SUBJECT PATHWAYS GUIDE

Learning together, learning for life

COURAGE  RESPONSIBILITY  EQUALITY  AMBITION  RESILIENCE  CREATIVITY  INTEGRITY

THE DOWNS SCHOOL

2022–23
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Good choice!

**GCSE & Level 2 Courses**
- GCSE Art and Design (Fine Art)
- GCSE Business Studies
- GCSE Computer Science
- GCSE Design Technology
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- GCSE Drama
- GCSE Economics
- GCSE Film Studies
- GCSE Food Preparation & Nutrition
- Level 2 Further Maths
- GCSE Geography
- GCSE History
- GCSE MFL - French, German or Spanish
- GCSE Music
- GCSE Psychology
- GCSE Religious Studies (Philosophy and Ethics)
- GCSE Statistics
Pathways timeline

Week beginning Monday 10th January
Issue subject interest survey to Year 9 students

Friday 21st January
Student assembly to outline the pathways process

Monday 31st January
Year 9 Progress Reports issued

Wednesday 2nd February
Students & parents/carers begin to review possible pathway choices using this guide

Tuesday 8th February
Parent/Carer information evening (TEAMS live event)

From Monday 7th February
Subject ‘taster’ lessons – students to attend sessions outlining what they can expect to study in each subject

From Monday 7th February
New Subject information assembly programme - for subjects not previously studied by students during Key Stage 3

Thursday 17th February
Mentoring day to discuss subject choices with students

Thursday 3rd March
Y9 Parents & Carers’ Evening

Monday 7th March
The online subject choice system opens

Monday 14th March
Deadline for subject choices to be made online

Further information detailing how to log on to our subject choice software will be issued prior to the options window opening on Monday the 7th March. If by this date you have not received anything from us please get in touch with Mrs Mejboom, Head of Year 9 via the school email address: contact@thedownsschool.org
During the first three years of secondary education (Key Stage 3) you will have followed a similar curriculum to all other students, which offered a broad range of educational experiences. In Year 10 there is an opportunity to select from a range of courses whilst still following a common core of subjects. Selection is the first step in the process whereby you have opportunity to begin to personalise your programme of study as part of your 14 – 19 learning plan.

Universities, Colleges of Further Education, professional bodies, employers and training organisations are all looking for young people who have benefited from a broad, balanced education. They are particularly interested in the essential qualities and skills that are valued in all aspects of life, as well as good examination grades. In some instances, courses are only available to candidates who have achieved grades/equivalent grades, i.e., 9-5 in a particular subject or group of subjects.

The Downs School is committed to giving all of you guidance and information regarding choices and we recognise that the support of parents/carers is a key element in this process. In this way the school strives to help you to have a broad education thus continuing to ensure options remain open for future career pathways.

The timetable cycle covers two weeks, giving 49 one hour sessions. In addition to this, there is a 15 minute period each day for Personalised Tutoring/Mentoring, Assemblies and 1 to 1 or personal development group work. A Personal Development Programme, covering Citizenship, Personal, Social, Health and Careers Education and Enterprise) also occurs within the timetable.

There will also be occasions when the normal timetable is suspended and you will be involved in other personal development opportunities i.e.: work related learning, Careers, Education, Information & Guidance activities, “House” activities and enterprise activities.
The Core Elements
Every student will study the following 'core' subjects from Year 10 onwards:

GCSE English Language
GCSE English Literature
GCSE Mathematics
GCSE Science – Trilogy (dual award)*
Physical Education (no award)
Religious Education (no award)
Personal Development Programme (no award)

*Students wishing to study Biology, Chemistry and Physics separately (triple award) will need to select this choice as one of their subject options – please see the subject course information for further guidance on this.
This year we are running online option choice software after a successful launch last year. This will enable us to offer more students the subjects that they would like to study as we can formulate groups of subjects to fit within the timetable after choices have been made. However, it is important to note that even within this system there will be some students who will be unable to study all of the subjects that they would like to, due to timetabling constraints.

All students will be asked to choose to study a humanities subject – either GCSE History or GCSE Geography; some students may wish to, and can, study both.

Most students will be asked to study a language – this choice will appear online if students previously indicated that they would like to study either French, German or Spanish on their subject interest survey responses. We were extremely pleased to see that approximately 60% of our students wanted to do this, as studying a language through to GCSE is an excellent way to round out and enhance an academic profile when progressing on to sixth form or college and later universities. For passionate linguists, the option to study two languages is available to you.

All students will then be given a further two or three subject choices depending on indicated preference.

Some students will be given the chance to study a further GCSE as an ‘optional extra’ – we have many bright, hardworking and ambitious students who would appreciate the chance to further their studies, so we are offering the following subjects to accommodate this:

Level 2 Further Mathematics
GCSE Statistics
GCSE Biology, Chemistry & Physics (triple award)

If students would like to study for an additional qualification, the time given will be reduced in Year 10 core lessons as follows:

Physical Education (no award) – 2 hours per fortnight instead of 4
Religious Education (no award) – 1 hour per fortnight instead of 2*
*This hour will be incorporated into GCSE RE if chosen as an additional subject

Students are under no obligation to study for an additional subject, and indeed, we would advise that they think very carefully about whether they could give the extra time necessary to this. If we feel that some students might struggle taking on an additional subject we will discuss this with parents and carers as well as the students themselves before agreeing to let them proceed. Additional subjects receive 3 hours of study per fortnight instead of 5 as they ‘bolt on’ to subjects that are already running.

All students’ educational profiles – the standard of work submitted so far, motivation, commitment, home learning submissions and so on – will be reviewed when subject choices have been completed to ensure that every child is on the best possible pathway for them. Again, should we have any concerns, parents/carers will be contacted to discuss any choices that may not suit each student and to offer alternatives where possible.

Some students may benefit from following a personalised programme of study in Year 10. You will be approached individually and parents/carers will be invited to discuss the potential in this provision if this applies to you.
## PATHWAY overview

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<td>Core subjects</td>
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<td>English Literature</td>
<td>Maths</td>
<td>Science Trilogy (dual award)</td>
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<tr>
<th>Qualification</th>
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<tr>
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<td>History OR Geography</td>
<td>French, German OR Spanish</td>
<td>Free choice</td>
<td>Free choice</td>
<td>Extra qualification (L2 Further Maths, GCSE Statistics OR GCSE Science - triple award)</td>
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| Wider curriculum | PE (no award) | RE (no award) | Personal Development (no award) | Enrichment (TBC) (no award) |  |
|------------------|--------------|--------------|-------------------------------|-------------------------------|  |
Is anything off limits?

There are some caveats to your choices as follows:

- You can't take ‘double’ of something, for example, you can't choose to do GCSE PE, as well as CNAT Sport Science
- You can't take more than two BTEC/CNAT qualifications
- You can't take an additional subject that is the same as a subject choice – for example, you can't choose separate sciences (triple award) as one of your option choices, and also select to take separate sciences (triple award) as an extra qualification

If you don't follow the guidance above we will contact you to discuss changes to your choices.

Getting choices right first time

At this point, it is worth emphasising that once selections are made and final confirmation of your programme of study occurs, then it becomes increasingly difficult to change chosen subjects. It is therefore very important that selections are made with the utmost care and commitment. Often, requests to change courses cannot be accommodated, especially if this is in the autumn term. This is due to the impact on the individual student, the group and the teacher.

What do I do now?

This is the beginning of the 14 – 19 phase of learning and there will be an opportunity to continue studies in our Sixth Form following successful completion of Key Stage 4, which may influence your choices.

Talk and listen

To help support informed decision-making, you should talk to the people who know you best: your personal tutor and your subject teachers. By seeking their opinions and recommendations about you and your work, you will have a better idea about courses which are suitable for your needs and abilities. Discuss your thoughts with your parents/carers.

We will endeavor to meet all your first choices but cannot guarantee this. If your choices cannot be accommodated we will come back to you to offer alternatives. The subject interest survey that you completed will help us to know which subjects you would be happy to study even if the ones you have chosen are unavailable to you. Most courses will operate provided that the requirements of minimum numbers, group size and availability of teaching staff are met.
Ask yourself...

How well am I doing in each subject?  
Your school reports will help you here but if you are not sure, ask your teacher.

Why do I like certain subjects more than others?  
Do you like them because you can be with your friends or because you like a particular teacher, or is it because you enjoy the subject and gain satisfaction and success from it?

Why am I considering a new subject?  
Is it because it sounds more interesting, or easier than those you have studied before? Make sure you know all about any new courses and remember – all of them demand hard work and a positive attitude if you want to succeed.

Will my choice of subjects help me with the career I have in mind?  
You should choose subjects that will help you attain your future goals, but still allow you to follow other careers if you want to. They should also prepare you for your next phase of learning.

Have I used every opportunity to find out about different courses?  
Have you considered seriously all of the information and guidance you have been given?
Many of you will not currently have any definite or specific ideas about career paths and there is no expectation that you should. Therefore, you should choose a breadth of subjects that you enjoy and which will enable you to make appropriate choices in the future.

Remember that certain subjects are important for particular career pathways. If you are interested in a specific job, find out what the minimum entry requirements are; careers information and advice software is available for use in school and at home. There is a full list of useful careers websites on the school website: www.thedownsschool.org.

All students at The Downs School, and their parents, have access to the following on-line careers resources which we subscribe to. The links are available on TDS on-line; they can be found under student/careers/useful links.

General careers publications and periodicals, local college information and Higher Education information, including university prospectuses and guides, are all available in the School Library; please ask Mrs Berger in the Library for assistance once you are back in school.

For information and guidance on careers related matters, please contact Mrs Wilson-Croombs, our Careers Leader.

Queries can be emailed to: careers@thedownsschool.org

Further careers events and opportunities will be available to students during Key Stage 4.
COURSE OUTLINES

THE CORE ELEMENTS
English Language

GCSE
Examination Board: AQA
QAN Code: 60148366

General Statement about the Subject
English is a core subject within the National Curriculum. All students will follow the same programme of study as there is a single tier of entry across the award. Students will be examined at the end of two years.

Areas of Study
In preparation for the examination, you will study a wide variety of literary and real world relevant non-fiction texts of the sort that you will encounter in your life and the world of work. You will also create your own writing for audience and purpose in an appropriate and varied style. Presenting, listening to questions and responding and the use of standard English are assessed for the spoken language endorsement.

Skills Developed
You will develop skills in planning, analysis, reading and writing along with oral communications that can be transferred to other subjects of study.

You will enjoy this course if:
You will probably enjoy this course if you have an open mind and are curious about how we use English Language and how it works.

A variety of teaching and learning strategies are employed throughout the department. These include: discussion (both student and teacher led), modelling, group work, paired work, research, oral presentations and independent work. In addition to this skills of extended, creative and transactional writing will be developed.

Assessment Details
Unit 1 – Fiction and Imaginative writing
Section A – Reading unseen 19th Century fiction texts
Section B – writing task

Unit 2 – Non-fiction and Transactional Writing
Section A - Reading questions in 2 linked, unseen non-fiction extracts
Section B - Writing task

Speaking and Listening - Assesses skills in presenting, responding to questions and feedback and use of standard English

Progression to Post 16 Studies/Training/Careers
Essential set of skills and experience for all routes of post 16 study and employment
English Literature

GCSE
Examination Board: AQA
QAN Code: 60147891

General Statement about the Subject
English is a core subject within the National Curriculum. All students will follow the same programme of study as there is a single tier of entry across the award. Students will be examined at the end of two years.

Areas of Study
The GCSE English Literature course provides you with the opportunity to study and compare a range of texts. You will study examples of modern British prose and poetry texts and British literary heritage drama, prose and poetry texts.

Skills Developed
You will develop skills in higher level comparison and analysis as well as reading, planning, writing and the confidence to express your depth of understanding. You will also gain an appreciation of genre and the influence of social, historical and authorial context on writing.

You will enjoy this course if:
You will probably enjoy this course if you have an open mind and are curious about how we use English literature for pleasure and literary study. We also look at how it represents and has shaped our life experiences over time.

A variety of teaching and learning strategies are employed throughout the department. These include: discussion (both student and teacher led), modelling, group work, paired work, research, oral presentations and independent work. In addition to this you will develop skills in formal extended and analytical written responses. Many students take the opportunity to develop their own reading repertoire.

Assessment Details
Paper 1 (Unit 1) – Shakespeare and 19th Century texts
• Section A – one essay question based on an extract
• Section B – one essay question on the studied text, with an extract

Paper 2 (Unit 2) – Modern Text and Poetry
• Section A – one question from a choice of two on whole text
• Section B – one comparative question on anthology poems
• Section C – one question on unseen poem and one comparative question on two unseen poems

Progression to Post 16 Studies/Training/Careers
English Literature A Level
**Mathematics**

GCSE
Examination Board: AQA 8300 Linear
QAN Code: 601/4608/4

**General Statement about the Subject**
Mathematics is a core subject within the National Curriculum. It is examined at two different tiers, Higher and Foundation. Mathematics is for everyone. It is diverse, engaging and essential in equipping you with the right skills to reach your future destination, whatever that may be.

**Areas of Study**
You will study a variety of topics across 6 broad areas: Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics.

Problem solving, reasoning and communicating logical solutions will also be a focus throughout every topic.

**Skills Developed**
You will develop your numeracy skills and your ability to use Mathematics as a means of communication through clear expression as well as symbolic and graphical representation. You will be able to interpret data, to reason logically and to generalise, test and prove hypotheses. Applying Mathematics in real life situations and working out the best possible solution is part of the “functional” element of the course.

**You will enjoy this course if:**
You will probably enjoy this course if you like solving problems. You will be expected to apply Mathematics to practical tasks and real life problems as well as in the investigation of Mathematics itself.

**Assessment Details**
There is no coursework for Mathematics. Assessment is through three equally weighted written papers: one third from a non-calculator paper and two thirds from two calculator papers. A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

**Progression to Post 16 Studies/Training /Careers**
Good qualifications in Mathematics are what employers demand before all others. In Mathematics you learn, quite simply, some of the most important vocational skills a young person can have. Mathematics also leads to further study in a wide range of subjects, from Mathematics and Further Mathematics at A Level, or other related subjects such as Physics, Chemistry, Biology, Electronics, Psychology, Geography, Economics, Engineering, Computer Science and Environmental Studies or Applied Science.
Science

GCSE
Examination Board: AQA
QAN Code: Combined Science (Trilogy) 8464 601/8758/X
Single Biology 8461  601/8752/9
Single Chemistry 8462  601/8757/8
Single Physics 8463  601/8751/7

General Statement about the Subject
Science is a core subject within the National Curriculum and all of you will study a Science course. Throughout the course, practical skills are assessed in addition to your knowledge of biological, chemical and physical aspects of Science. Please note that whether single science or the combined route is chosen, all three sciences will be studied.

Areas of Study
GCSE Science has been updated and strengthened to include new and cutting-edge content including the human genome, life cycle analysis and space physics. The GCSE also includes a requirement to gain core knowledge about scientific processes, for example formulae in Physics or the periodic table in Chemistry. The GCSE is clear about where mathematical skills are required across the three Science disciplines, embeds these core maths skills, and increases the challenge up to that of the Mathematics GCSE.

Science is an important facilitating subject that is compulsory to age 16; Combined Science will provide increased knowledge to equip young people to understand the uses and implications of Science, today and for the future.

Skills Developed
In Science, there is an increased emphasis on practical skills. There are core practical activities, and the opportunity to use and develop key techniques and use scientific apparatus. This will ensure students have the necessary practical scientific skills and experiences. These experiments include a broader set of skills - for example, making and recording observations, and applying investigative approaches and methods to practical work and apply to all of the Science courses. The use of ICT will be integral to the delivery of this course at all levels.

You will enjoy this course if:
You enjoy learning through experimentation and you like being challenged every lesson. If you enjoy Maths and find applying numbers to scientific examples fun, you will like Science. You enjoy a variety or choice of different tasks in lessons.

Assessment Details
GCSE Biology, Chemistry and Physics are assessed with 2 exams per subject each lasting 1 hour 45 minutes. Each paper will assess knowledge and understanding from different topics. Both foundation and higher tier are available. Each paper is worth 50% of the final grade and has 100 marks available. Combined Science is assessed through six papers: two Biology, two Chemistry and two Physics. Each will assess different topics. Areas. The papers are 1 hour 15 minutes each. Each paper is worth 16.7% of the final grade and has 70 marks. Higher or foundation tier can be taken but students must complete all assessments in the same tier and they are all taken in the same year.

Progression to Post 16 Studies/Training /Careers
The GCSE pathways provide for a wide range of routes of progression in post-16 learning and achievement in colleges of further education and on to university. Students can go onto to study pure and Applied Sciences such as Biology, Chemistry, Physics, Applied Science, Psychology, Health and Social Care etc. at A Level or Level 3 BTEC. If students do not wish to pursue further study in Science, their GCSEs will prove that they can be successful in an academic subject which has a wide range of skills essential to success and will support entry onto almost any college course.
Physical Education

General Statement about the Subject
This course provides an opportunity for you to follow activities from a varied programme. You are encouraged to develop your knowledge and understanding of sport by making the most of opportunities such as Athletics, Dance, Games, Swimming, Trampolining and Health Related Fitness aspects of PE and Sport.

Skills Developed
The following aspects are covered within each activity:

- Basic to advanced techniques
- Tactics and strategies
- Officiating procedures (including knowledge of rules)
- Role of the coach in improving performances

Religious Education

General Statement about the Subject
In Core R.E. you will study topics such as euthanasia, marriage, wealth & poverty and capital punishment. This course aims to develop knowledge and understanding of the Christian religion whilst exploring and reflecting upon questions about the meaning and purpose of life. You will consider a range of religious, philosophical and ethical responses to contemporary moral issues as you come to your own conclusions about these questions.

Skills Developed
You will be given the chance to consider and develop your own viewpoints and develop an appreciation for the beliefs of others. There will be the opportunity to develop your skills of investigation, analysis and evaluation. In addition, you will be expected to bring a reflective and empathetic approach to the issues studied and discussed in class.
Vocational courses
Cambridge National in Enterprise & Marketing  Level 2

Examination Board: OCR
QAN Code: 603/7093/2

General Statement about the Subject
With the Cambridge National in Enterprise & Marketing, you can explore what it means to set up and run a business enterprise, as well as develop key skills and gain an insight into the sector. The course is a practical introduction to life and work as an entrepreneur.

Areas of Study
Unit R067: Enterprise and Marketing Concepts
This is assessed by an exam. In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business.
Topics include: Characteristics skills, risk and reward for enterprise; Market research to target a specific customer; What makes a product financially viable; Creating a marketing mix to support a product; Factors to consider when starting up and running an enterprise.

Unit R068 Design a Business Proposal
This is assessed by a set assignment. In this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.
Topics include: Market research; How to identify a customer profile; Develop a product proposal for a business brief; Review whether a business proposal is financially viable; Review the likely success of the business proposal.

Unit R069 Market and Pitch a Business Proposal
This is assessed by a set assignment. In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using the learning, self-assessment and feedback gathered.
Topics include: Develop a brand identity to target a specific customer profile; Create a promotional campaign for a brand and product; Plan and pitch a proposal; Review a brand proposal, promotional campaign and professional pitch.

Skills Developed
The qualification contains practical activities that build on theoretical knowledge so that you can put your learning into practice while also developing valuable transferable skills. It will help you to develop knowledge and skills so that you can work with independence to create material which reflects effective planning, development and evaluation.

You will enjoy this course if:
if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:
• Carrying out market research
• Planning a new product and pitching it to a panel of experts
• Reviewing whether a business proposal is financially viable

Assessment Details
The Cambridge National in Enterprise and Marketing has 40% external assessment. The remaining 2 units account for 60% of the overall mark. These are assessed internally through written coursework. An overall grade of Pass, Merit, Distinction or Distinction* is then awarded.

Progression to Post 16 Studies/Training /Careers
This qualification will complement other learning that you're completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study. You can progress from OCR Cambridge National in Enterprise and Marketing to other vocational qualifications such as our Applied General Level 3 Cambridge Technical in Business, or an A Level in Business, or a T Level in Digital Business Services, as well as Apprenticeship standards such as Business Administration.
BTEC Level 1/2 Tech Award in Creative Media Production

Examination Board: Edexcel/Pearson
QAN Code: 603/1238/5

General Statement about the Subject
The BTEC Level 1/2 Tech Award in Creative Media Production is a practical, work-related course. You learn by completing assignments that are based on realistic workplace situations, activities and demands. You will learn about various media organisations and their purpose. You will cover areas such as video production, photography techniques, publishing production and writing for the creative media. You will receive feedback on your progress throughout the course as you complete assignments. Evidence for your performance may come from assignments, case studies, workplace assessment, role plays, oral presentations, discussions, interviews, recordings, videos, posters and displays.

Areas of Study
Component 1: Exploring Media Products: you will develop your understanding of how media products are created for specific audiences and purposes. You will explore the relationship between genre, narrative and representation within media products and develop your understanding of how they are interpreted by audiences.

Component 2: Developing Digital Media Production Skills: you will develop practical media production skills and techniques. You will take part in workshops and classes whereby you will develop practical skills and techniques applying these to relevant pre-production, production and post-production processes when reworking an existing media product/s.

Component 3: Digital Moving Image Production: you will respond to a client brief and create a product. You will interpret the client's needs and engage in the process of ideas generation, selecting and refining your ideas until you are satisfied that you have an idea that meets the requirements of the brief. You will undertake preproduction planning to demonstrate to the client how your ideas will be implemented within a planned media product.

Skills Developed
As well as learning about the world of creative media and employment in media organisations, you may take part in a range of workshops developing your skills in research, recording, editing and production. You will begin to develop the skills you need to start a career in creative media. This course develops your understanding of the world of media from a practical, work related angle. You will visit a media organisation and analyse the production techniques they use. The BTEC improves your overall organisation, teamwork, independence, self-motivation, presentation, public speaking skills and confidence.

You will enjoy this course if:
You enjoy working in a team towards the same goal. You enjoy project work. You like to talk about and discuss real media texts. You are interested in how the industry works.

Assessment Details
All 3 course components are assessed and graded, and an overall grade (at the end of two years) for the qualification is awarded. Two components are graded internally and one is an external exam.

Progression to Post 16 Studies/Training /Careers
A merit at BTEC will allow you to take the A Level course, which builds and develops the skills you have acquired and it can lead into employment in the many different areas of creative digital media. Destinations of Media students in recent years include journalism, event management, film and TV production, graphic design, photography and digital media.
BTEC Level 2 Tech Award in Performing Arts - Design Pathway

*(must not be selected with GCSE Drama)*

Examination Board: Edexcel/Pearson
QAN Code: 603/0406/6

**General Statement about the Subject**
The BTEC Level 2 Tech Award is an intensive and exciting two-year course, delivered by highly qualified teaching staff who cover different aspects of the Performing Arts Design/Production programme through the teaching of technical skills used in vocational contexts. The Design Pathway is a practical course enabling students to develop and extend their design techniques, creating and realising; as well as their understanding of the performing arts world. This specialist programme is aimed at students who are passionate about developing their design/production skills through acquiring and extending essential knowledge and understanding. Students should have a reasonable level of imagination, creativity, commitment and motivation.

**Areas of Study**
Over the two years, students will specialise in developing their design skills in a range of different styles (including Naturalism, Theatre of Cruelty, Epic Theatre and Physical Theatre), as well as extensively developing their creation and realisation of their designs. Students can choose to specialise in one or more of the following options: Lighting, Set, Costume, Makeup and Sound. In addition, students will also learn about working in the performing arts industry, and the jobs and opportunities available in this sector.

Students study 3 components:
- Component 1 – Exploring the Performing Arts Industry
- Component 2 – Developing Skills and Techniques in the Performing Arts
- Component 3 – Performing to a Brief

**Skills Developed**
The BTEC supports learners' development of transferable interpersonal skills, including working with others, problem-solving, independent study, and personal, learning and thinking skills, organisation and team work. You will work in a very practical way with written tasks closely linked to the practical work. You will regularly review your progress, evaluating your strengths and weaknesses as well as research tasks to further your understanding of practitioners and styles. You will develop your effectiveness as a designer – a holistic combination of creating, developing, realising and evaluating design.

**You will enjoy this course if:**
You enjoy working collaboratively as part of a team and prefer learning actively to explore both the practical and written elements of the course. You will need to have an enjoyment of drama and theatre and show a dedication to developing your design and technical skills. You will have the opportunity to work creatively and expressively on the pieces the actors are working on. Your contribution will contribute to the mood and atmosphere needed to bring a play to life.

**Assessment Details**
- Component 1 – Internally Assessed 30% of the overall grade
- Component 2 – Internally Assessed 30% of the overall grade
- Component 3 – Externally Assessed 40% of the overall grade

**Progression to Post 16 Studies/Training/Careers**
The course is a perfect stepping stone for the Performing Arts courses we offer in the sixth form: A Level Drama, BTEC Level 3 Acting and BTEC Level 3 Production. The creative industries are one of the fastest growing economic sectors in the UK. Drama complements a range of subjects and is essential in improving communication skills, building confidence and enriching presentation skills in a range of careers.
BTEC Level 2 Tech Award in Performing Arts - Dance Pathway

(must not be selected with GCSE Drama)

Examination Board: Pearson/Edexcel
QAN Code: 603/0406/6

General Statement about the Subject
The BTEC Level 2 Tech Award is an intensive and exciting two year course, delivered by highly qualified teaching staff who cover different aspects of the Performing Arts Dance programme through the teaching of technical skills used in vocational contexts. The Dance Pathway is a practical course enabling students to develop and extend their dance technique, choreographic and performance skills, as well as their understanding of the performing arts world. This specialist programme is aimed at students who are passionate about developing their dance skills, knowledge and understanding. Students should have a reasonable level of fitness, creativity, commitment and motivation.

Areas of Study
Over the two years’ students will specialise in developing their dance technique in a range of dance styles (including Jazz, Contemporary, Urban and Physical Theatre), as well as extensively developing their choreographic and performance skills. In addition, students will also learn about working in the performing arts industry, and the jobs and opportunities available in this sector. Dance Pathway students have the opportunity to perform in dance shows, create dance companies and many more opportunities.

Students study 3 components:
• Component 1 – Exploring the Performing Arts Industry
• Component 2 – Developing Skills and Techniques in the PA Performing Arts
• Component 3 - Performing to a Brief

Skills Developed
The BTEC supports learners’ development of transferable interpersonal skills, including working with others, problem-solving, independent study, and personal, learning and thinking skills, organisation, and team work. You will work in a very practical way with written tasks closely linked to the practical work. You will regularly review your progress, evaluating your strengths and weaknesses as well as research tasks to further your understanding of styles and professional works. You will develop your effectiveness as a ‘whole’ dancer – a holistic combination of performance, choreography, appreciation and evaluation.

You will enjoy this course if:
You have a healthy and active interest in Dance; you enjoy preparing, and performing for an audience; you are willing to participate in extra-curricular or extended curricular performance activities inside or outside school; you have a good level of fitness, commitment and motivation; you enjoy working as an individual and as well as in group during rehearsals and workshops.

Assessment Details
• Component 1 - Internally Assessed 30% of the overall grade
• Component 2 – Internally Assessed 30% of the overall grade
• Component 3 – Externally Assessed 40% of the overall grade

Progression to Post 16 Studies/Training /Careers
A clear progression to study dance at A-level, BTEC Level 3, higher education and beyond. BTEC Dance provides a clear bridge to the following careers; Performer, Teacher (in a variety of settings), choreographer, dance administrator, Notation, Dance Animator/Community Dance Worker, Dance (Movement) Therapy, Dance Critic, Dance Fitness, as well as careers and training in Drama and Music. The various transferrable skills developed throughout the course are recognised and are beneficial for a range of further training in other subjects.
BTEC Level 2 Tech Award in Health and Social Care

Examination Board: Edexcel/Pearson
QAN Code: 603/0395/5

General Statement about the Subject
The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who wish to acquire knowledge, understanding and technical skills through vocational contexts as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learner’s experience and understanding of the varied progression options available to them.

Areas of Study
The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual’s health, and designing a plan to improve their health and wellbeing
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them knowledge that underpins the effective use of skills
- processes and attitudes, including human growth and development, health and social care services, and factors affecting people’s health and wellbeing. This course builds on and uses the knowledge and skills you learn in your GCSEs, such as English.

Compulsory core units
Unit 1 ‘Human Lifespan Development’
In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes as well as the types and sources of support that can help them.

Unit 2 ‘Health and Social Care Values’
This component will give you an understanding of health and social care services and will help you develop skills in applying care values which are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

Unit 3 ‘Health and Wellbeing’
In this component, you look at the factors that can have a positive or negative influence on a person’s health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for someone’s state of health. You will learn how to use this information to design an appropriate plan for improving their wellbeing.

Skills Developed
You will develop a range of transferable, technical, practical and study skills, which you will be required to apply in vocational contexts. These include written and oral communication, research and project management (providing an opportunity to work as part of a team and/or individually and plan effectively before undertaking a task), meeting assignment deadlines, building on Personal, Learning and Thinking Skills (including the development of creative skills), preparing and designing role plays/presentations (identifying the importance of showing understanding in a clear and effective way).

You will enjoy this course if:
You have an interest in careers in Nursing, Midwifery or Childcare or prefer a mostly coursework based course. Students with an interest in Psychology or Social Science may also enjoy this course. This course fits in well with other programmes of study such as PE and Science.

Assessment Details
- Human Lifespan Development (Internal Coursework) – 30%
- Health and Social Care Values (Internal Coursework) – 30%
- Health and wellbeing (External synoptic task) – 40%

Progression to Post 16 Studies/Training /Careers
The Edexcel BTEC Level 1/Level 2 TECH Award in Health and Social Care provides a good foundation for learners for progression onto further education. Achievement at Level 2 provides a suitable foundation for further study within the sector, supporting progression on to other vocational qualifications at Level 3, such as the BTEC Level 3 Nationals in Health and Social Care.
Cambridge Nationals
Sport Science Certificate

Examination Board: OCR
QAN Code: 600/5121/8

General Statement about the Subject
Sports Science provides an opportunity for you to develop your knowledge and understanding of different elements of the subject, thereby extending your current involvement in areas of sport in combination with science. This course is designed to increase your grasp of theoretical aspects across a range of different areas in sport. You will experience practical reinforcement of the theory covered and be able to use this in different contexts beyond the classroom. You will be able to express yourself in a formal qualification.

Areas of Study
Although there is no assessed practical component within the sports science course, there will be regular opportunities to utilize the skills gained in a practical setting.

There are two compulsory units, in Sports Injuries and Applying the Principles of Training, as well as two optional units from a choice of four (The Body’s Response to Physical Activity, Sport Psychology, Sports Nutrition and Technology in Sport)

A summary of content of the compulsory units is as follows:

- Sports Injuries: Reducing the risk of sports injuries (including influences on, prevention of, response to sporting injuries and common medical conditions)
- Applying Principles of training: Knowing how principles of training impact on performance (through use of training methods, fitness testing and development of training programmes)

The other units cover in depth aspects on body systems, the ways in which the mind can impact on performance, how nutrition links to healthy lifestyles and enhanced performance, and the role technology has in big business, with both positive and negative impact in sport).

Skills Developed
You will learn about various different areas in sport, acquiring skills and developing your knowledge and understanding of how the different contexts and roles impact on sport. You will have an increased awareness as to how you can remain involved in sport and physical activity beyond school and of different careers and roles within sport.

You will enjoy this course if:
You enjoy practical lessons and wish to learn something more about the theoretical elements of the subject area. As a general guide, you will have five lessons across the two-week timetable and there will be an aim of at least one of these being practically based. You will experience a wide range of teaching strategies and techniques and will be expected to take a full role in lessons.

Assessment Details
The method of assessment is as follows:
- Sports Injuries – a one hour exam paper (60 marks)
- All other units are assessed in-centre with an external moderation of a cross section of each unit completed.
  All work submitted is through assignment-based work.

Progression to Post 16 Studies/Training /Careers
This is a good pathway to a Level 3 BTEC course. Future career paths taken by past students have included: Armed Forces, Police, Fitness Training Instructor, PE Teachers, Physiotherapists, Sports Therapy, Sports Centre Management and Sports Technology.
GCSE Courses & Level 2
General Statement about the Subject
The Fine Art course aims to encourage both creative and imaginative responses from you in all projects. Observational and practical skills will be developed in drawing, painting, printmaking, graphic design and three-dimensional studies. You will also study the work of artists and designers and use the knowledge gained from your studies to influence your own work.

Areas of Study
Currently, you undertake three coursework projects which are called the Portfolio: Structures Unit I, structures and Tools and Food and Drink projects. During year 10 and 11 students will sit a mock exam where the responses produced will contribute to coursework units. You are expected to cover a range of media and explore this throughout the two year course (see skills below).

Skills Developed
You will develop skills in recording observations, experiences and ideas. Analysing and evaluating images, objects and artefacts are an important part of the course and your skills will be used and developed in these areas. You will develop and explore ideas using media, processes and resources and connect with the work of others. We encourage you to develop final pieces or outcomes which may demonstrate your ability using paint, mixed media digital photography or sculpture; these final pieces are usually planned by you and form a large part of your independent learning in this GCSE subject.

You will enjoy this course if:
You can work from stimuli from the world around you and you must be prepared to do research in your own time. Homework is, therefore, an essential and integral part of the course. It is expected that a minimum of two hours homework be completed each week. This subject cannot be entirely confined to the classroom and you will be encouraged to visit galleries and exhibitions. The Department also offers a visit to Oxford to The Natural History Museum and Pitt Rivers Museum to ensure you have access art work first hand in year 10. An educational visit is also arranged for you in Year 11 to the British Museum, Tate Modern, Tate Britain or the Victoria and Albert Museum.

Assessment Details
60% Portfolio
40% Externally Set Task

Coursework is undertaken throughout an 18-month period and the Controlled Test usually takes place at the end of April in Year 11. You will be continuously assessed; however, there are deadlines for you to meet in order to complete the three separate units. Details of these will be published in a separate booklet along with the course outlines.

Progression to Post 16 Studies/Training /Careers
Students that continue to study Art at the Downs sit the A Level Fine Art with AQA. We have a number of students that continue onto a Foundation course as a stepping stone to an Art degree. From this course you can progress to AS/A levels, a BTEC Level 3 qualification or into employment in the many different organisations working in the area of art and design such as design groups, fashion houses, multimedia companies, newspapers and magazines, design firms, newspapers and magazines, advertising agencies, theatres.
GCSE Business Studies

Specification Code: 1BS0
Examination Board: Edexcel
QAN Code: 603/0121/1

General Statement about the Subject
The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business consists of two externally-examined papers. You must complete all assessment in May/June in any single year. This qualification is 100% external exam, no controlled assessment.

Areas of Study
Theme 1 (Year 10 Programme of Study)
- Topic 1.1 Enterprise and Entrepreneurship – you are introduced to the dynamic nature of business in relation to how and why business ideas come about. You also explore the impact of risk and reward on business activity and the role of entrepreneurship.
- Topic 1.2 Spotting a business opportunity – you will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. You will also focus on understanding the competition.
- Topic 1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.
- Topic 1.4 Making the business effective – you will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.
- Topic 1.5 Understanding external influences on business – you are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. You will explore how businesses respond to these influences.

Theme 2 (Year 11 Programme of Study)
- Topic 2.1 Growing the business – you are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- Topic 2.2 Making marketing decisions – you will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- Topic 2.4 Making financial decisions – you will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity.

Skills Developed
You will be able to build upon their skills of literacy and numeracy. In addition, many opportunities exist for students to improve their problem solving and decision-making capabilities. Much of the course is based upon case study material from particular real world businesses allowing the students to gain an understanding of how real businesses operate. You will also be encouraged to apply your knowledge to current events and issues to give them a broader understanding of the business environment.

You will enjoy this course if:
You enjoy Mathematics and calculations, as well as essay and extended writing. Throughout the course you will develop both skill sets, numeracy and literacy. You will be expected to have the confidence to present work effectively in groups, as well as individually. A secure grasp of numeracy is essential for success with GCSE Business.

Assessment Details
2 x 90 minute long exams – range of exam questions (calculations, short answer, data response)

Progression to Post 16 Studies/Training /Careers
GCSE Business prepares students for A Level Business which is offered within the sixth form curriculum.
GCSE Computer Science

Specification No: J277
Examination Board: OCR
QAN Code: 601/8355/X

General Statement about the Subject
Computer Science GCSE is an engaging course which involves both a theoretical ‘science’ and a practical programming component. The course requires commitment to understanding how and why digital technologies work, as well as creativity and a strong interest in problem solving. While programming, students analyse problems in computational terms and then devise solutions, which they code, test and evaluate. This subject plays a pivotal role in many other disciplines including: Business, Engineering, Science & Medicine, Film-Making, Animation, Music, Art, Fashion Design, Illustration and Digital Publishing.

Areas of Study
Throughout the course you will learn about hardware, software, networks, and security, as well as ethical, legal and environmental issues surrounding the use of computers. You will also develop robust computational thinking skills, which you will then apply while devising and evaluating algorithms, or developing programs to meet particular user briefs. Finally, you will be able to develop an understanding of computational logic, high and low level programming languages, and the workings of data representation.

Skills Developed
You will gain an understanding of how computer and computer related technologies work, which will help you in today’s digital world, whether you wish to progress on to higher level studies or go straight into employment after finishing school. You will develop secure programming skills and the ability to meet a brief through your programming project. You will develop resilience and sharpen your problem solving skills. You will learn to work collaboratively, plan, develop, execute, test and evaluate others’ solutions and your own, in the spirit of efficient digital working practices, so much sought after by businesses today.

You will enjoy this course if:
You have an interest in technology and want to understand the details behind how technology works. You are naturally curious and enjoy problem solving, but you are also sufficiently resilient when the solution is not immediately obvious. To excel in Computer Science, you will need to have an interest and be competent in Science and Maths; having a teacher judgement of being on track for a GCSE grade 6 or higher for both subjects. This GCSE course also provides excellent progression into an extremely wide range of higher and further education subjects as well as a great foundation for a wide range of careers, so you do not need to show commitment to a future career in programming to join the course.

Assessment Details
There are two papers: Computer Systems; and Computational Thinking, Algorithms and Programming. Each counts as 50% of the total GCSE. Each exam is comprised of three assessment objectives:
- **AO1** - Demonstrate knowledge and understanding of the key concepts and principles of Computer Science. (30%)
- **AO2** - Apply knowledge and understanding of key concepts and principles of Computer Science. (40%)
- **AO3** - Analyse problems in computational terms: To make reasoned judgements and to design, program, evaluate and refine solutions. (30%)

Progression to Post 16 Studies/Training/Careers
A GCSE in Computer Science provides an excellent platform for further studies in a range of subjects, particularly those related to Mathematics, Science and Technology, but also the Creative Industry and Business. The problem solving emphasis of the course also helps to develop skills which will be of value in any post 16 training undertaken and ultimately any career. The specification has been designed to seamlessly transition into Computer Science at A Level.
GCSE Design Technology
(must not be selected with Design Technology Textiles)

Specification Code: 8552
Examination Board: AQA
QAN Code: 603/0984/2

General Statement about the Subject
Design Technology offers the opportunity to develop practical skills and analytical design methodologies to encourage creative solutions to everyday problems. It draws on a range of cross-curricular disciplines such as art, computing, engineering, mathematics and science to enable development of high quality outcomes appealing to a wide range of users. Students study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. Students will gain awareness and learn from wider influences on Design Technology including historical, social, cultural, environmental and economic factors. GCSE Design Technology will prepare students to participate confidently and successfully in an increasingly technological world.

Areas of Study
Students undertake five design and make Resistant materials and Graphics based projects, which cover a range of graphical communication skills such as 3D sketching techniques, engineering drawings and computer aided design. Physical models and prototype products utilize a range of manufacturing techniques. In parallel, theory lessons focus on core and specialist technical principles in preparation for the GCSE exam. A coursework project to produce a design portfolio and product prototype is completed, based on exam board chosen contexts.

Skills Developed
Projects are designed to follow the traditional design process to achieve quality outcomes. Students are given the opportunity to explore design needs and visualization tools to enable creative idea generation. Students explore iterative design methodologies and manufacture products using a range of hand tools, machinery, and computer aided design and manufacturing. A greater emphasis is now applied to the evaluation of products with students testing their designs, prototypes and products against original needs, specifications and client feedback.

You will enjoy this course if:
- You enjoyed your Resistant Materials projects from your KS3 Design Technology lessons, and were able to produce quality and creative design work and outcomes.
- You enjoy being creative and like exploring new technical processes.

Assessment Details
- 50% Controlled Assessment coursework (35 hours) consisting of a 20 page design portfolio and a manufactured prototype product.
- 50% Written Paper (2 hours) focusing on core knowledge, specialist materials, designing and making principles.

Progression to Post 16 Studies/Training /Careers
A GCSE in Design Technology creates a strong knowledge and skills foundation to lead into AQA A-level Product Design. Many technical apprentices also utilize practical skills and analytical thinking. Skills learnt feed into many technology, engineering and creative industries.
You enjoyed your Textiles projects from your KS3 Design Technology lessons, and were able to produce quality and creative design work and outcomes. You enjoy being creative and like exploring new technical processes.

50% Controlled Assessment coursework (35 hours) consisting of a 20 page design portfolio and a manufactured prototype product.

50% Written Paper (2 hours) focusing on core knowledge, specialist materials, designing and making principles.

GCSE Design Technology - Textiles

(must not be selected with Design Technology)

Specification Code: 8552
Examination Board: AQA
QAN Code: 603/0984/2

General Statement about the Subject
Design Technology offers the opportunity to develop practical skills and analytical design methodologies to encourage creative solutions to everyday problems. It draws on a range of cross-curricular disciplines such as art, computing, engineering, mathematics and science to enable development of high quality outcomes appealing to a wide range of users. Students study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. Students will gain awareness and learn from wider influences on Design Technology including historical, social, cultural, environmental and economic factors. GCSE Design Technology will prepare students to participate confidently and successfully in an increasingly technological world.

Areas of Study
Students undertake five design and make Textiles based projects, which cover a range of graphical communication skills such as fashion sketching, pattern drafting and computer aided design. Physical models and prototype products utilize a range of textiles fabric decorative and manufacturing techniques. In parallel, theory lessons focus on core and specialist technical principles in preparation for the GCSE exam. A coursework project to produce a design portfolio and textiles based product prototype is completed, based on exam board chosen contexts.

Skills Developed
Projects are designed to follow the traditional design process to achieve quality outcomes. Students are given the opportunity to explore design needs and visualization tools to enable creative idea generation. Students explore iterative design methodologies and manufacture products using a range of hand tools, machinery, and computer aided design and manufacturing. A greater emphasis is now applied to the evaluation of products with students testing their designs, prototypes and products against original needs, specifications and client feedback.

You will enjoy this course if:
- You enjoyed your Textiles projects from your KS3 Design Technology lessons, and were able to produce quality and creative design work and outcomes.
- You enjoy being creative and like exploring new technical processes.

Assessment Details
- 50% Controlled Assessment coursework (35 hours) consisting of a 20 page design portfolio and a manufactured prototype product.
- 50% Written Paper (2 hours) focusing on core knowledge, specialist materials, designing and making principles.

Progression to Post 16 Studies/Training /Careers
A GCSE in Design Technology creates a strong knowledge and skills foundation to lead into AQA A-level Product Design. Many technical apprentices also utilize practical skills and analytical thinking. Skills learnt feed into many fashion and creative industries.
GCSE Drama

General Statement about the Subject
In addition to helping you acquire subject knowledge, this course encourages you to explore and actively engage in a wide range of creative and stimulating activities, all of which will develop you as an effective and independent learner and as a critical and reflective thinker with an enquiring mind. You will also develop and demonstrate competence in a range of practical, creative and performance skills. The course encourages you to work imaginatively and creatively in collaborative contexts, through generating, developing and communicating ideas.

Areas of Study

Component One: Devising Theatre (40%) Internally Assessed Externally Moderated
You 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 WJEC. You must produce a realisation of their piece of devised theatre, supporting evidence and an evaluation of the final performance or design. Students who choose to design instead of acting can realise one of the following production elements: lighting, set, sound, make-up or costume.

Component Two: Performance from a Text (20%) External Assessment by a Visiting Examiner
You will be assessed on either your acting or a production skill, in two sections from a published play. Students will work in groups of between 2 to 5 cast members. Students who choose to design instead of acting can realise one of the following production elements: lighting, set, sound, make-up or costume. All students will be externally assessed, in year eleven, by a visiting examiner in March or April.

Component Three: Written Examination 1½ hours (40%)
Section A: Set Text
A series of acting and design questions on one set text from a choice of five: The Tempest, William Shakespeare; The Caucasian Chalk Circle, Bertolt Brecht; Hard to Swallow, Mark Wheeller; War Horse, Michael Morpurgo, adapted by Nick Stafford; and DNA Dennis Kelly.

Section B: Live Theatre – Analysis and Evaluation

Skills Developed
The course gives you opportunities to understand different points of view, to create your own pieces of drama, to listen purposefully and to develop your language and communication skills. You are also given responsibility for planning, research and working to a real deadline – the arrival of an audience! In addition, the drama course will develop an appreciation of drama as an art form and of its rightful place in our culture.

You will enjoy this course if:
You enjoy working collaboratively as part of a team and prefer learning actively to explore both the practical and written elements of the course. You will need to have an enjoyment of drama and theatre and show a dedication to your rehearsals and performances. You will have the opportunity to work creatively and expressively on your devised and scripted performances.

Assessment Details
The GCSE Drama course is a linear course and all assessment takes part in Year 11. You will work on a range of major devised or scripted projects accounting for 60% of the final mark. There is a written examination (40%) which will assess your understanding of live theatre performance and a set play.

Progression to Post 16 Studies/Training /Careers
The Drama GCSE is a perfect stepping stone for the Performing Arts courses we offer in the sixth form: A Level Drama, BTEC Level 3 Acting and BTEC Level 3 Production. The creative industries move into first place to be the fastest growing economic sector in the UK. Drama complements a range of subjects and is essential in improving communication skills, building confidence and enriching presentation skills in a range of careers.
GCSE Economics

Specification Code: 8136
Examination Board: AQA
QAN Code: 603/0126/0

General Statement about the Subject
Economics is the study of consumers, businesses and government and the workings of the whole global economy. It includes key areas of study such as how prices are determined, business revenues, costs and profits, the role of the government to influence consumers and businesses and the wider management of the economy in terms of taxation, benefits, interest rates and trade. The course is based on using real world examples to explain economic issues and analysing the possible outcomes of different government policies in the current economy. Students will need to be able to use their mathematical ability to analyse data, to spot trends and suggest reasons for relationships. Due to the data analysis and practical mathematical applications used within the subject students must have strong ability in Maths. (Students who are judged to be on track for a GCSE grade 6 or above).

Areas of Study

Skills Developed
Economics will teach students to become analytical thinkers, to base conclusions on data and to explain the implications of government actions. Independent reading and research skills will be developed as well as discussion and presentation skills. Practical applications of mathematics will be used for example interpreting graphical information and using percentage changes.

You will enjoy this course if:
You are interested in current affairs, the workings of society, the government and the world around you. You must be a logical thinker and have strong maths skills that will be used in a practical setting.

Assessment Details
You are interested in current affairs, the workings of society, the government and the world around you. You must be a logical thinker and have strong maths skills that will be used in a practical setting.

Progression to Post 16 Studies/Training /Careers
Economics gives an understanding of the wider business environment therefore will be useful in any future employment. The GCSE gives a good grounding from which to continue on with A Level Economics or alternatively A Level Business Studies. The analytical approach to writing is a good foundation for any essay based A Level subject.
General Statement about the Subject
"Geography is life. It is impossible to conceive of rounded human beings who have not grasped the fundamentals of Geography."
- Chair General Teaching Council

Where would we be without Geography? Geography helps us understand the world in which we live and the many challenges that lie ahead; Our world is going to change more in the next 50 years than ever before, and Geography explains why and how. We study the relationships between the natural world and the ever increasing global population, the processes which produce distinctive landforms, and the diverse social, political, cultural and environmental aspects of our world.

Areas of Study
GCSE Geography is full of relevant 21st century global issues and is taught under a variety of human and physical modules, and examined in 3 areas:

Living with the Physical Environment: The Challenge of Natural Hazards (Tectonics, Weather Hazards and Climate Change); Physical Landscapes of the UK (Coasts and Glaciers); The Living World (Ecosystems such as Rainforests and Cold Environments)

Challenges in the Human Environment: Urban Issues and Challenges (Growth of Cities); Changing Economic World (Globalization); Challenge of Resource management (Food, Water and Energy)

Geographical Applications: An exam based on fieldwork investigations (taken place outside of the classroom), one from each of the above topics, as well as an issue evaluation using pre-released secondary information.

Skills Developed
Geography is one of the most diverse fields of study and its unique breadth opens up a great range of career opportunities such as: International Aid and Development, Air Traffic Control, Archaeology, Architecture, Cartography, Conservation, Sustainable Development, Renewables Energies, Engineering, GIS, Graphic Design, Geology, International Relations, Law, Volcanology, Medicine, Meteorology, Teaching, Travel & Tourism Management, Social Work and Surveying to name but a few. Geography students are eagerly sought after given the wide range of transferrable skills in which they are often proficient Geography students are good problem solvers, clear communicators, strong team members. They demonstrate creative and independent thinking, while being socially, economically and environmentally aware.

Approaches to the Subject
The Geography department is committed to engaging students in the relevance and importance of the wonderful world of Geography. We believe in teaching students using an enquiry methodology (i.e. inspiring students to question the world around them and propose suitable avenues of investigation to find the answers) and applied learning (i.e. making the teaching relevant to everyday life and skills).

We use a range of teaching techniques to cater for all types of learners. We frequently show video clips, use mystery sorting activities, conduct class debates, have student led presentations, and immerse ourselves in the shoes of others. We use a variety of fieldwork opportunities to bring the theory to practice and to help students see the importance and the role of Geography in everyday life outside the classroom.

Assessment Details
- Paper 1: Living with the Physical Environment: 35%
- Paper 2: Challenges in the Human Environment 35%
- Paper 3: Geographical Applications 30%
GCSE History

Specification Code: GCSE History 1H10
Examination Board: Edexcel / Pearson
QAN Code: 601/8092/4

General Statement about the Subject
In order to understand the world today, we need to have a grasp of the historical events and personalities that have helped to shape it. The new GCSE History course gives you the opportunity to find out more about the impact of events in the last century such as Cold War and Nazi Germany as well as studying societies further in the past such as life under Elizabeth I. In looking at how medicine has changed over time, you will also get to know how we moved from a superstitious society to one based on science and reason.

Areas of Study
The course begins with the study of Germany after WW1; an area students will be familiar with from their Year 9 studies. This will cover how Hitler rose to power and established a dictatorship in Nazi Germany. Students will then follow Medicine in Britain 1250 – present day, starting with the primitive and superstitious methods of practising medicine in the 13th century and following development and change up to the present day. This will involve an in depth study of medicine during WW1 and how it changed on the battlefield. We will also examine Superpower relations and the Cold War, 1941-91 looking at events such as the arms race and key confrontations like the Cuban Missile Crisis, and the collapse of the Soviet Union. Finally, students will study life in England under Elizabeth I including the execution of Mary Queen of Scots and the Spanish Armada.

Skills Developed
As well as helping you to gain an understanding of your past, History teaches you how to collect and assess different kinds of evidence (research and investigation), how to present your findings (reporting), how to deal with conflicting evidence (problem solving) and how to draw conclusions (analysis), all of which are very popular with employers. As a result, you become very good at arguing and seeing another person’s point of view.

You will enjoy this course if:
You enjoyed History during Year 9 and the types of activities we do in History lessons. These include working in pairs or groups to compare ideas or prepare presentations, participating in class debates, role play, exploring arguments and “hot seating” where you become the expert. You need to be good at recalling facts and figures as well as enjoying writing and reading as these skills are essential for exam success.

Assessment Details
- Paper 1 (30% of total marks) Medicine Through Time
- Paper 2 (40% of total marks) Superpower Relations & the Cold War; Early Elizabethan England
- Paper 3 (30% of the total marks) Weimar and Nazi Germany
**GCSE Film Studies**

Specification Code: G  
Examination Board: Eduqas  
QAN Code: 603/0889/8

**General Statement about the Subject**  
Film is a powerful and influential medium and is central to today's society and culture. It offers a window to the past, present and future through which learners can broaden and deepen their understanding of their own place in the world. Through striking cinematography, compositions, locations as well as arresting music and sound, many consider film to be the most important art form of the last century and an essential medium to study because it has such an influence on the way people think and feel.

**Areas of Study**  
The core study areas in film are:  
- Key elements of film form (cinematography, mise-en-scène, editing and sound)  
- The contexts of film (social, cultural, historical, political, and institutional), including key aspects of the history of film and film technology

**Skills Developed**  
Film enables learners to demonstrate skills of analysis, critical thinking, reflection and creativity (through their own film production). Learners explore films in a coherent way, cumulatively developing their knowledge and understanding of: how films are technically constructed; film genres; the aesthetic qualities of film; how film is a way of communicating ideas and issues (representation). Learners make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.

**You will enjoy this course if:**  
You enjoy talking and writing about existing film from across the globe. You enjoy project work and are excited by the opportunity to write your own screenplay.

**Assessment Details**  
- Component 1 (35%): Key Developments in US Film  
- Component 2 (35%): Global Film: Narrative, Representation and Film Style  
- Component 3 NEA (30%): Production: short film extract or screenplay + evaluation

**Progression to Post 16 Studies/Training /Careers**  
A grade 5 at GCSE will allow you to take the A Level course in Film, which builds and develops the skills acquired in this course. You will also have the opportunity to study BTEC Level 3 Creative Digital Media Production. Destinations of Media and film students in recent years include journalism, event management, film and TV production, graphic design, photography and digital media.
GCSE Food Preparation & Nutrition

Specification Code: CP560
Examination Board: Eduqas
QAN Code: 601/8093/6

General Statement about the Subject
Food preparation and nutrition is an exciting course that equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Areas of Study
The core study areas in food preparation & nutrition are: cooking and food preparation; food commodities; principles of nutrition; diet and good health; the science of food; and where food comes from.

Skills Developed
Students studying this course will develop and broaden their food preparation practical skills to produce high skilled products to suit a variety of needs. Students will also develop skills in food science, experimenting with ingredients to identify what they are composed of and how these components react during cooking.

You will enjoy this course if:
You are passionate about cooking, eating good food & experimenting with ingredients.

Assessment Details
Component 1 Exam (50%) based on theoretical work covered during the course
Component 2 NEA (50%):
- Assessment x1: The Food Investigation Assessment (15%). This will involve practical experimental work and written work based on a specific food commodity e.g. bread, pastry.
- Assessment x2: The Food Preparation Assessment (35%) This will involve research to respond to a given brief plus planning, preparation, cooking (1 x 3 hour session) and presentation of three dishes plus accompaniments (if appropriate) to form a menu.

Progression to Post 16 Studies/Training /Careers
Students can choose to study a L3 Food Science and Nutrition course, embark on an apprenticeship & potentially study food science at university. The food industry is one of the largest industries in the world, the opportunities this course could lead you to include: food science, catering, food nutritionist, food product development, food buyer & food manufacture.
Level 2 Certificate in Further Maths

Specification Code: 8365
Examination Board: AQA
QAN Code: 603/3104/5

General Statement about the Subject
AQA Level 2 Certificate in Further Maths is a unique qualification designed to stretch and challenge high achieving mathematicians who:

- Are expected to achieve the top grades in GCSE Mathematics
- Are likely to progress to A-level study in Mathematics and possibly Further Mathematics

It complements GCSE Maths by encouraging students' higher Mathematical skills, particularly algebraic reasoning.

Areas of Study
There are 6 broad areas of study that are covered in this course:

- Number
- Algebra
- Coordinate Geometry (in 2D)
- Calculus
- Matrix Transformations
- Geometry

Skills Developed
Students will have the opportunity to further develop their mathematical skills that they encounter in their GCSE Mathematics course. Students will develop their proof, reasoning and application skills with this course.

You will enjoy this course if:
You really enjoy Mathematics, particularly algebra and geometry and reasoning mathematically.

Assessment Details
100% examination (no coursework)
Two equally weighted papers; each 1 hour and 45 minutes (one non calculator, one non calculator) sat at the end of Y11

Progression to Post 16 Studies/Training/Careers
Level 2 Further Maths builds on the KS4 curriculum and will help students prepare for the extra rigour required for A Level Mathematics without infringing on the A Level Content.
General Statement about the Subject
In the present day the learning of languages is important in all walks of life and in the business world in particular the value of speaking more than one language cannot be denied. The Downs School is committed to providing an international dimension to the curriculum and to the principle of most students studying at least one foreign language to GCSE level and we encourage you to consider studying two languages. Those who do study two languages often achieve similar grades in both (and often better than if they only learn one) as their language learning skills and awareness of examination criteria improve through greater practice. Any current difference in attainment between your first and second language quickly disappears. For able linguists, it is possible to pick up the language you were unable to learn at Key Stage 3.

Areas of Study
The course continues to build on the skills acquired at Key Stage 3. Certain topic areas such as free-time and technology, family and school are discussed at a higher level. Others such as the environment and social issues are introduced.

Skills Developed
Learning a language helps develop many skills that employers value highly. We aim to make the GCSE course as interactive and communicative as possible, as well as practical in terms of further study, tourism and future careers. The focus is on communicating clearly in the language and therefore presentation, listening and interpersonal skills are improved. You will develop good learning strategies through our focus on vocabulary and grammar learning, which can be transferred to all curriculum areas. There are opportunities for you to visit France, Germany or Spain and we hope as many of you as possible can take advantage of these, as you will not only improve your language skills but also experience a different culture and develop in confidence.

You will enjoy this course if:
You enjoy communicating in a foreign language, are not afraid to have a go and if you want to be able to take your language skills to the next level and communicate in more realistic scenarios.

Assessment Details
The four skills of listening, speaking, reading and writing are assessed separately by examination at the end of the course and are worth 25% each of your final grade. The speaking examination will be conducted by your class teacher before the official examination period begins. You can be entered at foundation or higher tier.

Progression to Post 16 Studies/Training/Careers
A good GCSE obviously leads to further study of languages at A Level but there are also many opportunities to continue studying a language at university alongside a degree course, which can lead to studying or a work placement abroad. Many employers look for competency in a language at GCSE as evidence that they can teach you a new one for a particular country they do business with. Apprenticeships in certain fields also highly value a language GCSE.
GCSE Music

Specification Code: 1MU0
Examination Board: Edexcel/Pearson
QAN Code: 60182040

General Statement about the Subject

GCSE Music is designed to allow the study of music through the integration of performing, composing, listening and appraising with opportunities to use music technology. Students already learning a musical instrument will find that their performing skills learnt already can contribute to their GCSE grade through performing pieces they have already studied for grade exams.

The Music GCSE is split into three areas:

- **Unit 1 – Performing Music 30%** - Students submit one solo performance, and one ensemble performance (in a band, or a duet for example). These can be pieces that students have already performed for a grade exam, and should be of around grade 4 standard.
- **Unit 2 – Composing Music 30%** - This is controlled assessment where students compose two pieces of music over the two years. Students are taught to compose through their music lessons. For this aspect, students should be able to read notation.
- **Unit 3 – Music Listening and Appraising 40%** - This is an exam in which students learn about the set works below, and answer questions on them based on listening to them in the exam. Questions may be about the instrument playing at the time, the main features of the music they are listening to, or the melody/dynamics/texture at that given point in the piece.

Students need to be able to read music notation for this aspect of the course as well as the composition.

Areas of Study

- Instrumental music 1700-1820 J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major/L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor ‘Pathétique’ Vocal music H Purcell: Music for a While/Queen: Killer Queen (from the album Sheer Heart Attack)
- Music for stage and screen S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)/ J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars
- Episode IV: A New Hope)
- Fusions Afro Celt Sound System: Release (from the album Volume 2: Release) / Esperanza Spalding: Samba Em Preludio (from the album Esperanza)

Skills Developed

You learn to create and develop musical ideas (compose) in relation to a brief and how to analyse and evaluate music using a musical terminology. You will develop performance skills such as technical control, expression, interpretation and a sense of ensemble. The course allows you to develop your understanding and appreciation of a range of different kinds of music.

You will enjoy this course if:

You enjoy performing, composing, listening and theory activities. The practical work is undertaken mainly individually and occasionally in small groups. You are having lessons on an instrument or singing lessons and are around grade 2/3 standard as a minimum.

Assessment Details

Composition and Performance which is completed over the course of the two years:
30% - 2 Performances – 1 solo and 1 ensemble
30% - 2 Compositions in different styles

Exam which is completed at the end of Year 11
40% - Listening and appraising exam based on the set works

Progression to Post 16 Studies/Training/Careers

The course allows students to capitalise on their different interests. It gives them the opportunity to make music, both individually and in groups, to develop a life-long interest in music and to progress to further study.
GCSE Physical Education

General Statement about the Subject
Physical Education provides an opportunity for you to develop your knowledge and understanding of the subject, thereby increasing your enjoyment and satisfaction in the area of sport. The GCSE PE course is designed to raise standards in performance and enable you to express yourself in a subject which leads to a formal, and established, qualification.

Areas of Study
Practical Activities:
A variety of sports and activities where there may be scope for pupils to adopt certain different roles (e.g. performer and/or leader/coach) in activities such as Athletics, Badminton, Hockey, Swimming Strokes, Trampolining. (Sports such as netball, football, rugby and cricket may also be offered as assessment activities through core PE lessons).

1 team sport, 1 individual sport and another from either category is needed.

Theory Activities are split into two papers on:
- The human body and movement in physical activity and sport. Students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.
- Socio-cultural influences and well-being in physical activity and sport. Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport.

Skills Developed
You are helped to extend previous work in: acquiring and developing skills; selecting and applying skills; tactics and compositional ideas; evaluating and improving performance; knowledge and understanding of fitness and health.

You will enjoy this course if:
You enjoy practical PE lessons and wish to learn something more about the theoretical aspects which underpin the subject.

As a general guide, you will have one hour of practical and one hour of theory per week. Some theory lessons may involve practical applications. Observations and Analysis of others' performances will be carried out during practical lessons. Use of DVDs, discussion, question and answer, reciprocal tasks are included in lessons, amongst a variety of approaches to the course. You are expected to attend extra-curricular clubs to support their studies as a matter of course.

Assessment Details
Theory Examination 60% Practical Activity 30% Activity Analysis 10%

Progression to Post 16 Studies/Training /Careers
A good lead in to A Level PE or a Level 3 BTEC Sport course. Future career paths followed by ex-students have included: Armed Forces, Police, Fitness Training Instructor, PE Teachers, Physiotherapists, Sports Therapy, Sports Centre Management and Sports Technology.
General Statement about the Subject
This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills.

Areas of Study
Paper 1: Cognition and behaviour
- Memory
- Perception
- Development
- Research methods

Paper 2: Social context and behaviour
- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Skills Developed
Knowledge and understanding of research methods, practical research skills and mathematical skills will be developed by studying the specification content and through ethical, practical research activities, involving:
- designing research
- conducting research
- analysing and interpreting data.

By carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).

You will enjoy this course if:
You have an enquiring and scientific mind - Psychology helps you understand yourself and other people by learning about aspects of human behaviour that will help you in daily life, including your interactions with others, your learning and memory performance, your ability to cope with pressure and your understanding of the causes of psychological disorders.

Assessment Details
2 exams, worth 50% each; 4 questions on each exam containing multiple choice, short answer and extended writing responses.

Progression to Post 16 Studies/Training/Careers
This course is a good foundation for further study at Key Stage 5. Psychologists work in a range of organisations within both the public and private sector - these include clinical and health settings, a diverse collection of commercial and non-profit organisations, forensic settings such as prisons and law courts, and many other areas.
General Statement about the Subject
The GCSE Religious Studies course aims to develop knowledge and understanding of Christianity and Buddhism as well as giving students the tools to explore life’s big questions. There will be a chance to explore a range of philosophical and ethical issues and the relationship between religious and non-religious perspectives. Students will also examine the impact religion has on the world and consider the role and relevance of religion in modern society.

Areas of Study
We will study the following four themes and the philosophical arguments surrounding them:

- Relationships and families
- The existence of God, gods and the ultimate reality
- Religion, peace and conflict
- Dialogue between religious and non-religious beliefs and attitudes

Students will also develop their understanding of the beliefs, teachings and practices of Christianity and Buddhism.

Skills Developed
Students will have the opportunity to develop their skills of investigation, analysis and evaluation. They will also be given the chance to develop their ability to clearly structure an argument as well as reflect on a range of issues which will be discussed in class.

You will enjoy this course if:
Religious Studies GCSE involves teacher-led discussion and debate when students can listen to and express a range of views and opinions. Students will also begin to formulate their own responses to some of the big philosophical questions.

Assessment Details
100% examination (no coursework)
Religion, philosophy and ethics in the modern world from a Christian perspective (50% - 2 hour exam) Beliefs and teachings & Practices
Christianity (25% - 1 hour exam) Beliefs and teachings & Practices
Buddhism (25% - 1 hour exam which immediately follows the Christianity exam)

The examination is totally essay based; therefore, a capacity for extended writing is essential.

Progression to Post 16 Studies/Training /Careers
Religious Studies can lead onto further study of the subject at A Level. It can also support a range of subjects such as History, English or Philosophy. It provides students with key skills such as analysis and communication which are important in many careers, as well as an appreciation for the different religious and cultural beliefs of others.
GCSE Statistics

Specification Code: 8382
Examination Board: AQA
QAN Code: 603/1177/0

General Statement about the Subject
Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret and present data. It complements subjects such as GCSE Biology, Geography, Business and Economics, and opens the door to a variety of careers – from weather forecasting to the biological sciences.

Areas of Study
There are 5 broad areas of study that are covered in this course:
- Collecting, recording and processing data
- Mathematical analysis of data
- Visual representations of data
- Statistical measures of comparing data
- Interpretation and evaluation of results

Skills Developed
Students will have the opportunity to further develop their understanding of statistics that is covered in their GCSE Mathematics course. Students will develop an understanding of the importance of careful planning, a clear strategy for collecting, recording and processing data in order to address an identified question or hypothesis. As well as be able to generate data visualisation and understand the maths involved.

You will enjoy this course if:
- You enjoy mathematics, in particular the data handling side of Maths.
- You are interested in understanding data and how it is used.

Assessment Details
- 100% examination (no coursework)
- Two tiers of entry; Foundation and Higher
- Two equally weighted papers; each 1 hour and 45 minutes sat at the end of Y11

Progression to Post 16 Studies/Training/Careers
A good lead in to A Level Maths and also works to support skills in other A Level courses such as Geography, Biology, Psychology, Economics and Business Studies.