR – Discussion**

Show your parents this booklet and the form that you have to fill in. Discuss with them your findings and ideas. Listen to their advice and opinions. Can you now remove some of the ticks from your form?

## **STAGE FIVE – Decisions**

You may now need to discuss your choices with your form tutor. If that is the case, then you should share your ideas with your tutor on which subjects you are thinking of taking so that they may give you some advice.

## **STAGE SIX – THE DEADLINE (MONDAY 09 MARCH 2020)**

You must meet this deadline. Hand your completed form to your tutor. Don't forget to get your parents and tutor to sign the form. Keep a record of your choices on the second form. A number of pupils will be invited to see a member of The Senior Leadership Team to clear up any last minute problems, to make sure you are satisfied with the advice that you have been given and the choices that you have made are appropriate for your ability. In some cases, we may suggest alternative options that we as professionals feel are more appropriate.

**Once you have started a course, there is limited flexibility so you must be sure that you want to do the course.**

**Please also remember the restrictions mentioned earlier; if a subject is under or oversubscribed, we may have to guide pupils towards other subject areas. We will try to do this as quickly as possible.**

**We aim to confirm final choices during Term 6.**

## SOME POINTS TO REMEMBER

- DO try to strike a balance between those courses with a heavy course-work load and those assessed by final examination.
- The school expects pupils to follow the pathway they are placed on unless there is a very good reason which should be agreed with the school.
- DO seek as much advice as possible
- DO NOT be influenced by what your friends are taking.
- DO NOT be influenced by personal feelings about individual teachers who might or might not be taking you.
- **You CANNOT choose a subject more than once.**
- Don't forget to choose a reserve subject from the options subjects as this will be used if courses are either full or under-subscribed.

## **Equality of opportunity for all pupils means a curriculum which:**

- (a) addresses equal opportunities through equal access for all pupils
- (b) is relevant to the needs of pupils taking into consideration their age, ability and interests
- (c) is differentiated so that what is taught and how it is taught is matched to individual pupils' ability, needs and interests
- (d) includes multi-cultural education
- (e) reflects the needs of the community

## **CAREERS EDUCATION AND GUIDANCE**

During the final three years at school, we try to give as much guidance as possible in making the right post 16 choices. We do this in the following ways:

1. Tutors continue to deliver a Careers Education Programme. Through this, we build on pupils' employability skills and help develop career pathways.
2. You will have the opportunity to visit colleges on their open days and taster courses.
3. You will receive guidance on how to complete your online college application called UCAS Progress.

# CORE CURRICULUM SUBJECTS

Although the options process is about pupils taking more control over their curriculum, there are a number of subjects that all pupils will continue to study. Most of these are a legal requirement, whilst others are essential in preparing pupils for their future lives. As a school, we believe that these subjects form an essential part of a broad and balanced curriculum. Pupils will take GCSE examinations in English, Maths and Science, whilst PE and Health and Well-being will not be examined unless pupils choose them as part of the options process.

## **These core subjects are:**

- ENGLISH (Language and Literature)
- MATHEMATICS
- SCIENCE
- PE
- PSHE
- Core RE

## What is included in this course?

The English Language course will give you the opportunity to study a wide range of fiction and non-fiction and will provide you with the skills to communicate effectively in both the spoken and written word. Through the study of classic and contemporary texts, you will be able to interpret and analyse texts from a critical perspective.

## What will I be expected to do?

- Explain how writers use imagery, language and structure to create effects;
- Use terminology accurately to identify different techniques used by writers;
- Follow an argument;
- Use a wide and varied vocabulary;
- Write to persuade, argue, advise, inform, explain, narrate and describe;
- Write analytical essays on a selection of texts;
- Use accurate spelling, punctuation and grammar.

## How will I be assessed?

Two terminal examinations: Paper 1 'Explorations in Creative Reading and Writing' tasks pupils with analysing one fiction text and then producing creative writing of their own; Paper 2 'Writers' Viewpoints and Perspectives' tasks pupils with comparing non-fiction texts from different periods in history and then expressing their own opinions in writing.

There is also a spoken language endorsement. This is a speech or talk given to the class on a subject chosen by the pupil. The spoken language assessment is awarded a pass, merit or distinction; although it does not affect the overall 9-1 grade for GCSE English Language, without a spoken language endorsement, no grade will be issued for the English Language GCSE.

**For further information please speak to:**

**MRS E HOWARTH**

[ehowarth@cavendish.e-sussex.sch.uk](mailto:ehowarth@cavendish.e-sussex.sch.uk)

## What is included in this course?

The English Literature course will expose you to a variety of canonical and contemporary texts as well as encouraging you to read widely. You will study a mixture of novels, poetry and plays throughout the course.

## What will I be expected to do?

- Read widely and enthusiastically;
- Learn quotations for assessments;
- Identify themes and ideas within a range of texts and genres;
- Understand how writers use imagery, structure and language;
- Appreciate the social, cultural and historical context of texts.

## How will I be assessed?

There are two examinations at the end of the course: Paper 1 is on Shakespeare's 'Romeo and Juliet' and Stevenson's 'Jekyll and Hyde'; Paper 2 is on Priestley's 'An Inspector Calls', conflict poetry from the AQA Anthology and unseen poetry. No texts are allowed into the exam: pupils will be required to learn quotations.

NB Following national reform, neither different tiers of entry nor coursework are available in GCSE English Language or Literature.

For further information please speak to:

MRS E HOWARTH

[ehowarth@cavendish.e-sussex.sch.uk](mailto:ehowarth@cavendish.e-sussex.sch.uk)

## About this subject

Pupils are ability set and follow a course which leads directly from and builds upon the first two years of Maths. Basic areas covered will be; number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.

This course consists of topic based lessons. Each strand of work will involve problem-solving, investigative and practical activities.

Entry for the new style GCSE maths is at one of two tiers for all pupils. The tier which we enter pupils depends very much on the quality of normal everyday work in the classroom, as well as on examination results at the end of Key Stage 3 and during Key Stage 4.

New GCSE style grades 1 to 5 are awarded at the Foundation tier of entry and 4 to 9 at the Higher tier.

The examination consists of three written papers, each of which are equally weighted.

Strand 1	Strand 2	Strand 3
Using and applying standard techniques.	Reason, interpret & communicate mathematically	Solve problems within maths & other contexts
Strand 1 has the greater weighting of all.	Strand 2 and 3 have equal weighting.	
Exam format:		
Three exams	Each exam lasts 90 mins	Each exam totals 80 marks
Paper 1	Paper 2	Paper 3
Non-calculator	Calculator	Calculator

Whichever level of course is followed, we hope to convey the fascination of Mathematics in its own right, and also to co-operate with other departments to ensure that we have covered the particular subject matter from mathematics that they will need for their courses. The aim of the Mathematics department is to ensure that all pupils leave school confident in their mathematics skills and are able to transfer these skills into their working life.

We take this opportunity to remind pupils that a pen, pencil, ruler, protractor, compasses and calculator are all basic requirements for the Mathematics Course.

**For further information please speak to:**

**MRS E DEAN**

[edean@cavendish.e-sussex.sch.uk](mailto:edean@cavendish.e-sussex.sch.uk)



## About this subject

GCSE Combined Science is interesting and relevant to all types of pupils. It will allow pupils to demonstrate their knowledge and understanding of topics covering Biology, Chemistry and Physics. They will also use mathematical and practical skills relevant to the science content. This is a double award subject: equivalent to two GCSEs.

## What topics does the course cover?

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

## How is the course assessed?

This qualification is linear. Linear means that pupils will sit all their exams at the end of the course. There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas by multiple choice, structured, closed short answer and open response questions. Each paper is 1hr 15mins long.

## What can I study in the future with this qualification?

GCSE Combined Science is a core qualification and will be considered as part of your application for any further education. Although we recommend that you study Triple Science if you want to go on to do science 'A' levels, it is possible to do so if you achieve a grade 6-6 in Combined Science.

For further information please speak to:

MS A LOCKSTONE

[alockstone@cavendish.e-sussex.sch.uk](mailto:alockstone@cavendish.e-sussex.sch.uk)

# OPTIONS SUBJECTS

- ART AND DESIGN: ART TEXTILES\*
- ART AND DESIGN: FINE ART\*
- ART AND DESIGN: GRAPHICS\*
- COMPUTER SCIENCE
- DANCE
- DRAMA
- FILM STUDIES
- FRENCH
- GEOGRAPHY
- HEALTH AND SOCIAL CARE
- HISTORY
- HOSPITALITY AND CATERING
- MUSIC
- PE
- PERFORMING SKILLS TECHNICAL AWARD\*\*
- PHOTOGRAPHY
- RELIGIOUS STUDIES
- SPANISH
- TRIPLE SCIENCE

\* Please note that only one of Art & Design: Fine Art, Art & Design: Graphics & Art & Design: Art Textiles can be chosen

\*\* The Performing Skills Technical Award cannot be taken in conjunction with Dance, Drama or Music

## About this subject

Choosing **Art Textiles** will give you grounding in textile and mixed media art processes. It is a rewarding and challenging course for any pupil who enjoys being creative. It develops self-confidence, creative thinking and practical skills for life.

This course is suitable for pupils who:

- Are keen to develop their visual skills
- Are creative, enthusiastic and imaginative
- Are keen to record their ideas through drawing and photography
- Willing to experiment and take risks with their work
- Willing to review their progress and make improvements

**Art Textiles** is based on the development of the pupil, through taught components and self-motivated study. The course includes 2 main projects and a number of smaller projects, which are together worth 60% of the final mark, and an exam project worth 40% of the mark. We aim to develop technical visual language and creative ability within a range of Art Textiles areas. The majority of lessons involve the experimentation and development of a wide range of textile techniques. Techniques include: sewing machines to add a design to fabric in a range of ways, various printing methods, construction including felt making, knitting and weaving, and three-dimensional modelling (on mannequins and on the body). Pupils will also explore the work of artists and designers, analysing, interpreting and taking influence from their work which, will then be used to direct their own work. Fashion designers are included in this work.

- **60% Controlled Assessment 2 Major projects with a final outcome for each project**
- **40% exam 2 day practical examination with 6 weeks preparation**

## What can I study in the future with this qualification?

This course can provide access to an Art and Design course at college. Following that on to an Art Foundation or BA (Hons) degree and many career possibilities in the creative industries. Possible careers from Art Textiles skills include: film, theatre and television work in special effects; set design or costume design; interior design; fashion design or management; teaching or lecturing; Museum work as a curator or in conservation or running your own business as a designer and maker.

***Please note that only one of Art & Design: Fine Art, Art & Design: Graphics & Art & Design: Art Textiles can be chosen***

**For further information please speak to:**

**MRS K BRITSCH**

[kbritsch@cavendish.e-sussex.sch.uk](mailto:kbritsch@cavendish.e-sussex.sch.uk)

### About this subject:

Fine Art practice is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance. The course is for pupils with an interest in developing confidence in being creative, who wish to gain visual skills and who are willing to experiment with different approaches to Art. GCSE Fine Art is a coursework subject, and is individually highly rewarding but equally demanding in terms of the time needed to complete projects. Pupils will be expected to plan and develop work beyond lesson time.

### What topics does the course cover?

Pupils are introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study. Pupils are required to work in **one or more** area(s) of fine art, for example drawing, painting, sculpture, printmaking, mixed media. They may explore overlapping areas and combinations of areas.

#### How is the course assessed?

##### 60%- Coursework (Personal Portfolio)

Pupils will complete a portfolio that shows explicit coverage of the four assessment objectives.

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions.
- Present a personal and meaningful response.

##### 40%- Exam (Externally set assignment)

**Preparatory period followed by 10 hours of supervised time.**

Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

### What can I study in the future with this qualification?

In addition to A Level Art, it is possible to carry on to A Level Textiles or A Level Photography, leading to an Art Foundation and BA (Hons) degree and later, careers in the creative industry.

*Please note that only one of Art & Design: Fine Art, Art & Design: Graphics & Art & Design: Art Textiles can be chosen*

For further information please speak to:

MRS R HOLLINGSWORTH

[rhollingsworth@cavendish.e-sussex.sch.uk](mailto:rhollingsworth@cavendish.e-sussex.sch.uk)

## About this subject

Are you keen on art? Love drawing and being creative? This course is suited to pupils who wish to gain visual skills and develop their creativity. It is especially good for those who see a future in the creative industries, e.g. working as a Graphic Designer or as an Illustrator. This Art GCSE combines traditional art media (e.g. drawing with pencils and ink) and digital media. This Art GCSE builds the skills and understanding necessary for making visual products for a purpose. For example, logo design and company identity, posters and advertising, product packaging, book illustration.

## What topics does the course cover?

A range of skills sets will give the pupil the confidence and ability to work on graphic design and creative briefs:

- Visual communication – Pupils will interrogate images and understand their purpose. Pupils will study composition, colour theory, and typography.
- Drawing – Pupils will practice drawing skills. Understanding the importance of drawing to create images for inclusion in graphic products, also drawing to communicate design ideas.
- Image composition and editing – Pupils will learn how to build images and graphical products. They will communicate ideas and information to a target viewer. Skills with Adobe Photoshop will be developed.
- Vector graphics and Illustration with Adobe Illustrator.
- Digital Drawing and Painting with Autodesk Sketchbook / Krita.
- Artist studies – Pupil's visual understanding will be built-up by analyzing the work of historical and contemporary artists, illustrators and graphic designers.

## How is the course assessed?

Four assessment objectives apply to both the coursework component and the examination project:

1. Developing ideas through investigations and background research.
2. Refining own ideas through wide experimentation with different art media and techniques.
3. Being able to evaluate: recording ideas, observations, and insights as work progresses.
4. All work, at all stages of the creative process, to be a meaningful response that meets the requirements of a design brief.

**60% of GCSE marks – A coursework portfolio:** Pupils will present a portfolio of personal work.

**40% of GCSE marks – Examination (Externally Set Graphic Communication Project)**

## Is this course right for you?

- You must be passionate about both drawing and making artwork on a computer.
- Drawing is an important part of this Art GCSE, therefore it must be something you like to do. Overall there is a significant amount of drawing/design sketching to do on this GCSE.
- You must have a love of visual imagery, and a passion for art and design.
- You must feel excited at the thought of visiting art galleries and studying artists, illustrators, and graphic artists.

If you are interested in taking Art Graphics, please present evidence of your drawing, painting or creative work to Mr. Bristow for consideration (perhaps showing a digital portfolio or bringing your sketchbook of drawings/artwork/design work into school).

*Please note that only one of Art & Design: Fine Art, Art & Design: Graphics & Art & Design: Art Textiles can be chosen*

For further information please speak to:

MR M BRISTOW

[mbristow@cavendish.e-sussex.sch.uk](mailto:mbristow@cavendish.e-sussex.sch.uk)

## About this subject

This challenging and academic science subject will provide you with foundation understanding of how computer networks and computer systems work. This course also covers a significant amount of computer programming and algorithmic thinking. You will learn how to code in the C# language, and solve problems in a precise and logical way.

This challenging GCSE is an excellent preparation for further study in the fields of IT and Computer Science, software engineering and computer networking. This course is for technically minded Pupils who are academic in their approach to learning, plus willing to rise to the challenge of learning how to program.

## Computer Science theory topics

- Data Representation - the binary representation of text/images/sound
- Computer Systems - is a topic covering the hardware and software components of computer systems. Pupils will recognise that computer systems take many forms, from embedded microprocessors to personal computers, through to cloud services.
- Communication and the Internet - focuses on the key principles behind the organisation of computer networks and the structure of the Internet.
- Database systems – Understanding relational databases and Structured Query Language (SQL).

## How is the course assessed?

There are two main assessment components:

**Paper 1 50%. Computational thinking and programming skills.** Written examination. 2 hours.  
Covering: Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

**Paper 2 50%. Computing concepts.** Written examination. 1 hour 40 minutes. This examination covers the theory aspects of the course (listed above).

## Is Computer Science right for you?

You may like using computers, and you may have enjoyed your lessons in year 7 and 8, however that does **not** necessarily mean this challenging GCSE is right for you.

It is essential you meet **all** the following criteria:

- You must enjoy Mathematics and structured problem solving. If you do not enjoy tough mathematical challenges, it is doubtful you will enjoy programming. Therefore, a good level of ability in Mathematics is a requirement for this course.
- You must be willing to learn a computer programming language and spend considerable time practicing coding outside of lesson time. Amounts of homework will be relatively high.
- You are willing to learn a lot of technical detail; you are extremely curious about how technology and computer systems work.

**For further information please speak to:**

**MR. M. BRISTOW**

[mbristow@cavendish.e-sussex.sch.uk](mailto:mbristow@cavendish.e-sussex.sch.uk)

## About this subject

GCSE Dance is a practical course designed for pupils who are enthusiastic about dance. It is open to all pupils, although some previous experience of dance is necessary. Dance is an empowering and powerful form of non-verbal communication which enables the development of creative, imaginative, physical, emotional and intellectual capacities. Dance is both physical and expressive – this is what makes it similar to and different from other art forms and physical activities.

### Extra-Curricular Opportunities

In previous years, GCSE Dance pupils have been involved in workshops with professional dancers from Richard Alston Company, Rambert and other practitioners. We have also run a range of trips to see companies including Rambert, Matthew Bourne and Richard Alston Dance Company.

Pupils can opt to get involved in a wide range of extra-curricular dance activities including dance showcases, regular lunchtime clubs, after school classes and the option to participate in local performances and competitions, including the Eastbourne Music and Arts Festival.

## What topics does the course cover and how is the course assessed?

The course is split into two components: Performance & Choreography and Dance Appreciation.

### Component One: Performance & Choreography

#### **Performance:**

1. You will learn two set phrases and perform them as a solo - (approx. 1 minute in total)
2. Either a duet or trio based on the other two set phrases - (approx. 3—3 and a half minutes)

#### **Choreography:**

1. Either a solo or group choreography, of between two to three minutes, choreographed in response to a range of stimuli chosen by the exam board.

The practical component is marked out of 80 and is worth 60% of the overall GCSE Grade.

### Component Two: Dance Appreciation

What's assessed?

1. Knowledge and Appreciation of choreographic processes and performing skills
2. Critical Appreciation of your own work
3. Critical Appreciation of The Anthology of six professional dance works

40% of the overall GCSE grade and is assessed through a 90minute written exam.

## What can I study in the future with this qualification?

A Level Dance,

BTEC Dance/Performing Arts.

Degree in Dance- A variety of performance, choreography and teaching degrees.

***Please note that the Performing Skills Technical Award cannot be taken in conjunction with Dance, Drama or Music***

**For further information please speak to:**

**MISS A SIMES**

[asimes@cavendish.e-sussex.sch.uk](mailto:asimes@cavendish.e-sussex.sch.uk)

## About this subject

The course looks at all aspects of Theatre and Drama. The main purpose of this qualification is to allow pupils to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing their own performance work.

## What topics does the course cover?

You will:

- Watch and review live theatre
- Create devised performances
- Perform scripted work
- Study influential plays and practitioners
- Explore technical theatre.

You will develop skills in:

- Performance and Technical Theatre
- Critical thinking and analysis
- Confidence
- Communication
- Presentation
- Literacy
- Empathy
- Organisation
- Problem solving

## How is the course assessed?

During the course, pupils will be expected to take part in two different performances, which will form part of their final assessment. One performance will be a devised piece which will form 10% of the final grade. Pupils will also have to complete a 'Devising Log' that charts how this piece was created and this completes 30% of the final grade. Pupils will also have to perform two different extracts from the same piece of script in Component 3 of the course. This will form 20% of the final grade.

Pupils will take a written examination where they will be expected to reflect upon their own performances, different scripts and also analyse a live theatrical performance that they have been to visit. This written examination will be 40% of the final grade.

## What can I study in the future with this qualification?

You can follow A-Level courses in Drama and Theatre Studies or BTEC Performing Arts, before following a BA (Hons) degree course in Drama, Television, Performing Arts or combined courses in English and Drama or History and Drama.

Career Pathways include arts, broadcasting, charity, culture, education, events, health, law, marketing, media, Politics, PR, public sector management, sales and social work...to name a few!

***Please note that the Performing Skills Technical Award cannot be taken in conjunction with Dance, Drama or Music***

For further information please speak to:

MR S HATTON

[shatton@cavendish.e-sussex.sch.uk](mailto:shatton@cavendish.e-sussex.sch.uk)



Film Studies is an exciting course that couples an academic analysis of film with the creative element of screenwriting. It offers pupils the chance to develop their analytical thinking, essay writing and creative skills through the enjoyable medium of film. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies.

## What will I be expected to do?

- Analyse a wide range of films from a wide range of genres and periods of film history;
- Write essays based on your analyses;
- Learn how directors use settings, camera angles, sound, editing etc. to create meaning for their audiences;
- Learn terminology for the different technical elements of film;
- Learn the conventions of different genres;
- Produce your own creative ideas for a screenplay;
- Learn how the film industry has changed over time, adapting to incorporate new technology;
- Learn how film is written about as a serious art form;
- Be passionate about film and enjoy watching and analysing film.

## How will I be assessed?

There are two examinations, at the end of the course, that account for 70% of the grade;

### Paper 1 'Key Developments in US Film'

This component assesses your knowledge of three US films from different periods of film history and from both mainstream and independent cinema.

Section A: One question on the first **film** (e.g. 'Invasion of the Body Snatchers') **produced between 1930 and 1960.**

One question on the second **film** (e.g. 'E.T.') **produced between 1961 and 1990.**

One question comparing these two films.

Section B: One question on **developments in film and film technology.**

Section C: One question on one **US independent film** (e.g. 'Whiplash').

### Paper 2 'Global Film: Narrative, Representation and Film Style'

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

Section A: One question on one **global English language film** (e.g. 'Slumdog Millionaire').

Section B: One question on one **global non-English language film** (e.g. the crime drama 'Tsotsi').

Section C: One question on one **contemporary UK film** (e.g. the teenage drama 'Submarine').

There is one piece of coursework that accounts for 30% of the grade:

### Production Brief

This component assesses your ability to write a screenplay and a shooting script for the opening of a film or a dramatic scene within it. This is a challenging task which can take up to 14 weeks.

**For further information please speak to:**

**MR M SIDLEY**

[msidley@cavendish.e-sussex.sch.uk](mailto:msidley@cavendish.e-sussex.sch.uk)

## About this subject

In GCSE French, you will explore a wide range of topics, from celebrations and festivals, to getting by as a tourist in France to international campaigns and events. You will learn about French culture through a range of interesting topics which will add to your understanding of the language and country. You will develop your ability to communicate with French native speakers in both speech and writing.

## What topics does the course cover?

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations study and work
- International and global dimension

## How is the course assessed?

You will take four exams worth 25% each. You can take foundation or higher level. The exams are in the following language skills:

### Listening 25%

This requires you to listen to recordings in French and answer questions on what you hear. Some of these questions will be multiple-choice and for some you will have to write short answers in English and French.

### Reading 25%

The reading section will give you passages to read and questions to answer. Some of these questions will be multiple-choice and for some you will need to write short answers in English and Spanish. Passages will be from French sources such as emails, magazines and books. You will also need to translate sentences or a short passage from French into English.

### Writing 25%

In the foundation paper you will write about a photo and also write a short passage and a longer one on two other topics. In the higher paper you will write longer passages about two topics from a choice of four. At both levels there is also a translation exercise, from English into French.

### Speaking 25%

In this part of the exam you will do a short role play with the examiner and talk about a photo. You will also talk about two of the topics you have studied.

## What can I study in the future with this qualification?

You will be able to study A level French to further your knowledge of the language and culture.

For further information please speak to:

MRS B BARON-BARKLEM

[bbaronbarklem@cavendish.e-sussex.sch.uk](mailto:bbaronbarklem@cavendish.e-sussex.sch.uk)

## About this subject

This popular course offers an engaging and topical content with a stimulating blend of traditional and contemporary Geography to suit pupils of all abilities. The study of physical and human Geography in discrete, self-contained topic areas including a focus on physical processes and factors that produce diverse and dynamic landscapes over time.

Pupils will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

## What topics does the course cover?

### Paper 1

Living with the physical environment  
Section A: The challenge of natural hazards  
Section B: Physical landscapes in the UK  
Section C: The living world

### Paper 2

Challenges in the human environment  
Section A: Urban issues and challenges  
Section B: The changing economic world  
Section C: The challenge of resource management

### Paper 3

Geographical applications  
Section A: Issue evaluation  
Section B: Fieldwork

## How is the course assessed?

There are three exams:

Paper 1: Living with the physical environment – 1 hour 30 mins (35% of GCSE)  
Paper 2: Challenges in the human environment – 1 hour 30 mins (35% of GCSE)  
Paper 3: Geographical applications – 1 hour 15mins (30% of GCSE)

## What can I study in the future with this qualification?

Upon completion of this three year course, pupils will have the skills and experience to progress onto A level and beyond. Especially A level Geography, Geology, World Development.

For further information please speak to:

MR M CATTERICK

[mcatterick@cavendish.e-sussex.sch.uk](mailto:mcatterick@cavendish.e-sussex.sch.uk)



## OCR Cambridge National Level 1/2 Certificate in Health and Social Care

The Cambridge National in Health and Social Care introduces pupils to the specialist knowledge and skills needed to work in various care settings. Underpinning the qualification is a focus on core values and communicating with individuals so as to maintain their dignity and sense of being valued. The course is highly challenging and requires pupils to be skilled in writing and independent research and study. The course also requires pupils to complete practical elements which will be moderated in every unit

The Cambridge National is made up of **four** Units. **Three** of the Units will be OCR moderated pieces of coursework, which will consist of long extensive documents (to understand what this means please feel free to contact me). For coursework based units, each learner will be required to complete extra-curricular study at home to meet the demands of the course and keep up to date portfolios of their work. The **fourth** Unit will be a 1hr written exam paper sat in exam conditions.

### The following units will be assessed:

**R021:** Essential Values of Care for use with Individuals in Care Settings

**R022:** Communicating and working with individuals in health, social care and early years settings.

**R029:** Understanding the nutrients needed for good health

**R031:** Using basic first aid procedures.

### The grading for each unit will be marked as follows:

Level 1 Pass (minimum grading)

Level 1 Merit

Level 1 Distinction

Level 2 Pass

Level 2 Merit

Level 2 Distinction

Level 2 Distinction\* (highest grade awarded)

**For further information please speak to:**

**MRS J NOONE**

[jnoone@cavendish.e-sussex.sch.uk](mailto:jnoone@cavendish.e-sussex.sch.uk)

## About this subject

This very popular course offers an engaging, broad and diverse study of the history of Britain and the wider world that will give pupils the skills to study a range of subjects.

This GCSE allows pupils to explore the history of different people, cultures and events with topics including the Spanish Empire, the Anglo-Saxons, the development of surgery, the Nazis, the conquistadors and many more. Pupils study history from a range of perspectives, including breadth and depth studies and use sources to investigate and unpick the mysteries of the past. Pupils are encouraged to think critically and develop their opinions and justify them using evidence.

## What topics does the course cover?

**Paper 1** – Thematic Study and History Environment

Section A: The Historic Environment – the British Sector of the Western front 1914-18: Injuries, treatment and the trenches

Section B: Medicine in Britain c1250-present

**Paper 2** – Period Study and British Depth Study

Section A: Spain and the “New World”, c1490-c1555

Section B: Anglo-Saxon and Norman England c1060-1088

**Paper 3** – Modern Depth Study

Weimar and Nazi Germany 1918-1939

## How is the course assessed?

There are three exams:

Paper 1: Thematic Study and Historic Environment

Written examination - 30% of GCSE

1 hour and 15 minutes

Paper 2: Period Study and British Depth Study

Written examination – 40% of GCSE

1 hour and 45 minutes

Paper 3: Modern Depth Study

Written examination – 30% of GCSE

1 hour and 20 minutes

## What can I study in the future with this qualification?

Upon completion of this three year course, pupils will have the skills and experience to progress onto A level and beyond. Especially A level History and Classics.

For further information please speak to:

MISS C SUTTON

[csutton@cavendish.e-sussex.sch.uk](mailto:csutton@cavendish.e-sussex.sch.uk)

## **WJEC Level 1 / 2 Vocational Award in Hospitality and Catering**

### **About this subject**

This course is designed to develop knowledge, understanding and skills related to the hospitality and catering sector. It also develops essential employability skills that are valued by employers, further and higher education.

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

It is an expectation that pupils will bring ingredients to cook, as required.

### **What topics does the course cover?**

This course is made up of two units:

Unit 1 - The Hospitality and Catering industry.

Areas of study include job requirements, factors affecting success of the industry, the operation of the kitchen, the operation of the front of house, health and safety, food related causes of ill health, food allergies and intolerances, food safety legislation, the role of environmental health officers.

Unit 2 - Hospitality and Catering in action.

Areas of study include nutrients, nutritional needs of specific groups of people, impact of cooking methods on nutritional value, menu planning, production of dishes, using a range of commodities e.g. Poultry, Meat, fish, vegetables, techniques used in preparation of commodities e.g. knife skills, weighing and measuring, rubbing in, different cooking methods, presentation techniques, recipes.

### **How is the course assessed?**

Overall a pupil can be awarded a Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction. This is generated from their unit assessments.

Unit 1 The Hospitality and Catering Industry is assessed by external exam, 40% of final award.

Unit 2 Hospitality and Catering in action is assessed by a 9 hour, controlled conditions, synoptic test consisting of written and practical work, 60% of final award.

**For further information please speak to:**

**MRS C PORTER**

[cporter@cavendish.e-sussex.sch.uk](mailto:cporter@cavendish.e-sussex.sch.uk)

## About this subject

This challenging subject which will provide you with foundation to improve your Compositional and Performance skills alongside understanding the theoretical nature of Music. To be successful in this subject you must have a musical back ground where you have had lessons.

This GCSE is an excellent preparation for further study in the fields of Music composition and performing.

## What topics does the course cover?

Throughout the duration of the course you will be developing your skills as a musician, composer and performer both solo and collaboratively. It is essential you have previous training for the performance section.

These will include the following Units:

- Performance
- Composing
- Appraising

And all of these will be focused around the 4 areas of study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

## How is the course assessed?

Each unit contributes to the final grade awarded. The weighting is as follows:

- Performance = 30%
  - Two performances (one solo, one ensemble) of 4-6 minutes in total.
  - One performance has to relate to an area of study.
- Composing = 30%
  - Two compositions, One from a set brief
- Appraising = 40%
  - You will study music theory and analysis which will be measured in a listening exam at the end of the course. There will be 8 questions, six questions based on unprepared extracts and two questions on set works.

## What can I study in the future with this qualification?

If you study Music at GCSE you can gain the qualifications to take the following A Levels and BTEC Courses:

- A level Music
- A level Music Technology
- Music BTEC Performance and Production
- Music BTEC Certificate (Composing)

These avenues can further be pursued at degree level. With courses being offered locally in:

- BA(hons) Professional Musicianship
- BA (hons) Music Production

***Please note that the Performing Skills Technical Award cannot be taken in conjunction with Dance, Drama or Music***

For further information please speak to:

MR S BARROW

[sbarrow@cavendish.e-sussex.sch.uk](mailto:sbarrow@cavendish.e-sussex.sch.uk)



## Examination PE Pathway

The PE department will offer two courses next year. Pupils who select the Examination PE Pathway will be offered the course that is best suited to their skills. The PE Department staff will select the best suited course for the individual pupil based on their practical grades and the theory lessons they will experience. The two courses below outline the skills required:

### **GCSE PE**

**Exam Board: Edexcel**

### **About this subject:**

This pathway is a route designed for PE pupils with a strong commitment to PE and an interest in both the practical and theoretical side of sport. Pupils who choose this pathway will receive an extra five lessons a fortnight as well as their core lessons.

### **What topics does the course cover?**

Over the three years we assess pupils in many sports but their best three marks are put forward. For one sport, pupils will have to complete a PEP (Personal Exercise Plan) as part of their assessment. Pupils who participate in sports outside of school, not covered by our curriculum, may still be assessed in that sport as long as it is on the Edexcel syllabus. GCSE PE pupils are expected to take part in at least one extracurricular activity every week to maximise their potential. Over the three years, pupils will develop a folder of notes and resources and be regularly examined as part of internal tracking. It will help with revision for the final exam.

The GCSE element will enable pupils to:

- Develop their physical ability in a variety of sports / activities.
- Understand how to live a Healthy Active lifestyle.
- Plan and conduct a Personal Exercise Programme.

### **How is the course assessed?**

40% practical – 3 practical sports and AoP.

60% Theory – Two written exams:

Content overview – Paper 1	Content overview – Paper 2
Topic 1: Applied anatomy and physiology	Topic 1: Health, fitness and well-being
Topic 2: Movement analysis	Topic 2: Sport psychology
Topic 3: Physical training	Topic 3: Socio-cultural influences
Topic 4: Use of data	Topic 4: Use of data

The assessment consists of pupils completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice. Pupils will be assessed against set assessment criteria found in the Pearson Edexcel Level1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria document on website.

### **What can I study in the future with this qualification?**

A Level PE.

BTEC sport related courses.

National Governing Body coaching/ teaching awards in various sports.

**For further information, please speak to:**

**MR S PALMER**

[spalmer@cavendish.e-sussex.sch.uk](mailto:spalmer@cavendish.e-sussex.sch.uk)

# Level 1 & 2 Cambridge National in Sport Studies Exam Board: OCR

## About this subject:

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Pupils have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Pupils will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

## How is the course assessed?

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/Physical Education themes. Pupils have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will complete four units from the list below.

## What topics does the course cover?

**R051:** Contemporary issues in sport Written paper 1 hour – 60 marks.

**R052:** Developing sports skills Centre assessed task, OCR moderated.

**R053:** Sports leadership Centre assessed task, OCR moderated.

**R054:** Sport and the media Centre assessed task, OCR moderated.

## What can I study in the future with this qualification?

A Level PE.

Cambridge National sport related courses.

National Governing Body coaching/ teaching awards in various sports.

For further information, please speak to  
**MR S PALMER**  
[spalmer@cavendish.e-sussex.sch.uk](mailto:spalmer@cavendish.e-sussex.sch.uk)

# **NCFE Level 1/2 Technical Award in Performance Skills**

## **Exam Board: NCFE**

### **About this subject**

This is a NCFE Course designed for pupils who enjoying being part of the performing arts world but may not be part of a club outside of school and want to improve their knowledge and experience. This qualification is designed for pupils who want an introduction to performance that includes a vocational and project-based element. The qualification will appeal to pupils who wish to pursue a career in the Performance sector or progress onto further study.

It is distinct from GCSE Drama, GCSE Music and GCSE Dance, as it encourages the learner to use knowledge and practical tools to focus on supporting people across a range of performance disciplines.

The study of performance skills involves understanding development as a performer, the performance industry, production and promotional roles, development of events, and the staging of a performance.

### **What topics does the course cover and how is the course assessed?**

This qualification shows pupils how to:

- understand how work is undertaken in the performance industry across a variety of disciplines
- understand performance, production and promotional roles across disciplines
- explore skills and qualities required to work in performance and technical roles
- apply performance and production skills in developing a performance
- work in performance, pre-production and production roles
- show creative and technical skills in response to a brief.

The performance skills disciplines that a learner can study within the qualification include: Actor, Singer, Dancer, Musician, Musical Theatre Performer.

40% of this course is assessed through a written exam where pupils will answer question based on working in the performance industry.

60% is through course work where pupils will be assessed in their planning and performing.

It is a vocational qualification equivalent to GCSE grades 8.5–1.

### **What can I study in the future with this qualification?**

Level 3 Technical Level in Performing Arts. This qualification prepares pupils for progression into employment or onto an Apprenticeship through specialising in a technical occupation in the performance skills sector. Technical Level qualifications provide post-16 pupils with the knowledge and skills they need for skilled employment or for further technical study.

A Level in Performing Arts. This will support progression to higher education.

*The Performing Skills Technical Award cannot be taken in conjunction with Dance, Drama or Music*

**For further information please speak to:**

**MISS A SIMES**

[asimes@cavendish.e-sussex.sch.uk](mailto:asimes@cavendish.e-sussex.sch.uk)

## About this subject

This is a three year course for those with an interest in developing visual skills through digital photography and who are willing to experiment with different approaches to the subject. Camera controls, compositional, lighting and Photoshop skills are developed, as well as written contextual skills, which form an important part of the course. Although the school can lend cameras for in school projects, pupils will need a camera or camera phone to complete homework tasks and projects.

## What topics does the course cover?

The word photography could be taken to mean 'a graphic representation with light'. In this way a photograph can take on the qualities of a drawing. Drawing methods such as pen or pencil on paper may enhance pupils' development and understanding of photographic ideas, for example to plan shots, analyse and deconstruct their own imagery, or record ways in which practitioners have used formal elements and visual language. Pupils **MUST** use a variety of tools and materials, as appropriate, for recording their surroundings and source materials. Pupils will also understand that photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as photographers.

## How is the course assessed?

### 60% - Coursework (Personal Portfolio)

Pupils will complete two or three thematic coursework projects, responding individually to a given theme. Pupils will be given guidance in how to structure their projects to meet the assessment objectives, which are based on 4 categories:

1. Recording: taking photographs that explore different aspects of composition.
2. Using your knowledge and understanding of Photographers' work for inspiration to develop ideas.
3. Experimentation.
4. Producing final outcomes that draw together the different aspects of your research.

### 40% - Exam (Externally Set Assignment)

Working to the same assessment objectives you will respond to a theme given by the exam board, which is issued in January of Year 11, before then completing a final piece in 10hrs (usually 2 days) in April / May.

Pupils will be required to

- Submit evidence of using **drawing** to support the development process in both coursework (40%) and final exam (60%).
- Use **written** annotation and appropriate specialist terminology.

## What can I study in the future with this qualification?

A level Photography is on offer at Sussex Downs Lewes Campus & Eastbourne Campus, Hastings Sussex Coast College, Brighton City College, BASVIC and Bexhill College or a Btec National in Art and Design at Sussex Downs Eastbourne Campus

For further information please speak to:

MR S BARROW

[sbarrow@cavendish.e-sussex.sch.uk](mailto:sbarrow@cavendish.e-sussex.sch.uk)

## About this subject

This popular course offers an engaging and topical content with a stimulating blend of Religious Studies topics to suit pupils of all abilities. Pupils will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Pupils will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

## What topics does the course cover?

**Paper 1:** The study of religions: beliefs, teachings and practices:

- Christianity
- Islam

**Paper 2:** Thematic Studies- pupils study 4 of:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

## How is the course assessed?

There are two exams:

Paper 1: Living with the physical environment– 1 hour 45 mins (50% of GCSE)

Paper 2: Challenges in the human environment – 1 hour 45 mins (50% of GCSE)

## What can I study in the future with this qualification?

Upon completion of this three year course, pupils will have the skills and experience to progress onto A level and beyond. Especially A level Religious Studies and A level Philosophy.

**For further information please speak to:**

**MR M PICKUP**

[mpickup@cavendish.e-sussex.sch.uk](mailto:mpickup@cavendish.e-sussex.sch.uk)

## About this subject

In GCSE Spanish you will explore a wide range of topics, from celebrations and festivals, to getting by as a tourist in Spain to international campaigns and events. You will learn about Spanish culture through a range of interesting topics which will add to your understanding of the language and country. You will develop your ability to communicate with Spanish native speakers in both speech and writing.

## What topics does the course cover?

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations study and work
- International and global dimension

## How is the course assessed?

You will take four exams worth 25% each. You can take foundation or higher level. The exams are in the following language skills:

### Listening 25%

This requires you to listen to recordings in Spanish and answer questions on what you hear. Some of these questions will be multiple-choice and for some you will have to write short answers in English and Spanish.

### Reading 25%

The reading section will give you passages to read and questions to answer. Some of these questions will be multiple-choice and for some you will need to write short answers in English and Spanish. Passages will be from Spanish sources such as emails, magazines and books. You will also need to translate sentences or a short passage from Spanish into English.

### Writing 25%

In the foundation paper you will write about a photo and also write a short passage and a longer one on two other topics. In the higher paper you will write longer passages about two topics from a choice of four. At both levels there is also a translation exercise, from English into Spanish.

### Speaking 25%

In this part of the exam you will do a short role play with the examiner and talk about a photo. You will also talk about two of the topics you have studied.

## What can I study in the future with this qualification?

You will be able to study A level Spanish to further your knowledge of the language and culture.

For further information please speak to:

MRS B BARON-BARKLEM

[bbaronbarklem@cavendish.e-sussex.sch.uk](mailto:bbaronbarklem@cavendish.e-sussex.sch.uk)

## About this subject

GCSE Biology, GCSE Chemistry and GCSE Physics allow pupils to demonstrate their knowledge and understanding of a range of topics covering Biology, Chemistry and Physics in greater depth than GCSE Combined Science, including extra topics. They will also use mathematical and practical skills relevant to the science content.

**Pupils choosing this option must be committed and able scientists due to the challenge of these GCSE subjects.**

## What topics does each GCSE course cover?

### Biology:

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response  
Inheritance, variation and evolution, Ecology

### Chemistry:

Atomic structure and the periodic table, Bonding, structure, and the properties of matter  
Quantitative chemistry, Chemical changes, Energy changes, the rate and extent of chemical change  
Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources

### Physics:

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter  
Atomic structure, Space Physics

## How is the course assessed?

This qualification is linear. Linear means that pupils will sit all their exams at the end of the course. Each GCSE is assessed via two papers each of 1 hour 45 minutes. Each of the papers will assess knowledge and understanding from distinct topic areas by multiple choice, structured, closed short answer and open response questions.

## What can I study in the future with this qualification?

GCSE Biology, GCSE Chemistry and GCSE Physics provide progression in the subject content and consistency in the exam questions, so that pupils have the best preparation for A-level. Note, a Grade 6 will be required at GCSE to undertake the relevant A-level subject.

## Who is this course suitable for?

We welcome enthusiastic and academically minded pupils onto the Triple Science course. There are 60 places on this course each year. Due to the demanding nature of the programme of study we take into account previous attainment in science when allocating pupils into these classes.

For further information please speak to:

MS A LOCKSTONE

[alockstone@cavendish.e-sussex.sch.uk](mailto:alockstone@cavendish.e-sussex.sch.uk)

# Pupil Preference Instructions

Pathway Preference letters will be posted on the day of the Options Evening. These letters will set out the Options Pathway the school recommends for each pupil. These pathway expectations are made using our professional judgement based on the progress each pupil is making in specific subject and the skills and aptitudes they demonstrate.

If you feel the recommended Pathway is not suitable for your child please contact either Mr Pickup or the Progress Leader for your child's year to discuss the appropriate Pathway for your child. If at any stage you have any questions please contact us so that we can work with you to resolve your issues.

As part of the Options process you will have had the opportunity to speak to teachers at a Subject Evening. In addition pupils will have sample lessons and assemblies which will give them more information.

Once you have had the chance to discuss options preferences please complete the Options Preference sheets and sign them to confirm that you are in agreement with your child's choices. Return one copy to your child's form tutor and keep the second copy for your records. Please note that we will not process any forms until the deadline date.

Please ensure that Option Preference forms are returned by Monday 09 March 2020.